



2013 – 2014 Bulletin

Berrien Springs, Michigan 49104
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Course Prefixes and Numbers

Courses are listed by course prefix and course number. Course prefixes are listed below in alphabetical order. At the end of each prefix designation is an abbreviated symbol in parentheses for the school in which the prefix occurs. Symbols are as follows:

College of Arts and Sciences (CAS) School of Architecture, Art & Design (SAAD)		School of Business Administration (SBA) School of Education (SED)		School of Health Professions (SHP) Seventh-day Adventist Theological Seminary (SEM)	
ACCT	Accounting (SBA)	EDUC	Education—General (SED)	MSSN	World Mission (SEM)
AFLT	Aeronautical Flight	ENGL	English (CAS)	MUCT	Music Composition & Theory (CAS)
AGRI	Agriculture	ENGM	Engineering Management (CAS)	MUED	Music Education (CAS)
ALHE	Allied Health (CAS)	ENGR	Engineering (CAS)	MUHL	Music History & Literature (CAS)
ANSI	Animal Science	ENGT	Engineering Technology (CAS)	MUPF	Music Performance (CAS)
ANTH	Anthropology (CAS)	ENSL	Intensive English (CAS)	MURE	Music—Religious (CAS)
ARCH	Architecture (SAAD)	FDNT	Nutrition (SHP)	NRSG	Nursing (SHP)
ART	Art Studio (SAAD)	FILM	Film (SAAD)	NTST	New Testament Studies (SEM)
ARTH	Art History (SAAD)	FMST	Family Studies (CAS)	OTST	Old Testament Studies (SEM)
AVIA	Aviation	FNCE	Finance (SBA)	PHIL	Philosophy (CAS)
AVMT	Aviation Maintenance	FREN	French (CAS)	PTHT	Physical Therapy (SHP)
BCHM	Biochemistry (CAS)	FTES	Fitness & Exercise Studies (SHP)	PHTO	Photography (SAAD)
BHSC	Behavioral Sciences (CAS)	GDPC	Graduate Psychology & Counseling (SED)	PHYS	Physics (CAS)
BIBL	Biblical Languages (CAS)	GEOG	Geography (CAS)	PLSC	Political Science (CAS)
BIOL	Biology (CAS)	GNST	General Studies (CAS)	PORT	Portuguese (CAS)
BSAD	Business Administration (SBA)	GRMN	German (CAS)	PREL	Public Relations (CAS)
CHEM	Chemistry (CAS)	GSEM	General Theological Seminary (SEM)	PSYC	Psychology (CAS)
CHIS	Church History (SEM)	HIST	History (CAS)	PTH	Physical Therapy – Professional & Post–Professional (SHP)
CHMN	Christian Ministry (SEM)	HLED	Health Education (SHP)	RELB	Religion—Biblical Studies (CAS)
CIDS	Comm & Intl Development (CAS)	HONS	Honors (all undergraduate)	RELG	Religion—General (CAS)
COMM	Communication (CAS)	HORT	Horticulture	RELH	Religion—History (CAS)
CPTR	Computing & Software Engineering (CAS)	IDSC	Interdisciplinary Studies (CAS)	RELP	Religion—Professional & Applied Studies (CAS)
DSGN	Design (SAAD)	INFS	Information Systems (SBA)	RELT	Religion—Theology (CAS)
DSRE	Discipleship & Religious Education (SEM)	INLS	International Language Studies (CAS)	SOCI	Sociology (CAS)
ECON	Economics (SBA)	JOUR	Journalism (CAS)	SOWK	Social Work (CAS)
EDAL	Educational Administration & Leadership (SED)	LEAD	Leadership (SED)	SPAN	Spanish (CAS)
EDCI	Educational Curriculum & Instruction (SED)	MAED	Mathematics Education (CAS)	SPED	Special Education (SED)
EDFN	Educational Foundations (SED)	MATH	Mathematics (CAS)	SPPA	Speech–Language Pathology & Audiology (SHP)
EDRM	Research & Measurement (SED)	MDIA	Media (SAAD)	STAT	Statistics (CAS)
EDTE	Teacher Education (SED)	MKTG	Marketing (SBA)	THST	Theology & Christian Philosophy (SEM)
		MLSC	Medical Laboratory Sciences (SHP)		
		MSCI	Mathematics and Science (CAS)		

COURSE NUMBERS

Non Credit	Below 100	Courses enabling the student to qualify for freshman standing
Undergraduate Lower Division	100–199	Courses usually taken during the freshman year
	200–299	Courses usually taken during the sophomore year
Undergraduate Upper Division	300–399	Courses usually taken during the junior year
	400–499	Courses usually taken during the senior year
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Summer Sessions 2013

Registration for summer terms 2013 begins Monday, March 25, 2013.

Last days of registration for summer terms 2013 are May 13 (Term 1), June 12 (Term 2), and July 10 (Term 3).

May

2	Thu	University Level Schools: Last day of Spring Semester 2013
3	Fri	Medical Laboratory Sciences: Senior Spring Semester Clinicals end
3	Fri	School of Education: Teacher Dedication Ceremony, 5 PM
3	Fri	University Level Schools: Consecration, 8 PM
3	Fri	School of Business Administration: Ethics Oath Ceremony, 11am
4	Sat	Nursing: Nursing Students, Pinning Ceremony, 4 PM
4	Sat	Dietetics: Senior Dedication and Pinning Ceremony, 5:00 PM
4	Sat	University Level Schools: Baccalaureate Services
4	Sat	Religion Department pinning ceremony
5	Sun	Enrollment open for AU/GU courses for Summer Term 3
5	Sun	University Level Schools: Commencement Services
6	Mon	Medical Laboratory Sciences: Senior Summer Semester Clinicals begin
6	Mon	University Level Schools: May Express Classes and Summer Physics Begin
8	Wed	University Level Schools: Spring Semester 2013 grades due by 11:59 PM
10	Fri	Seminary: Hebrew placement examination, 10 AM
12	Sun	Seminary: New Student Orientation, 9:00AM–12 PM
13	Mon	University Level Schools: Summer Term 1: Classes begin; Registration: 9 AM–5PM
14	Tue	University Level Students: Late Registration Fee in effect for Summer Term 1 classes
15	Wed	University Level Students: Last day to complete the following by 5 PM: enter Summer Term 1 classes; drop a class with full tuition refund; drop a class by drop/add form without a fee or entry on permanent academic record; change audit to credit.
15	Wed	Undergraduate Seniors & Graduate Students: Last day to apply to march in Summer Graduation
15	Wed	Admissions: Admissions Application deadline for Summer Term 3
16	Thu	University Level Students: Drop/Add Fee in effect for registration changes
17, 18	Fri–Sat	Seminary: SEEDS Church Planting Workshop
24–26	Fri–Sun	Andrews Academy: Commencement Weekend
24	Fri	Andrews Academy: Last day of School
27	Mon	All Campus Schools: Holiday, Memorial Day
28	Tue	School of Architecture: Deadline for Application to professional program
30	Thu	RMES: Graduation
31	Fri	RMES: Last Day of School

June

3	Mon	Andrews University Board of Trustees Meeting: 8:30 AM–2:00 PM
4	Tue	University Level Students: Last day to change from credit to audit for Summer Term 1 classes or withdraw from a class with a W
6, 7	Thu–Fri	SED Doctoral Students: EdD/PhD Comprehensives, 8:30 AM–2:30 PM
7	Fri	SED Master's Students: MA Comprehensives, 8:30–11:30 AM; 1–3 PM
7	Fri	SED Specialist & Master's (CMHC & SC): EdS/MA Comprehensives, 8:30 AM–12:30 PM
7	Fri	University Level Schools: Summer Term 1: Classes end
10	Mon	SED Specialist & Master's (CMHC & SC) Students: EdS/MA Comprehensives, 8:30 AM–12:30 PM
10, 11	Mon–Tue	SED Doctoral Students: EdD/PhD Comprehensives, 8:30 AM–2:30 PM
10–July 5	Mon–Fri	University Level Schools: Summer Term 2: Classes Begin; Registration 9 AM– 5 PM
11	Tue	University Level Students: Late Registration Fee in effect for first time registrations for Summer Term 2
12	Wed	University Level Students: Last day to complete the following by 5 PM: enter Summer Term 2 classes; drop a class with full tuition refund; drop a class by drop/add form without a fee or entry on permanent academic record; change audit to credit.
13	Thu	University Level Students: Drop/Add Fee in effect for registration changes

July

1	Mon	University Level Students: Last day to change from credit to audit for Summer Term 2 classes or withdraw from a class with a W
1–26	Mon–Fri	Intensive English: Action America
4	Thu	All Campus Schools: Holiday: Independence Day
5	Fri	University Level Schools: Summer Term 2 ends
8	Mon	University Level Schools: Summer Term 3: Classes begin; Registration, 9 AM–5 PM
10	Wed	University Level Students: Last day to complete the following by 5 PM: enter Summer Term 2 classes; drop a class with full tuition refund; drop a class by drop/add form without a fee or entry on permanent academic record; change audit to credit.
11	Thu	University Level Students: Drop/Add Fee in effect for registration changes
15–19	Mon–Fri	Leadership Orientation: Dept. of Leadership Orientation
20–24	Sat–Wed	Leadership Roundtable Conference: Dept. of Leadership Annual RT Conference
22–26	Mon–Fri	University Level Students: Graduation: Financial Clearance for Tickets

26	Fri	Medical Laboratory Sciences: Senior summer session clinicals end
28	Sun	School of Business Administration: MBA Poster Session, 5pm
29	Mon	Medical Laboratory Sciences: Registry Review Week begins
29–Aug 2	Mon–Fri	Graduating Students: Graduation: Financial Clearance for Tickets
29	Mon	Graduating Students: Graduation Tickets available for pickup at the Registration Counter in the Administration Building: Must receive clearance card from SFS.
30	Tue	University Level Schools: Last day to change from credit to audit for Summer Term 2 classes or withdraw from a class with a W

August

2	Fri	University Level Schools: Last day of classes for Summer Term 3
2–4	Fri–Sun	University Level Schools: Graduation Ceremonies
2	Fri	School of Business Administration: Ethics Oath Ceremony
3	Sat	Medical Laboratory Sciences: Certification ceremony, 5 PM
3	Sat	Seminary: Seminary Dedication Service 4:00 PM
4–9	Sun–Fri	Seminary: Natural Remedies and Hydrotherapy Workshop
4–11	Sun–Sun	Seminary: New England Adventist Heritage Tour
5–23	Mon–Fri	School of Education: First Days of School Experience
7	Wed	University Level Schools: Summer Semester Grades due by 11:59 PM

Fall Semester 2013, August 26–December 12, 2013

Registration for fall semester 2013 begins Monday, March 25, 2013.

Late registration fee in effect Tuesday, August 27, 2013.

Last day of registration for fall semester 2013 is Wednesday, September 4, 2013.

July

15	Tue	University Level Students: Financial Plan Portion of Registration Central opens. Make Payment plans by August 15. Complete insurance information.
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August

4–9	Sun–Fri	Seminary: Natural Remedies and Hydrotherapy Workshop
5–23	Mon–Fri	School of Education: First Days of School Experience
12–16	Mon–Fri	Seminary: Hebrew Review Session 9:00am to 12:00pm
13, 14	Tue–Wed	New University Faculty: New Faculty Orientation Seminar 8:30 AM–4:30 PM
15	Thu	University Level Students: First Payment due for Financial Clearance; Full payment due for 1% and 3% rebate; ID cards activated for Dining Services and Bookstore in Registration Central when financial plan box is checked; Financial clearance needed to register and move into the dorm; Submit waiver to Student Insurance
15, 16	Thu–Fri	University Faculty: Faculty Institute: Thursday, 8–5 PM, and Friday, 8–12 PM
15	Thu	University Faculty: Official start of Academic Year 2013–2014
15	Thu	Undergraduate Students: Cancellation of classes for undergraduate students with unconfirmed course registrations
16, 17	Fri–Sat	Faculty/Staff: Fall Fellowship
18	Sun	New Undergraduate Students: First Stop
18	Sun	New International Students: International Student Orientation
19	Mon	RMES/AA: Fall Semester Classes begin
19–25	Mon–Sun	New Undergraduate Students: New Student Registration and Orientation Week
19	Mon	CAS Faculty: Department Meetings and Retreats
21–24	Wed–Sat	Seminary: New Student Orientation for Fall Semester
21	Wed	University Faculty: Individual School Meetings, 1–4 PM
22	Thu	Seminary: Hebrew Placement Exam 8:30am
23	Fri	Seminary: Biblical Literacy Entrance Exam 8:30am
23	Fri	University Faculty: Departmental Meetings
25	Sun	University Level Schools: Registration, New Students, 12–5 PM
25	Sun	Graduate Students: New Graduate Students Orientation
26	Mon	University Level schools: Fall Semester begins
26	Mon	University Level Students: Classes Begin: Last day to register for the first time without a fee
27	Tue	University Level Students: Late Registration fee in effect for first time registrations for Fall Semester 2013 classes; notification of cancellation of low-enrollment classes
28	Wed	CAS Faculty: CAS Faculty Meeting, 3:30–5:00 PM
28	Wed	Graduate Students: Cancellation of classes for graduate students with unconfirmed course reservations
29	Thu	University Level Schools: University Convocation, 10:30 AM–12 PM (10:30 AM classes cancelled)

September

2	Mon	All Campus Schools: Labor Day—holiday: No School all campus schools
3–19	Tue–Wed	School of Education: Fall Semester Student Teacher Schedule
3	Tue	University Level Schools: Cancellation of classes with below minimum enrollment
4	Wed	University Level Students: Last business day to complete the following by 5 PM: enter Fall Semester 2013 classes; drop a class with FULL tuition refund; to make a change in registration by Drop/Add Form without a fee or entry on permanent academic record; to change audit to credit.
5	Thu	University Level Students: Fee in effect for changes in registration (classes added or dropped)

7	Sat	Seminary: Seminary Heritage Tour
9–13	Mon–Fri	University Level Students: University Week of Prayer
11	Wed	University Level Students: Last day to drop a class with 70% refund
16	Mon	School of Architecture: 3 1/2 year March and advanced standing application deadline for Spring (January 2014) admission
18	Wed	University Level Students: Last day to drop a class with 40% refund
20	Fri	Seminary: Church Policy Review Session
23	Mon	University Level Students: Fall Term First installment Payment Due
26–29	Thu–Sun	All Campus and Alumni: Homecoming Weekend
26	Thu	Undergraduate Students: Last day to apply for December Degree Conferral and May Graduation
26	Thu	Graduate Students: Last day to apply for December Degree Conferral
27	Fri	Seminary: Church Policy Exam

October

1	Tue	Intensive English: Last day to enter as ELT student
7–11	Mon–Fri	NAD Enrollment Event: NAD College Fairs in LUC
14	Mon	RMES: Columbus Day—Holiday
14, 15	Mon–Tue	University Level Schools (except Seminary): Fall Recess
14	Mon	Andrews Academy: Columbus Day—Holiday
16	Wed	University Level Schools: Classes Resume
16	Wed	Mid–Semester
17, 18	Thu–Fri	SED Doctoral Students: EdD/PhD Comprehensives, 8:30 AM–2:30 PM
18	Fri	SED Master's Students: MA Comprehensives, 8:30–11:30 AM; 1–3 PM
18	Fri	SED Specialist & Master's (CMHC&SC) Students: EdS/MA Comprehensives, 8:30 AM–12:30 PM
18, 19	Fri–Sat	Andrews Academy: Alumni Weekend
20, 21	Sun–Mon	University Preview Event: October Preview
21	Mon	SED Specialist & Master's (CMHC & SC) Students: EdS/MA Comprehensives, 8:30 AM–12:30 PM
21, 22	Mon–Tues	School of Education: EdD/PhD Comprehensives, 8:30 AM–2:30 PM
23	Wed	University Level Students: Fall Term Second Installment Payment Due
25, 26	Fri–Sat	University Level Schools: Health Professions/Graduate Preview
26–28	Sat–Mon	Seminary: H.M.S. Richards Lectureship on Biblical Preaching (MDiv Required)
28, 29	Mon–Tue	Andrews Academy: Half Day – Parent/Teacher Conferences
29	Tue	Andrews University Board of Trustees Meeting: 8:30 AM–2:00 PM

November

1	Fri	Seminary: Challenge Exam—CHIS504, 8:30–10:30 AM
4	Mon	Andrews Academy: No School/Fall in Service
4	Mon	University Level School: Financial Clearance Opens in Registration Central
4	Mon	University Level Schools: Open course registration at the Academic Records counter for Spring Semester 2014
7	Thu	School of Education: Spring Semester Student Teacher Orientation Assembly
7	Thu	Seminary: NADEI Field School Assembly
8–11	Fri–Sun	Seminary: Church Plant Coaching Certification Training
15, 16	Fri–Sat	Academy & University Level Students: Scifest Invitational
15	Fri	University Level Schools: All comprehensives must be completed for December degree conferral
15	Fri	University Level Students: Admissions application deadline for Spring Semester 2014
17, 18	Sun–Mon	University Preview Event: Lake Union Conference Juniors
23	Sat	University Level Schools: Fall Term Third Installment Payment Due
24–Dec 1	Sun–Sun	Seminary: Thanksgiving Break
26	Tue	University Level Students: Last day to change from credit to audit for Fall Semester classes or to withdraw from a class with a W for a fee.
27	Wed	RMES: Thanksgiving Break begins at 12:15pm Wednesday
27–Dec 1	Wed–Sun	All Schools except Seminary: Holiday—Thanksgiving Break
27–Dec 1	Wed–Sun	Andrews Academy: Half Day November 27, No School November 28–29

December

2	Mon	All Campus Schools: Classes Resume
5	Thu	University Level Schools: Last Day of Fall Semester 2013 classes
6	Fri	University Level Schools: Reading Day (Exam Preparation)
7	Sat	Seminary: Seminary Dedication Service 4 PM
9–12	Mon–Thu	University Level Schools: Fall Semester Final Exams (starts Monday, 7:30 AM)
12	Thu	University Level Schools: Fall Semester Ends
13–Jan 5	Fri–Sun	All Campus Schools: Winter Break
13	Fri	Andrews Academy: Feast of Lights Program
15	Sun	University Level Schools: Spring Semester: First payment due for Financial Clearance; Full payment due for 1% and 3% rebate; Financial clearance required to register
16	Mon	Seminary: Last day to submit NADEI Field School Application
18	Wed	University Level Schools: Fall Semester Grades due by 11:59 PM
22–Jan 5	Sun–Sun	RMES/AA: Christmas Vacation

Spring Semester 2014, January 6–May 1, 2014

Online course registration for spring semester 2014 begins Monday, March 25, 2013.

Course registration at the Administration Building begins Monday, November 4, 2013.

Late registration fee is in effect Tuesday, January 7, 2014.

Last day of registration for spring semester 2014 is Wednesday, January 15, 2014.

December		
15	Sun	University Level Schools: Spring Semester: First payment due for Financial Clearance; Full payment due for 1% and 3% rebate; Financial clearance required to register
January		
1	Wed	University Level Students: Andrews University financial paperwork available at www.andrews.edu/sf/
1	Wed	University Level Students: FAFSA available online www.fafsa.edu.gov (filing for Financial Aid)
5	Sun	University Level Students: ID Cards activated for Dining Services and Bookstore in Registration Central when Financial Plan box is checked.
5	Sun	University Level Students: Registration: New Students, 12–5 PM
5	Sun	New Undergraduate Students: New Student Orientation, 9 AM to 12 PM
6	Mon	RMES/AA: Second Semester Classes Begin
6	Mon	University Level Schools: Spring Semester Begins
6	Mon	University Level Schools: Classes Begin; Last day to register for the first time without a fee
7–26	Tue–Sat	School of Education: Spring Semester Student Teaching Schedule
7	Tue	University Level Students: Late Registration fee in effect for first time registrations for Spring Semester 2014 classes; notification of cancellation of low–enrollment classes
8	Wed	University Level Students: Cancellation of unconfirmed course reservations
14	Tue	University Level Schools: Cancellation of classes with below–minimum enrollment
15	Wed	University Level Students: Last business day to complete the following by 5 PM: enter Spring Semester 2014 classes; drop a class with FULL tuition refund; to make a change in registration by Drop/Add Form without a fee or entry on permanent academic record; to change audit to credit.
16	Thu	Graduate Students: Last day to apply for May graduation
18–20	Sat–Mon	All Campus Schools: Celebration: Martin Luther King Day: MLK educational events replace classes
20	Mon	RMES/AA: Holiday: Martin Luther King Jr. Day. No School
21–24	Tue–Fri	University Level Students: University Week of Prayer
21	Tue	Andrews Academy: No School Staff Development
22	Wed	University Level Students: Last day to drop a class with 70% refund
29	Wed	University Level Students: Last day to drop a class with 40% refund
February		
5	Wed	Seminary: Seminary Recognition Assembly 10:30 AM
7, 8	Fri–Fri	Seminary: Seminary Scholarship Symposium
17	Mon	School of Architecture: 3 1/2 Year March and advanced standing application deadline for summer (May) or fall (August) admission
17	Mon	All Campus Schools: Holiday, President's Day: No school
23	Sun	University Level Students: Spring Semester First Installment Payment Due
26	Wed	University Level Schools: Mid–Semester
28	Fri	Seminary: MDiv Application Deadline for Summer Term (Domestic Applicants) (International deadline: February 1).
March		
1	Sat	University Level Students: Priority Processing Date for Federal Financial Aid (FAFSA)
4	Tue	Andrews University Board of Trustees Meeting: 8:30 AM–2:00 PM
9, 10	Sun–Mon	University Preview Event: March Preview
14–23	Fri–Sun	University Level Schools: Spring Semester Break
14	Fri	New Students: Admissions Application Deadline for Summer Term 1
17–23	Mon–Sun	RMES: Spring Semester Break
17–23	Mon–Sun	Andrews Academy: Spring Break
23	Sun	University Level Students: Spring Semester Second Installment Payment Due
24	Mon	Seminary: Ellen G. White Issues Symposium
24	Mon	All Campus Schools: Classes Resume
24	Mon	University Level Students: Online Registration for Summer 2014, Fall 2014 and Spring 2015 opens
27, 28	Thu–Fri	School of Education: EdD/PhD Comprehensives, 8:30–2:30 PM
27	Thu	University Level Students: Last date to enroll for AU/GU course for Spring Term
28	Fri	School of Education: MA Comprehensives, 8:30–11:30 AM; 1–3 PM
28	Fri	School of Education: EdS Comprehensives, 8:30 AM–12:30 PM
28–30	Fri–Sun	Seminary: Ministry Coach Certification Training
28	Fri	University Level Schools: Last Day for all comprehensives to be completed for May degree conferral

31 Mon **School of Education:** EdS Comprehensives, 8:30 AM–12:30 PM
 31, Apr 1 Mon–Tue **School of Education:** EdD/PhD Comprehensives, 8:30–2:30 PM
 31, Apr 1 Mon–Tue **Andrews Academy:** Half Day – Parent/Teacher Conferences

April

1 Tue **University Level Students:** Last day for Summer Physics Early Bird Rate
 8 Tue **School of Education:** 2013–2014 Student Teacher Orientation Assembly
 13, 14 Sun–Mon **University Preview Event:** April Preview
 14 Mon **Potential University Students:** Admissions Application Deadline for Summer Term 2
 15 Tue **University Level Students:** Last day to change credit to audit for Spring Semester Classes or withdraw from a class with a W
 18 Fri **RMES:** Spring Long Weekend – No School
 18 Fri **Andrews Academy:** Staff Development—No School
 20 Sun **Seminary:** Seminary Michigan Adventist heritage Tour
 23 Wed **University Level Students:** Spring Semester Third Installment Payment Due
 24 Thu **University Level Schools:** Last day of Spring Semester classes
 25 Fri **University Level Students:** Reading Day (Exam Preparation)
 28–May 1 Mon–Thu **University Level Schools:** Spring Semester Final Exams begin Monday, 7:30 AM

May

1 Thu **Seminary:** MDiv Application Deadline for Fall Term (International Students)
 1 Thu **University Level Schools:** Last day of Spring Semester 2013
 2 Fri **Medical Laboratory Sciences:** Senior Spring Semester Clinicals end
 2 Fri **School of Education:** Teacher Dedication Ceremony, 5 PM
 2 Fri **University Level Schools:** Consecration, 8 PM
 2 Fri **School of Business Administration:** Ethics Oath Ceremony, 11am
 3 Sat **Nursing:** Nursing Students, Pinning Ceremony, 4 PM
 3 Sat **Dietetics:** Senior Dedication and Pinning Ceremony, 5:00 PM
 3 Sat **Seminary:** Seminary Dedication Service 4:00 PM
 3 Sat **University Level Schools:** Baccalaureate Services
 4 Sun **University Level Schools:** Commencement Services
 7 Wed **University Level Schools:** Spring Semester 2014 grades due by 11:59 PM

Summer Sessions 2014, May 5–August 1, 2014

Registration for summer terms 2014 begins Monday, March 24, 2014.
 Last days of registration for summer terms 2014 are May 14 (Term 1), June 11 (Term 2), and July 9 (Term 3).

May

5 Mon **Medical Laboratory Sciences:** Senior Summer Semester Clinicals begin
 5 Mon **University Level Schools:** May Express Classes and Summer Physics Begin
 11 Sun **Seminary:** New Student Orientation, 9 AM–12 PM
 12 Mon **University Level Schools:** Summer Term 1: Classes begin; Registration: 9 AM–5 PM
 13 Tue **University Level Students:** Late Registration Fee in effect for first time Summer Term 1 registrations
 14 Wed **University Level Students:** Last day to complete the following by 5 PM: enter Summer Term 1 classes; drop a class with full tuition refund; drop a class by drop/add form without a fee or entry on permanent academic record; change audit to credit.
 14 Wed **Undergraduate Seniors & Graduate Students:** Last day to apply for August Graduation
 14 Wed **Admissions:** Admissions Application deadline for Summer Term 3
 15 Thu **University Level Students:** Drop/Add Fee in effect for registration changes
 26 Mon **All Campus Schools:** Holiday, Memorial Day
 27 Tue **School of Architecture:** Deadline for Application to professional program
 29 Thu **RMES:** Graduation
 29 Thu **Andrews Academy:** Last Day of School
 30 Fri **RMES:** Last Day of School
 30–Jun 1 Fri–Sun **Andrews Academy:** Commencement Weekend Services

June

2 Mon **Seminary:** MDiv Application Deadline for Fall Term (Domestic applicants)
 2 Mon **Andrews University Board of Trustees Meeting:** 8:30 AM–2:00 PM
 3 Tue **University Level Students:** Last day to change from credit to audit for Summer Term 1 classes or withdraw from a class with a W
 5–6 Thu–Fri **SED Doctoral Students:** EdD/PhD Comprehensives, 8:30 AM–2:30 PM
 6 Fri **SED Master's Students:** MA Comprehensives, 8:30–11:30 AM; 1–3 PM
 6 Fri **SED Specialist & Master's (CMHC & SC) Students:** EdS/MA Comprehensives
 6 Fri **University Level Schools:** Summer Term 1: Classes end
 9 Mon **University Level Schools:** Summer Term 2: Classes Begin; Registration 9 AM– 5 PM

9	Mon	SED Specialist & Master's (CMHC & SC) Students: EdS/MA Comprehensives, 8:30 AM–12:30 PM
9–10	Mon–Tue	SED Doctoral Students: EdD/PhD Comprehensives, 8:30 A
10	Tue	University Level Students: Late Registration Fee in effect for first time registrations for Summer Term 2
11	Wed	University Level Students: Last day to complete the following by 5 PM: enter Summer Term 2 classes; drop a class with full tuition refund; drop a class by drop/add form without a fee or entry on permanent academic record; change audit to credit.
12	Thu	University Level Students: Drop/Add Fee in effect for registration changes
30–July 4	Mon–Fri	Intensive English: Action America
30	Mon	University Level Students: Last day to change from credit to audit for Summer Term 2 classes or withdraw from a class with a W

July

3	Thu	University Level Schools: Summer Term 2 ends
4	Fri	All Campus Schools: Holiday: Independence Day
7	Mon	University Level Schools: Summer Term 3: Classes begin; Registration, 9 AM–5 PM
8	Tue	University Level Students: Late Registration Fee in effect for first time registrations for Summer Term 3
9	Wed	University Level Students: Last day to complete the following by 5 PM: enter Summer Term 2 classes; drop a class with full tuition refund; drop a class by drop/add form without a fee or entry on permanent academic record; change audit to credit.
10	Thu	University Level Students: Drop/Add Fee in effect for registration changes
15	Tue	University Level Students: Financial Plan Portion of Registration Central opens. Make Payment plans by August 15. Complete insurance information.
21–25	Mon–Fri	Leadership Orientation: Dept. of Leadership Orientation
25	Fri	Medical Laboratory Sciences: Senior summer session clinicals end
27–30	Sun–Wed	Leadership Roundtable Conference: Dept. of Leadership Annual RT Conference
27	Sun	School of Business Administration: MBA Poster Session, 5pm
28	Mon	Medical Laboratory Sciences: Registry Review Week begins
28	Mon	Graduating Students: Graduation Tickets available for pickup at Students Financial Services in the Administration Building: Must receive financial clearance in order to receive tickets.
29	Tue	University Level Schools: Last day to change from credit to audit for Summer Term 2 classes or withdraw from a class with a W

August

1	Fri	University Level Schools: Consecration Service, 8:00 PM
1	Fri	University Level Schools: Last day of classes for Summer Term 3
1–3	Fri–Sun	University Level Schools: Graduation Ceremonies
1	Fri	School of Business Administration: Ethics Oath Ceremony, 11am
2	Sat	University Level Schools: Baccalaureate Service,
2	Sat	Medical Laboratory Sciences: Certification ceremony, 5 PM
2	Sat	Seminary: Seminary Dedication Service 4:00 PM
3	Sun	University Level Schools: Summer Commencement, 9:00 AM
6	Wed	University Level Schools: Summer Semester Grades due by 11:59 PM
4	Tue	Andrews Academy: No School / Fall In Service

Self Paced Calendar for Distance Education 2013–2014

Registration for self-paced courses is open all the time.
 Students select their own start date upon registration.
 Start date defines what term the course falls within for financial aid purposes.
 Registration for Summer 2013, Fall 2013 and Spring 2014 opens Monday, March 25, 2013 for all course types.
 (Dates and Times are based on U.S. Eastern Time)

May–2013

5–May	Sun	Summer self-paced term begins.
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August–2013

2–Aug	Fri	Summer self-paced term ends.
4–Aug	Sun	Fall self-paced term begins.

December–2013

13–Dec	Fri	Fall self-paced term ends.
15–Dec	Sun	Spring self-paced term begins.

May–2014

2–May	Fri	Spring self-paced term ends.
4–May	Sun	Summer self-paced term begins.

August–2014

1–Aug	Fri	Summer self-paced term ends.
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Important Dates

Calendar days after the student–selected start date

15 days	Last day to drop the course with a full tuition refund
16–27 days	Window to drop the course with a 70% tuition refund
28–38 days	Window to drop the course with a 40% tuition refund
150 days	Last day to withdraw or change to an audit (before taking the final exam)
180 days	Course completion deadline

Grades and

Transcripts

Calendar days after the final assignment or exam completed by student

7 days	Self–paced grades due by 11:59 pm
14 days	Transcript available for request

Academic Calendar for Online 8 Week Terms

Fall Online Term 1 (August 26, 2013 to October 18, 2013)

Registration for Fall Online Term 1 opens Monday, March 25, 2013.

Late registration fee in effect August 27, 2013.

Last day of registration for Fall Online Term 1 is September 4, 2013.

(Dates and Times are based on U.S. Eastern Time)

August

26-Aug	Mon	Fall Online Term 1 Classes Begin: Last day to register for the first time without a fee.
27-Aug	Tues	Fall Online Term 1 Late Registration Fee in effect; notification of cancellation of low-enrollment classes
4-Sep	Wed	Fall Online Term 1 Last Business Day to complete the following by 5 pm Eastern: Enter Fall Online Term 1 classes; drop a class with FULL tuition refund; make a change in registration by Drop/Add Form without a fee or entry on permanent academic record; change audit to credit.

September

11-Sep	Wed	Fall Online Term 1 Last day to drop with a 70% refund
18-Sep	Wed	Fall Online Term 1 Last day to drop with a 40% refund

October

15-Oct	Tues	Fall Online Term 1 Last day to withdraw or change to an audit
18-Oct	Fri	Fall Online Term 1 ends.
25-Oct	Fri	Fall Online Term 1 Grades due.
23-Dec	Mon	Fall Online Term 1 Transcripts available upon request.

Fall Online Term 2 (October 14, 2013 – December 6, 2013)

Registration for Fall Online Term 2 opens Monday, March 25, 2013.

Late registration fee in effect October 15, 2013.

Last day of registration for Fall Online Term 1 is October 18, 2013.

October

21-Oct	Mon	Fall Online Term 2 Classes Begin: Last day to register for the first time without a fee.
22-Oct	Tues	Fall Online Term 2 Late Registration Fee in effect; notification of cancellation of low-enrollment classes
24-Oct	Thu	Fall Online Term 2 Last Business Day to complete the following by 5 pm Eastern: Enter Fall Online Term 2 classes; drop a class with FULL tuition refund; make a change in registration by Drop/Add Form without a fee or entry on permanent academic record; change audit to credit.
30-Oct	Wed	Fall Online Term 2 Last day to drop with a 70% refund
6-Nov	Wed	Fall Online Term 2 Last day to drop with a 40% refund

December

10-Dec	Tues	Fall Online Term 2 Last day to withdraw or change to an audit
13-Dec	Fri	Fall Online Term 2 ends.
18-Dec	Wed	Fall Online Term 2 Grades due.
23-Dec	Mon	Fall Online Term 2 Transcripts available upon request.

Spring Online Term 1 (January 6, 2014 – February 28, 2014)

Registration for Spring Online Term 1 opens Monday, March 25, 2013.

Late registration fee in effect January 7, 2014.

Last day of registration for Spring Online Term 1 is January 10, 2014.

January

6-Jan	Mon	Spring Online Term 1 Classes Begin: Last day to register for the first time without a fee.
7-Jan	Tues	Spring Online Term 1 Late Registration Fee in effect; notification of cancellation of low-enrollment classes
15-Jan	Wed	Spring Online Term 1 Last Business Day to complete the following by 5 pm Eastern: Enter Winter Online Term classes; drop a class with FULL tuition refund; make a change in registration by Drop/Add Form without a fee or entry on permanent academic record; change audit to credit.
22-Jan	Wed	Spring Online Term 1 Last day to drop with a 70% refund
29-Jan	Wed	Spring Online Term 1 Last day to drop with a 40% refund

February

25-Feb	Tue	Spring Online Term 1 Last day to withdraw or change to an audit
28-Feb	Fri	Spring Online Term 1 ends.

March

7-Mar	Fri	Spring Online Term 1 Grades due.
12-May	Mon	Spring Online Term 1 Transcripts available upon request.

Spring Online Term 2 (March 10, 2014 – May 2, 2014)

Registration for Spring Online Term 2 opens Monday, March 25, 2013.

Late registration fee in effect January 7, 2014.

Last day of registration for Spring Online Term 2 is January 10, 2014.

March

3-Mar	Mon	Spring Online Term 2 Classes Begin: Last day to register for the first time without a fee.
4-Mar	Tues	Spring Online Term 2 Late Registration Fee in effect; notification of cancellation of low-enrollment classes
6-Mar	Thu	Spring Online Term 2 Last Business Day to complete the following by 5 pm Eastern: Enter Spring Online Term classes; drop a class with FULL tuition refund; make a change in registration by Drop/Add Form without a fee or entry on permanent academic record; change audit to credit.
12-Mar	Wed	Spring Online Term 2 Last day to drop with a 70% refund
19-Mar	Wed	Spring Online Term 2 Last day to drop with a 40% refund

April

22-Apr	Tues	Spring Online Term 2 Last day to withdraw or change to an audit
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May

25-April	Fri	Spring Online Term 2 ends.
7-May	Wed	Spring Online Term 2 Grades due.
12-May	Mon	Spring Online Term 2 Transcripts available upon request.

Academic & Campus Resources

Andrews University Mission Statement

Andrews University, a distinctive Seventh-day Adventist Christian institution, transforms its students by educating them to seek knowledge and affirm faith in order to change the world.

Andrews University students will:		
Seek Knowledge as they	Affirm Faith as they	Change the World as they go forth to
<ul style="list-style-type: none">Engage in intellectual discovery and inquiryDemonstrate the ability to think clearly and criticallyCommunicate effectivelyUnderstand life, learning, and civic responsibility from a Christian point of viewDemonstrate competence in their chosen disciplines and professions	<ul style="list-style-type: none">Develop a personal relationship with Jesus ChristDeepen their faith commitment and practiceDemonstrate personal and moral integrityEmbrace a balanced lifestyle, including time for intellectual, social, spiritual, and physical developmentApply understanding of cultural differences in diverse environments	<ul style="list-style-type: none">Engage in creative problem-solving and innovationEngage in generous service to meet human needsApply collaborative leadership to foster growth and promote changeEngage in activities consistent with the worldwide mission of the Seventh-day Adventist Church

The University

Andrews University was established over a century ago, in 1874, as Battle Creek College in Battle Creek, Michigan—a collegiate program that offered literature, languages, science and mathematics, training for teachers, and theology. Its founders, the visionaries of the young Seventh-day Adventist denomination, believed they should use every avenue to spread the gospel and serve the world, including higher education.

On the brink of a new century, seeking room for expansion and a fresh start, the school moved in 1901 to a beautiful site near the banks of the St. Joseph River in Berrien Springs and was renamed Emmanuel Missionary College. From woods and farmland on which faculty and students built three wooden frame buildings to hold their new school, the campus has grown to a property of 1,600 acres and a complex of academic buildings, residence halls and apartments, and service buildings.

The vision blossomed still further when, in 1959, the Seventh-day Adventist Theological Seminary and a school of graduate studies, together known as Potomac University and located in Washington, D.C., were moved to the campus of Emmanuel Missionary College. The following year the three entities united under one charter bearing the name Andrews University—with an integrated board of trustees, administration and faculty. The name honors John Nevins Andrews (1829–83), pioneer Adventist theologian and intellectual and the denomination’s first official missionary to serve outside North America.

In 1974, the undergraduate division of Andrews was organized into two colleges—the College of Arts and Sciences and the College of Technology. The School of Business Administration, which evolved from the Department of Business Administration, was established in 1980. In a similar move, the Department of Education became the School of Education in 1983. The present organizational structure of the School of Graduate Studies was adopted in 1987. In 1993, the Department of Architecture became the Division of Architecture, and, since 2012, is now the School of Architecture, Art & Design. In 2011, the School of Distance Education was formed to support distance education and educational programs offered at locations across North America and the world. Also in 2012, five departments housed in the College of Arts and Sciences together became the School of Health Professions. All of the colleges and schools offer both undergraduate and graduate degrees, except for the Seventh-day Adventist Theological Seminary, which maintains graduate and professional programs only. The only Seventh-day Adventist doctoral research university, Andrews University is also a comprehensive institution of higher learning integrating an exemplary liberal arts and sciences core with six prestigious professional schools and a number of excellent graduate programs.

Rooted in a tradition of visionaries who saw what was possible and enriched by an international and diverse faculty and student body, Andrews University now offers a wealth of choices in degree and certificate programs to prepare its graduates for life in a complex, fast-changing world. The goal of this distinguished institution, however, remains the same—to provide excellent academic programs in an environment of faith and generous service to God and humankind.

Accreditation

Recognizing that students benefit from studying at an accredited institution, Andrews University is accredited by The Higher Learning Commission of the North Central Association of Colleges and Schools¹ for programs through the doctoral level, as well as by the Adventist Accrediting Association of the General Conference of Seventh-day Adventists. Professional organizations have accredited specific

degree programs of the University and other programs are moving toward accreditation. (Please see the complete listing of university accreditations, approvals, and memberships.)

Quality Academic Programs

The high quality of the educational experience at Andrews University is evidenced by its listing in U.S. News and World Report’s annual report on “Best Colleges.” A strong undergraduate honors program attracts such outstanding students as National Merit Finalists, secondary-school valedictorians and others with outstanding secondary-school achievement.

Andrews provides a carefully designed advising program to help students make sound career choices. Undecided students can fulfill General Education requirements and learn practical skills through a variety of courses while they explore career options.

Students also develop skills for post-graduation employment. They develop those skills through practice teaching, career practica, cooperative work-study programs with businesses and corporations, or clinical rotations in health-care settings.

Students wishing to increase their academic success will benefit from comprehensive assessment of academic learning styles and skills, courses in reading, writing, and math and tutoring services (see Student Success and UCRLA)

¹ The Higher Learning Commission of the North Central Association of Colleges and Schools

30 North La Salle Street, Suite 2400, Chicago IL 60602-2504
Phone: (312) 263-0456; www.ncahigherlearningcommission.org

International Opportunities

Each year, students from 80–100 different countries enroll at Andrews University. More than 25% of the students come from other countries. This places the university among the top level of small American universities with high percentages of international students. One experiences the reality of a global village while attending college.

International students who wish to immerse themselves fully in American culture may enroll in the Action America program on the Andrews campus.

International education opportunities include study abroad, study tours and short-term service learning opportunities abroad.

Academic Resources

**Andrews International Center for Educational Research
Bell Hall, Room
471–6080**

Andrews International Center for Educational Research (AICER) is the research and international service center for the School of Education. Its mission is to promote and disseminate faculty research on regional and global education, with a special focus on Adventist education. AICER seeks to promote research which develops the empirical knowledge-base and best-practices related to education through the development of a network of international researchers that provide technical research and evaluation services to international educational organizations. AICER’s researchers focus their agendas on learning, teaching, spiritual and ethical development, educational leadership, and evaluations of programs. AICER promotes research in elementary, secondary and tertiary educational organizations as well as community groups engaged in educational services.

Architecture Resource Center Architecture Building 471–2417

The Architecture Resource Center (ARC), a branch of the James White Library, provides the School of Architecture with a premier collection of resources for the study and research of architecture. The collection is of a broad scope with an academic focus in architecture and design. The ARC currently holds a collection of over 28,500 books and 106 periodical titles. The ARC stays current through its acquisitions by continually updating the collection with new titles in: books, monographs, periodicals, reference books, CDs and videos. It also supports other campus disciplines such as facility planning, educational and church architecture, environmental psychology, and behavioral science.

The ARC is the official repository of a special and growing collection of materials on environmental design research. This collection is made available as a result of our affiliation with the international group known as the Environmental Design Research Association (EDRA). The purpose of this collection is to advance the art and science of environmental design, to improve understanding of the interrelationships between people and the built environment and to create environments responsive to human needs. The interdisciplinary collection holds books, trade journals, EDRA proceedings, documents, technical papers, and multimedia materials supporting research in the discipline of environment and behavior. The collection has been developed over the past 30 years and continues to expand, existing as the most comprehensive collection in the world.

The ARC is fortunate to have two rare book collections. One was donated by Ronald Senseman, FAIA, an architect who practiced in his own firm for over 30 years in the Washington, D.C. area. This exceptional collection includes classic rare books and photographs of architecture dating from the 19th century to the present. Vernon Watson, a Chicago Prairie Style Architect, donated his valuable and rare book collection to the ARC. Mr. Watson designed Griggs Hall, which was the original campus library, as well as several Prairie Style homes in Berrien County. In addition the ARC is now the official repository for the EDRA archive collection. This means professors, scholars and researchers, if they choose, will donate their private and personal collections to the collected works in the ARC.

Center for College Faith

The Center for College Faith, which is open to all members of the Andrews University faculty, seeks to help faculty better understand and foster the faith development of college undergraduates. The stated mission of the Center is twofold. Specifically it acquires and disseminates knowledge about how college students develop in their Christian beliefs, values, and lifelong commitment to God, especially in relation to direct academic experience; and promotes the growth of a distinctly Christian undergraduate “culture of learning” informed by careful scholarship on the Andrews University campus.

Center for Adventist Research James White Library, Lower Level car@andrews.edu 471–3209

The Center for Adventist Research (CAR) contains historical materials and resources on Seventh-day Adventist history and Ellen G. White, a key founder of the Seventh-day Adventist denomination. Comprised of the Adventist Heritage Center, the Ellen G. White Estate Branch Office, and AU Archives, the Center holds the largest collection of research materials on Seventh-day Adventism in the world. The CAR was formed in the fall of 2003 to better serve the campus community as well as the world community of Seventh-day Adventists by providing research support services as well as a significant outreach component. The Center and the Seminary Library cooperate to support theological education.

Adventist Heritage Center

Located within the Center for Adventist Research, the Adventist Heritage Center contains material on the history and development of the Millerite Movement and the Seventh-day Adventist Church since the 1840s to the present. Among the materials preserved at the Center are over 51,000 books and pamphlets, 24,000 periodical volumes, 12,500 microforms, 12,000 sound recordings and 3,000 video tapes. A sizeable number of the periodicals are non-English and represent the finest collection of its kind in the world including many one-of-a-kind titles. The Center holds nearly 300 collections (1,200 linear feet) of personal papers of notable church figures such as pioneers, administrators, teachers, ministers and missionaries. These collections provide a wide range of primary source documents. The center's archives contain 30,000 photographs of denominational and campus interest, an obituary file of nearly 200,000 names, and the records of early Adventist congregations. The SDA Periodical Index is edited at the Center.

Special collections of the Heritage Center include the Advent Source and the Conditional Immortality Source Collections which document the origins of Seventh-day Adventists, the development of prophetic interpretation and the history of the doctrine of conditional immortality. The George B. Suhrie Bible Collection features an extensive collection of Bibles. Rare materials include books dating as early as the 15th century and several original editions of Martin Luther and other Reformers' pamphlets. In 2005, the Review and Herald Publishing

Association donated their rare book library (approximately 2,500 volumes) to the Center. The Voice of Prophecy and Faith for Today historical archives also are located at the Center.

Ellen G. White Estate Branch Office

Located within the Center for Adventist Research, the Ellen G. White Estate Branch Office contains a complete set of the letters and manuscripts of Ellen G. White (1827–1915). It also has copies of her books and articles, and thousands of pages of other documents related to the history and development of the Adventist Church.

The Branch Office houses numerous resources for students interested in research. The most important of these are (1) the Letter and Manuscript File of 60,000 pages with topical index; (2) the Ellen G. White published writings on compact disc (CD-ROM), making possible full-text computer searches of Ellen White's writings; (3) a Biographical Index covering the span of Ellen White's life and documenting her travels and activities; (4) 1,600 Manuscript Releases (with indexes); (5) an extensive Document File covering many aspects of the writings of Ellen White and of the history of the Seventh-day Adventist Church; and (6) a Question and Answer File with index.

Department of Digital Learning & Instructional Technology Griggs Hall, Room 130

dlit@andrews.edu

471–3960

The Department of Digital Learning and Instructional Technology (DLiT) provides instructional technology leadership, support and resources to the faculty, staff, and students of Andrews University. DLiT serves main campus, online campus, and off campus programs. DLiT also oversees the operations of the Consortium of Adventist Colleges and Universities. DLiT provides technology support for enterprise level instructional technology tools such as Moodle, the campus learning management system; student response systems (clickers); Panopto, the video streaming and recording service; and Adobe Connect Pro, the webinar software. The Department of Digital Learning and Instructional Technology provides coordination and review for online program and course development, as well as technical support, instructional design advice and training, and materials design and conversion for course development for main campus, online campus, and off campus courses. For more information, visit DLiT in the School of Distance Education.

Center for Statistical Services Bell Hall (Education), Room 212

471–6214

471–3478

The Center for Statistical Services provides help with all aspects of empirical research. Services include: 1) research design, 2) development of questionnaires and measurement instruments, 3) data entry, 4) statistical analysis and 5) interpretation and reporting of results.

Center for Teaching and Learning Excellence

Mary Jane Mitchell Multimedia Center

James White Library, Top Level

471–3272

The Center for Teaching and Learning Excellence advances the ongoing professional growth of Andrews University faculty members related to their primary campus duty—teaching. By helping faculty members focus on student learning through various lenses—scholarship of teaching and learning, faith—learning integration, diversity, assessment and service, among others—the Center for Teaching and Learning Excellence promotes pedagogies of engagement that enrich the learning environment and lead to transformational teaching.

Center for Women Clergy

www.womenclergy.org

The mission of the Center for Women Clergy is to provide support, networking and information for the nurture of women who are considering, pursuing or engaged in professional ministry. Current projects include: 1) the creation of a website where women can get helpful information and meet and talk with other women clergy; 2) a mentoring program that puts new and developing clergy in contact with experienced clergy women eager to act in a mentoring role; and 3) regional gatherings and conferences providing an opportunity to gain inspiration and professional skills while building community with others in the field.

Center of Continuing Education for Ministry Seminary Hall, Room N206

inministry@andrews.edu **471–3514**

The Center of Continuing Education for Ministry (CCEM), housed in the InMinistry Center, primarily serves ministers in the North American Division. CCEM provides continuing education for ministry employees of the church. It identifies, develops, and promotes continuing education courses and events and issues CEU certificates. More info: www.inministry.info or inministry@andrews.edu.

Greek Manuscript Research Center
Seminary Hall, Room N124
471-3313

The Greek Manuscript Research Center (GMRC) is part of the Department of New Testament of the Seventh-day Adventist Theological Seminary. Its primary goal is to help develop a more complete understanding and appreciation of Christianity's primary documents—the original, handwritten Greek manuscripts of the New Testament copied over a 1,200-year period. The GMRC is a participant in the International Greek New Testament Project, an ongoing venture of American and European scholars seeking to create an exhaustive multi-volume reference tool that documents every variant in all known, surviving Greek manuscripts of the New Testament. The GMRC holds one of the largest collections of microfilmed Greek manuscripts in North America.

Horn Archaeological Museum
9047 Old US 31
(Open Saturdays 3–5 pm)
hornmuseum@andrews.edu **471-3273**

An archaeological museum named for its founder and first curator, Siegfried H. Horn (1908–1993), the Horn Archaeological Museum houses over 8,500 ancient Near-Eastern artifacts including coins, pottery, sculptures, tools, weapons, figurines, jewelry, seals and glass vessels. Nearly half of these objects came from university-sponsored archaeological excavations at Tel Gezer, Israel; and Tall Hisban, Tall al-Umayri and Tall Jalul, Jordan.

The museum building, which is shared with the Institute of Archaeology (see Institute of Archaeology), contains offices, work rooms, the Siegfried Horn Archaeological Library, and the collection display area. Eleven oil-painted murals by Nathan Greene help visitors understand the cultures of Bible times. A special viewing room contains the Andrews University Cuneiform Texts (formerly the Hartford Cuneiform Tablet Collection). This collection has 3,000 ancient clay tablets dating from the Sumerian period to Neo-Babylonian times. The museum sponsors a regular lecture series, occasional field trips and a quarterly subscription newsletter.

InMinistry Center Seminary Hall, Room N206
471-3514

A ministry of the North American Division, the InMinistry Center specializes in providing off-campus seminary education. The Center facilitates masters-level learning events at most NAD unions for the MA in Pastoral Ministry degree, and the first part of the Master of Divinity. It also houses the Center of Continuing Education for Ministry. For more info: www.inministry.info or inministry@andrews.edu.

Institute for Prevention of Addictions
Adjacent to the Sutherland House
ipa@andrews.edu
471-3558

The Institute for Prevention of Addictions (IPA) conducts research focused on the extent and causes of the use and abuse of alcohol and drugs as well as other addictions and risk behaviors. Based on this research it fosters prevention education programs and policies designed to reduce youth risk behaviors. The IPA provides specialized resource services and consultation to Church, government and private agencies on policy and program initiatives designed to prevent youth risk behavior. The IPA is supported by Andrews University and General Conference Presidential, as well as projects sponsored by assorted foundations, governmental and private agencies. The IPA is affiliated with the Department of Health Ministries of the General Conference of the Seventh-day Adventist Church and the International Commission for the Prevention of Alcoholism & Drug Dependency (ICPA). It works through program centers for prevention, policy, education, and research and evaluation. The Institute associates with organizations whose goals harmonize with its philosophy and objectives.

Institute of Archaeology
9047 Old US 31
hornmuseum@andrews.edu **471-3273**

The Andrews University Institute of Archaeology coordinates the archaeological programs and activities of the university. It fosters archaeological research, publication, and education at Andrews University, the communities of Michiana, and all entities of the Seventh-day Adventist Church.

The institute 1) offers courses through the seminary which directly or significantly relate to the study of archaeology, 2) sponsors regular visits by distinguished archaeologists for the purpose of lecturing and consulting, 3) organizes public tours, 4) presents archaeological programs for churches and schools, 5) provides opportunity for field and laboratory training through its excavations and surveys in the Middle East and Michiana and the subsequent analysis of these activities, 6) supports the work of the Horn Archaeological

Museum in collecting and interpreting artifacts and 7) publishes results of excavations and research in annuals, monographs and occasional papers.

Institute of Church Ministry
Seminary Hall
471-3407

The Institute of Church Ministry (ICM), an entity of the Seventh-day Adventist Theological Seminary, shares the expertise and resources of Andrews University with the Seventh-day Adventist Church in North America, thus aiding denominational leaders in the accomplishment of its goals. The ICM serves as a North American Division Strategic Resource Center but also works for the General Conference, local conferences, local churches and Adventist journals. ICM also represents the North American Division in the Cooperative Congregational Studies Partnership (CCSP) of various faith groups under the direction of the Hartford Institute for Religion Studies.

The work of ICM springs from the belief that the tools of social science can join with biblical and theological insights to advance the objectives of the Church. Its mission is conducted through field-based research concerning Adventist youth, lay-member involvement, congregational studies, training for ministry, church growth, church-giving patterns, Adventist women in leadership, Adventist Hispanics. and the attitudes of Adventist members on various issues.

Institute of Hispanic Ministry
Seminary Hall, Room N210
hispanicministry@andrews.edu
471-6170

The Institute of Hispanic Ministry (IHM) of the Seventh-day Adventist Theological Seminary responds to the growing needs of Hispanic congregations in North America and beyond.

The tasks of the IHM include providing graduate-level study for Hispanic pastors both on and off campus and assisting in various ways a continuing education for Hispanic ministers. It coordinates the Hispanic MA in Pastoral Ministry and supports Hispanic courses in the MDiv and DMin programs. The IHM also provides support systems for Hispanic ministry and churches that are in transition culturally and linguistically. It encourages research and the dissemination of its findings for the Seventh-day Adventist Church at large.

Institute of Jewish-Christian Studies
Seminary Hall, Room N107
471-3349

Jews and Seventh-day Adventists share much of the same spiritual heritage and the same ideals of hope and lifestyle. Moreover, since the events of Auschwitz during World War II, Jewish-Christian issues have become a relevant part of theological concern. Therefore, the Institute of Jewish-Christian Studies organizes meetings with world renowned experts, provides a wide range of educational material and supplements the graduate programs of the Seminary with concentrations in Jewish-Christian studies. These include courses in Jewish History, rabbinics and languages. In all its work, the Institute seeks to train lay persons and ministers to foster constructive relations with Jews in their communities and to develop a global consciousness in all outreach and service.

Institutional Effectiveness
Bell Hall, Room 206
471-3308

The Office of Institutional Effectiveness coordinates three major aspects of University support: assessment, accreditation, and institutional research. The office assists faculty in the development and measurement of student learning outcomes, and oversees assessment of outcomes related to the University's mission as well as general education. Assessment and institutional research data are used to enhance the quality of Andrews University's programs and services, and to inform institutional planning.

Intensive English Programs
Nethery Hall, Room 219
471-2260

The Intensive English Language Program offers a courtesy placement test for incoming students to assess language proficiency. Classes are offered in writing, grammar, reading, listening and speaking for students whose first language is not English and who do not meet English proficiency requirements as listed in the Bulletin. Language classes include the skill areas and preparation for the Test of English as a Foreign Language (TOEFL). Tutorial services are available for a fee.

Short-term intensive language study sessions, combined with cultural and professional experiences and travel, are offered concurrently with the fall and winter semesters and at specified times during the summer. Customized sessions can be arranged for groups of twelve or more. The fees vary according to the specifications of the session, activities and length of time. See Action America for additional information.

International Religious Liberty Institute
Seminary Hall, Room N331
471–3500

The purpose of the International Religious Liberty Institute is to foster the study of the principles of religious liberty and church–state relations upon sound methods of biblical, historical, legal and philosophical scholarship and to spread these principles through publications, lectureships, conferences, symposiums and the support of public advocacy.

James White Library
471–3275

The James White Library and its two branches hold print books, bound periodical volumes and multimedia materials totaling more than 1.6 million items. The 100,000 square–foot main library provides study and research facilities and the library faculty provide reference and consultation and a library instruction program, a library liaison program for collection development, and interlibrary loan services.

The strongest collections are in religion, education, architecture and Adventist publications and resources. The library's automated catalog, JeWeL, can be accessed through the campus computer network as well as globally through the Internet. Through the library website 155 major electronic databases can be accessed through the Internet and from any of the 70 public computer stations located in the main library and its branches. Linking software provides links from the database search results to the library's over 44,000 print and electronic periodical titles.

Through the Michigan Library Consortium, the library provides access to MeLCat, a statewide union catalog, patron–initiated interlibrary loan service and book delivery system. Students, faculty and staff can access over 7.8 million unique books and other materials through MeLCat.

The library also has access to the OCLC Online Computer Library Center for cataloging and interlibrary loan information based on data from 69,000 libraries in 112 countries representing over 470 languages and dialects.

The Seminary Library, the Center for Adventist Research and the Mary Jane Mitchell Multimedia Center are housed in the main library. The Architecture Resource Center and the Music Materials Center are located in their respective departmental buildings on campus.

North American Division Evangelism Institute
Seminary Hall, Room S303
471–8303

The North American Division Evangelism Institute (NADEI) provides field–related training to seminarians that includes public evangelism, church growth, small groups, evangelistic preaching, lay ministry empowerment, Bible studies, and other outreach ministries. In addition, NADEI sponsors SEEDS (church planting), ChurchWorks, Ministry Coaching, Equipping University, and H.O.P.E. University seminars and conferences on behalf of church entities throughout the NAD for the continuing development of lay and full–time ministry. NADEI is operated by the North American Division as a separate entity, but it works with the seminary in administering and developing its program.

Marine Biological Field Station
Anacortes, Washington Department of Biology
360–293–2326
471–3243

Andrews University is affiliated with Walla Walla University (College Place, Wash.) in the operation of a marine biological field station located at Rosario Beach in Washington State's Puget Sound. The station provides facilities for undergraduate and graduate study and research. The site is near a biological spectrum from sea bottom to Alpine tundra that provides unique opportunities for instruction and investigation.

Mary Jane Mitchell Multimedia Center
James White Library, Top Level
471–3272

The Multimedia Center is the primary library location for microforms, audiovisual materials (cassettes, videotapes, etc.), multimedia and pamphlets and serves the entire university. It also includes a textbook collection for the School of Education, houses small collections of children's and young adult literature and a small computer lab for general patron use. A computer workstation is dedicated to serve disabled students. The Clear View magnifying reading machine and the Kurtzweil 3000 program are available.

Music Materials Center
Hamel Hall
471–6217

The Music Materials Center (MMC) is a branch library of the James White Library, located in Hamel Hall. Services and materials provided include: specialized music reference service, recordings and listening facilities, scores, reference materials to

support the study of music, and assistance in the use of electronic materials. Primary areas of study supported include performance, music history and literature, music theory and composition, church music, music education and music studied as part of the general education curriculum.

The MMC contains over 8,000 sound recordings, 12,000 musical scores, 2,000 reference books, and current issues of 30 print periodicals. The major portion of the James White Library's collection of books, bound print periodicals and visual materials are housed in the main library.

Additional materials for the study of music are found in the main library's Information Services Department and in JWL's electronic collection.

Mathematics Center
Haughey Hall (Science Complex), Room 112
471–6662

The Mathematics Tutoring Center provides free assistance for students enrolled in University mathematics courses. Faculty and staff are also invited to visit the Center for help. The Center is equipped with eight computers that can be used for ALEKS and other web–based math assignments. An appointment is not necessary. For more information and the most current schedule, see the posted schedule or call the Department of Mathematics at 471–3423.

Museum of Natural History
Price Hall (Science Complex) Lower Level
471–3243

The Museum of Natural History is a display used by students and visited by hundreds of people annually. The most complete skeleton of a woolly mammoth ever found in Michigan is displayed in the museum.

Donors have contributed collections of over 30,000 marine shells, 1,600 birds, and 1,400 mammals as well as hundreds of butterflies and other insects. The museum also includes over 5,000 botanical specimens in the herbarium section. A collection of antique microscopes is also displayed.

Seminary Library
James White Library, Main Level
471–3269

The Seminary Library is an integral part of the James White Library and the Theological Seminary. It provides collections and services that support the Seminary students and faculty. Seminary Library resources include approximately 150,000 books, 500 periodical subscriptions and 18,000 volumes of bound periodicals.

Biblical studies and practical theology are the major strengths of its holdings. Subject areas of special interest to Seventh–day Adventists are especially strong, including the biblical books of Daniel and Revelation, creationism, the Sabbath, and the second advent. Together with the Center for Adventist Research, the Seminary Library provides the most complete research collection for Adventist studies anywhere. Graduate level collections on systematic theology, missions, church history and biblical archaeology are also featured.

Student Success Center
Nethery Hall, Room 135
success@andrews.edu
471–6096

The Student Success Center (SSC) exists for the sole purpose of helping students succeed. This center supplements the educational process by providing academic guidance, support and developmental instruction. The SSC collaborates to identify students' needs; to facilitate their physical, emotional, social, intellectual and spiritual development through support and leadership; and to provide resources for faculty, staff, and parents who share their concerns for student success. The Student Success Center serves as a resource for all students—from freshmen to doctoral candidates—in all schools of the University. The SSC also networks with all other campus support centers and functions as a referral base for students and advisors.

The Student Success Center

- facilitates academic advising for undergraduates
- provides guidance and advising for undergraduate students who are undecided as to major
- maintains on–campus referral and academic support information for all students
- effects major and advisor changes for undergraduate students
- manages a peer–to–peer tutoring class for undergraduate students
- facilitates accommodations for any student with documented disabilities
- provides guidance for students who need to have a disability documented
- coordinates student interventions, providing follow–up as needed
- oversees the Liberal Arts degree program (an undergraduate degree)
- serves as a central referral service to forward placement opportunities to academic advisors

University Center for Reading, Learning & Assessment
Bell Hall, Suite 200
471–3480

The University Center for Reading, Learning and Assessment addresses learning and reading–skill needs through classes and tutoring. It helps students to strengthen their God–given abilities and natural gifts. Academic assessment and tutoring services of the center are available to Andrews students, faculty, staff and community for a fee. Students with learning problems are nurtured towards the goal of successful course work. The Center also offers Orton–Gillingham based, multisensory intervention for those who have dyslexia.

Reading skills developed in the center include speed–reading, study reading, vocabulary, word recognition or decoding skills, spelling and handwriting. Students, faculty and staff may use equipment and materials for personal reading improvement on a self–help basis for a fee. Average to excellent readers as well as those having difficulty with reading are served.

The center offers a class that covers memory, learning styles, time management, temperament, mind style and emotional condition. A follow–up class includes coordination with advisors, teachers and staff to help the student and provide individualized and small–group support.

Writing Center
Nethery Hall, Room 101
writery@andrews.edu
471–3358

The Writing Center provides students with individualized instruction by fellow students on basic writing skills and strategies. Services of the center include computer–assisted tutorial sessions, drop–in help and a library of rhetoric and usage texts. The Writing Center also offers occasional review sessions on general writing problems.

Campus Resources
ADA Services for Students with Disabilities
Nethery Hall, Room 135
471–6096

Andrews University accepts and appreciates diversity in its students, including students with disabilities. Accordingly, students are encouraged to inform the University of any disability by contacting the Student Success Center. Students who are otherwise qualified for college may receive reasonable accommodations for disabilities if they have provided documentation by a qualified, licensed professional. Arrangements for accommodations should be made as early as possible after acceptance, and each semester. Students who suspect that they may have disabilities may also contact Student Success to inquire about the documentation process. More information about disabilities accommodations in college can be found at the government website: www.ed.gov/about/offices/list/ocr/transition.html.

A Healthy U
ahealthyu@andrews.edu
471–6086

A Healthy U is the Andrews University faculty/staff wellness program. The purpose of the program is to provide information, activities, educational events and resource materials designed to encourage healthful living among faculty and staff members.

Andrews Community Counseling Center
Bell Hall, Room 159
471–6238

The Andrews Community Counseling Center (ACCC) consists of five counseling rooms, a waiting room and receptionist area. The ACCC provides professional counseling and psychological services to children, adolescents, adults, couples and families in the University community and the residents of Michiana at no cost. The center was established as a training facility for master's and doctoral level students working toward graduate degrees in counseling and counseling psychology at Andrews University. These graduate–student counselors are supervised by faculty who are professional counselors and/or licensed psychologists. Services are provided to individuals regardless of race, gender, age, religious affiliation or culture. To make an appointment to receive these services, call 269–471–6238.

Andrews University Airpark
Airpark
airinfo@andrews.edu
471–3120

Andrews University Airpark is licensed by the State of Michigan as a general utility airport (C–20). Services include flight instruction, maintenance instruction, aviation fuel (100LL), and a full–service aircraft repair center along with hanger and tie–down facilities. Andrews' air traffic unicom frequency is 122.7.

Andrews University Archives
James White Library, Lower Level
archives@andrews.edu
471–3373

The Andrews University Archives is an independent university–wide entity under the leadership of the Office of the Provost. It functions as one of the entities of the Center for Adventist Research. The Andrews University Archives, formally established in 1999, is the official repository for non–current University administrative records of historical, fiscal, legal, or administrative value. Records held in the Andrews University Archives date from the beginning of the University as Battle Creek College to the present. The Archives include the correspondence of the presidents, vice presidents, and deans; minutes of the Board of Trustees, administrative and faculty committees; and other records of the central administrative offices, student services, the various schools, departments, institutes and other entities of the University.

The Archives has established an archival program which includes policies, a manual, retention schedules, guidelines and forms for identifying those records/items which can be destroyed and those which must be kept and properly transferred to the Archives. The goal of the Archives is to standardize procedures for proper record management across campus.

Andrews University Bookstore
Campus Plaza
471–3287

The bookstore supplies all textbooks required for classes along with a wide selection of reading material in the general trade book section. School, office, art and drafting supplies are available as well as AU imprinted gifts and clothing. It also features a selection of greeting cards, balloons, gift items and snacks.

Andrews University Press
Sutherland House
aupress@andrews.edu
471–6134

Andrews University Press is the primary academic publishing house for the Seventh–day Adventist Church. It publishes academic books that make a scholarly and/or professional contribution to their respective fields and are in harmony with the mission of Andrews University. Publication emphases include archaeology, biblical studies, religion and theology, faith and learning, education and selected areas of science.

Center for Youth Evangelism
Seminary Hall, Room S103
cye@andrews.edu
471–8380

The Center for Youth Evangelism (CYE), an organization of the Seventh–day Adventist Theological Seminary, provides youth ministry programming and resources throughout the North American Division (NAD) and the world Church (GC). It offers a variety of services to seminarians, conferences, pastors and churches. CYE provides youth ministry training through workshops and major training events. It evaluates and produces youth ministry materials and promotes study and research in youth ministry. Current evangelism programs include 180° Symposium, 411 Newsletter, Church of Refuge, Cruise with a Mission, International Camporees, WeCare mission trips, and other young adult events. More info: 1.800.YOUTH.2.U or cye@andrews.edu or www.AdventistYouth.org.

Christian Leadership Center
Seminary Hall
471–8332

The Christian Leadership Center is an interdisciplinary organization of Andrews University providing inspiration, ongoing leadership development, coaching, consultation and research for a network of church and community leadership throughout the world. The Center's office is located in the Theological Seminary. The Center's vision is a network of Christian leaders who provide outstanding leadership for church, business and educational organizations throughout the local community and the world.

The Center provides a place for academicians and field practitioners to link in a process of theological reflection that shapes the Seventh–day Adventist Church's understanding of leadership and clarifies transformational leadership development across cultures. The biblically–based model of servant leadership promoted by the Christian Leadership Center grows from that reflection. The Center focuses on transformation of the person, development of essential leadership patterns and formation of administrative skills through various programs offered to community and church organizations. Visit the Center online at www.andrews.edu/clc/.

Employment

Administration Building, Main Floor

employment@andrews.edu

471-3570

The Office of Employment assists students with their on-campus employment needs. The office provides information regarding employment opportunities, assistance with necessary paperwork, administers employment tests and is responsible for updating employment files.

Howard Performing Arts Center

hpac@andrews.edu

Box Office 471-3560

Fax 471-3565

The Howard Center is the performance home for the Andrews University music ensembles: the Symphony Orchestra, Wind Symphony, University Singers, University Chorale, Men's Chorus and Canta Bella. The Howard Center also hosts *Howard Center Presents...* a concert series with a blend of musical genres. It has hosted classical artists such as Canadian Brass, Vienna Boys Choir and King's Singers, as well as Christian artists such as Sandi Patty, Point of Grace, SELAH and Take 6. The on-campus radio station, WAUS FM 90.7, which is also located in the Howard Center, sponsors a chamber music series, Second Sunday Concert Series.

In addition, during the school year the Howard Center is home to the monthly Friday evening vesper service Fusion, which merges together all Friday night worship services, creating a dynamic and diverse worship experience. Students studying music at Andrews University also present their junior and senior recitals as a part of their requirements for graduation in the Howard Center.

The Howard Center was funded in part by a significant gift from John and Dede Howard, longtime members of the St. Joseph community, who now reside in Holland, Michigan.

The Howard Center is an important center of activity on campus. The concert hall offers a variety of concerts and other performances throughout the school year. Visit www.howard.andrews.edu/events for a complete listing of events.

Information Technology Services

Information Services Building

471-6016

Information Technology Services (ITS) provides a variety of services for students, faculty and staff. These services include support of administrative records systems, networking infrastructure, telecommunications and support for students, faculty and staff computer use.

Internet access is available on campus for all students, faculty and staff. A wireless network is available in many locations on campus, allowing students, faculty and staff to connect to the Internet with an 802.11 abgn wireless enabled device. Campus residence halls have Ethernet network connections in each room allowing students to connect to the Internet. High speed Internet access is available in the Beechwood, Garland and Maplewood apartments.

The ITS Computer Store provides certain hardware and software resources at educational pricing. The Microsoft Office Suite and latest Microsoft operating system are available through a Microsoft Campus License Agreement for the cost of the media. Anti-virus software for Windows-based computers is also available for students, faculty and staff personal use for the cost of the media. ITS also maintains a limited phone assistance service for hardware or software questions.

Telecommunications services provided by ITS in residence hall or apartment packages include local phone service with unlimited local calling, caller ID, call waiting and basic CATV service. Premium CATV service is provided for an additional fee. (For more information call 471-3455).

A general purpose computer lab is available for use by any student, faculty or staff member. The computing lab, located in Bell Hall, Room 182, may also be reserved for instructional use. The lab contains Microsoft Windows-based systems with a variety of software. Laser printing is available for a fee. Additional computer labs exist in various schools and departments.

Institute for Diversity and Multiculturalism

Nethery Hall

471-3174

The Institute for Diversity and Multiculturalism (IDM) fosters understanding and inclusiveness in matters of race, ethnicity, culture, mental and physical abilities, age and gender in several ways.

1. The IDM provides assistance and training through lectures, workshops and seminars for Andrews University administration, faculty, staff and students.
2. It conducts workshops, seminars and conferences on diversity for a variety of other audiences.
3. The Institute provides consultation and training services to businesses, church organizations, law enforcement agencies, human resource professionals and educational entities.
4. The IDM is a resource for the world church in dealing with the increasing multicultural and diverse nature of its membership and its mission.

5. The Faculty Research Forum, a unit within the Institute, researches issues of diversity and multiculturalism and disseminates its findings.

LithoTech

Harrigan Hall (main floor, front entrance)

litho@andrews.edu

471-6027

LithoTech provides full service in digital color and black and white printing. In addition, LithoTech offers offset printing and bindery services. Brochures, black and white copies, color copies, color posters, church bulletins, resumes, paperback books, newsletters, letterhead and envelopes, business cards and a wide variety of paper are a few of the items that can be provided.

Office of the Ombudspersons

471-3244, 471-3214

The Office of the Ombudspersons is a confidential, independent and neutral dispute resolution service for the University community. As such, it facilitates understanding, communication and resolution of conflict among students, faculty and staff. The office serves as an impartial and confidential means of facilitating dialogue between parties on campus and as a means, apart from formal grievance procedures, of resolving differences. The office was established as part of the University's Christian commitment to foster a courteous and considerate climate conducive to productivity and well-being for the University community.

The Ombudsperson works independently from University administrative offices. Discussing a matter with an ombudsperson is confidential to the extent allowed by law and does not constitute notice to the university.

Radio Station WAUS 90.7 FM

Howard Performing Arts Center

waus@andrews.edu

471-3400

WAUS began broadcasting in January 1971 and now broadcasts 24 hours a day to listeners in southwestern Michigan and northern Indiana. The day-by-day programming, production and student-broadcast training take place in a facility featuring a broadcast studio, a production studio, a music library and staff offices. Station programming includes classical music, news updates and religious programs. WAUS contributes to the local community by being the only 24-hour provider of classical music and arts information, providing student training and employment, and public relations exposure for Andrews University.

Screen Graphics

Harrigan Hall (main floor, front entrance)

471-6989

Screen Graphics provides a wide variety of screen printing and signage products for your group or individual requirements including: signs, banners, T-shirts, sweatshirts, jackets, bags, polo shirts, mugs, embroidery on hats and clothing, and other items.

Student Insurance

Administration Building, Main Floor

stuins@andrews.edu

471-3097

The Office of Student Insurance provides information regarding student accident and sickness insurance as well as providing a student advocate to help mediate for the student, if necessary.

The University School

Ruth Murdoch Elementary, 8885 Garland Ave

rmes@andrews.edu

471-3225

Andrews Academy, 8833 Garland Ave

academy@andrews.edu

471-3138

The University School is a coeducational day school located on the Andrews University campus. It consists of two divisions: Ruth Murdoch Elementary School (K-grade 8) and Andrews Academy (grades 9-12). In addition to providing education for young people enrolled in the school, the University School serves as a demonstration school and a laboratory for educational innovation and research. The faculty and administration work with the School of Education in coordinating a teacher-training program.

Application for admission to either division of the University School should be made at least four weeks before the student plans to enter. The first semester begins approximately the last week of August. Information on admission may be obtained from the Office of Admissions, Ruth Murdoch Elementary School, 8923 Garland Ave, Berrien Springs MI 49104-0570; or from the Office of Admissions, Andrews Academy, 8833 Garland Ave, Berrien Springs MI 49104-0560.

Student Life

A more complete list of University Student Life expectations can be found in the *Student Planner/Handbook*.

Student Life

Campus Center, Main Floor	471–3215
Campus Ministries	
Campus Center, Main Floor	471–3211
Campus Safety	
International Court	471–3321
Counseling & Testing Center	
Bell Hall (Education Building)	471–3470
Employment	
Administration Building, Main Floor	471–3570
Graduate Student Association	
Campus Center, Ground Floor	471–6606
Housing	
Lamson Hall	471–3446
Meier Hall	471–3390
University Apartments	471–6979
University Towers	471–3670
International Student Services	
Campus Center, Main Floor	471–6395
Intramurals	
Johnson Gym	471–3965
Student Activities & Athletics	
Campus Center, Main Floor	471–3615
Student Health & Counseling	
University Medical Specialties	473–2222
Student Insurance	
Administration Building, Main Floor	471–3097
Student Success Center	
Nethery Hall, Second Floor	471–6096
Undergraduate Leadership	
Campus Center, Main Floor	471–6636
Undergraduate Student Association	
Campus Center, Ground Floor	471–3250

Our Values, Your Choice

Andrews University is a Christian community where Christ is celebrated and reflected in the academic, social, physical and spiritual experiences of its members. As a Seventh-day Adventist institution, we seek to integrate faith, learning and living, while each of us matures in our relationships with God and each other. By deciding to attend Andrews University, students choose to be part of this uniquely Christian atmosphere. Every enrolled undergraduate student pursuing an on-campus degree signs a *Community Values Agreement* in which they affirm their decision:

1. **To attend a faith-based institution** by respecting Andrews University's Seventh-day Adventist Christian perspective and values. See the section "A Faith-Based University."
2. **To adopt a wholesome lifestyle** guided on- and off-campus by the core values of the Andrews University community. See the section "A Wholesome Lifestyle."
3. **To live on a residential campus** in a University residence hall while single and under the age of 22 and to participate in a meal plan at the University's vegetarian cafeteria (unless living in the community with parents). See the section "A Residential Campus."
4. **To be part of a gathered community** by attending required weekly co-curricular programs including chapels, forums and other developmental programs as part of the educational requirement. See the section "A Gathered and Growing Community."

Distance degree and PTC (Permission to Take Classes for non-degree purposes) students complete a *Community Values Agreement* in which they note their understanding and respect of the Andrews University commitment to embrace core Seventh-day Adventist Christian values. Distance degree and PTC students are invited to consider these values as they strive to remain in good standing with their local communities and to optimize the benefits of the University's whole-person educational philosophy.

A Faith-Based University

Seventh-day Adventist Faith and Values

Students attending Andrews University soon learn that our Seventh-day Adventist faith and values set us apart. Our distinctive Christian perspective, guided by our understanding of Scripture, informs our faith as well as our practice. This becomes evident as students encounter a seventh-day Sabbath of rest and worship, wholesome recreational and entertainment choices, an emphasis on healthful living, concern for others through local and global service, the care of dedicated staff and professors, and a hopeful view of the present and future as found in Jesus Christ.

Campus Ministries

The Office of Campus Ministries ensures faith development through appropriate pastoral care, resources and services to the University campus. The University chaplain and associate chaplain's function to enrich the faith and intellectual life of the campus by providing a variety of ministries appropriate to a spiritual, cultural and socially diverse student and professional body and to collaborate with other faith development leaders of the University community. The chaplains operate at a level that ignites the passion of those who have been transformed by or are considering a relationship with Jesus Christ from the unique perspective of the Seventh-day Adventist Church.

The essential question for the existence for AUCM is embraced in the transformative verse central to the Gospel of John, "Jesus said to him, 'I am the way, and the truth, and the life. No one comes to the Father except through me.'" – John 14:6 NKJV. Embracing the ethos of Andrews University, AUCM believes:

- we Seek the Way: fostering and leading corporate and personal worship on campus.
- we Affirm the Truth: creating places to explore and own our faith.
- we Change the Life: encouraging the application of thoughtful, sensitive and tangible experiences.

A Gathered and Growing Community

Andrews University offers a rich learning environment inside and outside the classroom. As part of earning a degree, undergraduate students are expected to engage in out-of-class learning. This complements classroom education and allows students to document valuable experiences that can be shared with graduate schools and prospective employers.

Learning Outcomes. Co-curricular learning targets individual and campus community outcomes in four areas.

- *A Healthy U* focuses on physical fitness, sustainable nutrition and personal well-being.
- *A Successful U* focuses on academic skills, creative capacities and career readiness.
- *A Committed U* focuses on faith development, spiritual support and Christian influence.
- *A Better U* focuses on cultural competence, service orientation and leadership development.

Together with the academic curriculum, these programs deliver the whole-person education at the heart of Andrews University's mission.

Co-Curricular Choices and Changes. Four types of co-curricular programs are offered:

1. **Tuesday and Thursday Choices** meet each week during the 11:30 a.m. to 12:20 p.m. period.
 - a. Tuesdays offer a variety of programs, including University Forums, Departmental Assemblies and several Workshop Series. These programs are focused on academic, professional and personal development.
 - b. On Thursdays the University community meets for Chapel in Pioneer Memorial Church to explore and celebrate faith.
2. **Residence Hall Choices** occur throughout the week in the residence halls.
3. **Other Campus Choices** include Friday Vespers, Student Concerts and Recitals, Student Gallery Openings and educational programs planned by student organizations and campus departments.
4. **Changes.** Co-curricular credit is given to students who reflect on their involvement in a student organization, volunteer agency, campus ministry, workplace or local church. One credit is given for each hour of involvement, for a maximum of 7–10 hours per semester. A Learning Reflection must be completed in order to receive credit. Please contact Student Life for more information.

Co–Curricular Fee. A co–curricular fee is assessed at the end of each semester. Like tuition, proceeds cover the costs of delivering educational content. This fee accumulates based on nonattendance. There will be a fee of \$25 for the first credit short of the required number and \$11 for every credit short thereafter. A maximum of \$344 may be charged to traditional students and \$124 to non–traditional students per semester. As an incentive for participation, this fee can be minimized or completely eliminated by fulfilling the requirement.

Attendance Requirement. Engaging in out–of–class learning is part of earning an Andrews degree and should receive the same weight as classes when planning work schedules and overall academic load.

1. Traditional Undergraduates. All traditional undergraduates are required to attend 30 co–curricular programs a semester, meeting one or two minimums (below) as part of the total requirement.

- **Tuesday/Thursday Minimum.** Students must attend a **minimum of 15** Choices offered on Tuesdays and Thursdays during the 11:30 a.m. to 12:20 p.m. period.
- **Residence Hall Minimum.** Students residing in a campus residence hall are required to attend a **minimum of 8** Choices offered in their residence hall each semester.
- The remaining credits can be invested in ways that best support your life and career goals. **A maximum of 7–10 credits** may be earned through experiential learning in the Changes program.

2. Non–Traditional Undergraduates. Students 25 years and older or who are parents with a child in their care are identified as non–traditional. Non–traditional undergraduates are required to accrue only 10 credits a semester, drawn from any of the available programs. They also have the option of viewing programs online and submitting a report in lieu of physical attendance. Parents under the age of 25 must present a copy of their child’s birth certificate to the Student Life office in order to receive non–traditional status.

3. Exempted Undergraduates. Marital status or work conflicts do not exempt students from attendance. However, if an undergraduate student is registered for 7 or fewer credits, pursuing a second bachelor’s degree or has earned 120 credit hours or more by the beginning of the semester, the student is welcome but not required to attend programs. Earned credit hours can be viewed using the University Academic Record link on the iVue page. Do not use the CAPP program to figure earned credit hours.

Co–Curricular Requirement At–a–Glance

Student Status	Traditional Residential	Traditional Community	Non–Traditional
Tuesday/Thursday Minimum	15 minimum	15 minimum	No minimum
Residence Hall Minimum	8 minimum	No minimum	No minimum
Changes Maximum	7 maximum	10 maximum	No maximum
Total Required	30 credits	30 credits	10 credits

Pass/Fail System. Traditional undergraduates must complete at least 60% of the co–curricular requirement in order to pass for the semester. Students who fall short of the pass level will be placed on co–curricular probation.

Completion Level	Co–Curricular Credits Earned
Pass	18–30
Fail (Co–Curricular Probation)	0–17

Co–Curricular Probation and Registration Hold. Students placed on co–curricular probation at the end of a semester will be allowed to continue their studies the following semester. However, a hold will be placed on future registration until the pass level is achieved in the new semester. A continued pattern of failing attendance will result in the withholding of registration privileges for a period of one semester.

Absences due to occasional field trips, medical appointments, illness, or family emergencies will not be excused. Students should plan to offset these conflicts with attendance at other programs. However, those who miss a Tuesday or Thursday Choice for one of these reasons may have the option to view a missed program online (if it has been recorded) and file a report. Please contact the Student Life office within one week of your absence.

Attendance Monitoring. Students are responsible for keeping track of their attendance throughout the semester. To access your attendance record, go to the Andrews Vault and click on “The Co–Curriculum.” If programs you have attended do not show up on your record, please report the program within 21 days using the “Missing Programs” link in your record.

A Residential Campus

Residential Living Policy

Andrews University is operated as a residential college on the undergraduate level. This means that the residential environment plays a significant role in the mission of the University and its efforts to foster the holistic development of each student. Therefore, all single undergraduate students under 22 years of age who are 1) pursuing an on–campus degree and taking seven or more credits (including distance learning courses) or 2) enrolled in full–time language study must live in one of the University residence halls and participate in a meal plan at the University’s cafeteria. Single undergraduate students are eligible for community living at the beginning of the semester in which they turn 22 years of age. Costs associated with residence hall living are part of the investment in an Andrews University education, thus the Student Life office does not make exceptions on the basis of financial need. The **ONLY** alternatives to residence hall living are:

1. Students who live full–time with parents within a 45–mile radius of the University under the terms of an approved Community Residential Agreement.
2. Students who live full–time with a current Andrews University faculty or staff family within a 45–mile radius of the University under the terms of an approved Community Residential Agreement.

Community Residential Agreement forms can be obtained in the Student Life office. Agreements must be signed in person in the Student Life office by students and parents or employee hosts. Parents must provide a copy of their current Michigan or Indiana driver’s license with a local address as proof of community residency.

Returning residential students under 22 years of age who meet the criteria for being released from on–campus housing assignments and desire to move off campus must submit applications to the Student Life office prior to the semester of their expected move for approval (deadline schedule below). Submitting an application before the deadline does not mean it is approved. The assistant to the vice president for Student Life will respond to all requests within five to ten business days of the deadline.

Semester expected to move	Application deadline	Decision rendered by
Fall 2013	July 15	July 30
Spring 2014	November 5	November 19

Please note the additional conditions of this policy:

1. A “parent” is a biological parent or legal step–parent. The parent of a parent, the brother or sister of a parent, or siblings 22 years or older may also be allowed, at the discretion of the Student Life office, to assume a parental role.
2. To be eligible for community housing, students must be in good and regular standing and evidence a willingness to abide by the expectations of Andrews University at the time of application.
3. Students living with parents are expected to abide by the standards and codes of conduct outlined in the *Student Handbook*.
4. Under the terms of the Community Residential Agreement, parents or employee hosts must notify Student Life of any changes of address, conduct concerns, irregularities or any concern that impacts the welfare of the student.
5. Parents and employee hosts must agree to live on a daily basis in the same household as the student (students may not live in a separate apartment with a different entrance in the same house) and to notify the Student Life office if the living arrangements cease to meet this requirement. Parents and hosts owning or renting more than one residence may not divide their time between residences during the school year.
6. Reapplication for living in the community must be made EACH school year.
7. False statements made to the University on a Community Residential Agreement will jeopardize an applicant’s student status and ability to reside in the community and may result in additional consequences and/or fines.

Residence Halls

The University maintains three residence halls: Lamson Hall (for women), Meier Hall (for men), and University Towers. University Towers is a residence hall designed for single, older students—Damazo is for undergraduate age 22+ and graduate females, while Burman is for undergraduate age 21+ and graduate males. Double-occupancy rooms are standard. Single occupancy is permitted by special request, if space allows, for an additional fee.

Apartments and Houses for Rent

The University owns approximately 300 apartments and 30 houses. The apartments are available to married students, students with children, and single undergraduate age 22+ and graduate students. Accommodations are available only to those who have been officially accepted as University students. Since apartments are limited, applicants are advised to apply six to nine months before their first semester of studies.

Most apartments are furnished. Tenants must supply their own linen, draperies and kitchen utensils. Unfurnished apartments have a stove and refrigerator. Heavy furniture and pianos may be placed in the apartments only by prior arrangement with the University Apartments director. Pets are not allowed in University apartments or houses. The apartment descriptions, rental rates and application forms are available upon request.

Further information on University housing may be obtained through the *University Apartments Handbook* available from the University Apartments office. Please visit the website at www.andrews.edu/housing for applications and further information.

If internet access is desired in the apartments, a modem must be obtained from the Office of University Apartments. There is a \$100 refundable deposit required for this.

Other Accommodations

Some area landlords have their names and phone numbers on record at the University Apartments office. Students may consult or copy this list.

Non-Residence Hall Housing

Students living in non-residence hall housing must abide by the expectations outlined in the *Student Handbook* and the non-residence hall housing policy. All students living off-campus must maintain high moral standards in their choice of guests and entertainment; otherwise, they could be subject to discipline.

Unmarried, unrelated students must not live in the same shared dwelling with members of the opposite sex.

A Wholesome Lifestyle

Core Christian Values

Students who choose to attend Andrews University agree to adopt a wholesome lifestyle and to maintain high standards of conduct. These standards are part of the spiritual mission and heritage of the University. They reflect biblically grounded values such as honesty, modesty, sexual purity, respect for others and their safety, and healthful living.

Code of Student Conduct

The Code of Student Conduct is detailed in the *Student Handbook* and provides examples of violations that may result in serious consequences. Students may obtain a copy of the *Handbook* at the Student Life office (or online at www.andrews.edu/sl). Any regulation adopted and published by the administration in more informal written communication or online has the same force as regulations printed in official publications.

Code violations include, but are not limited to, the use or possession of tobacco, alcoholic beverages, illegal drugs or dishonestly acquired or misused prescription drugs; dishonesty; sexual immorality; physical and sexual assault; theft; vandalism; patronizing night clubs, dances, bars, taverns, gambling places, parties/places of residence where alcohol is served and other places of questionable entertainment; profanity or vulgarity; possessing lewd or obscene materials; possessing weapons, firearms or look-alike firearms; disrespect or slander; engaging in improper associations—participating in organizations that have not been registered with and approved by the Student Life office; insubordination of a University official; threatening and harassing behavior.

Accountability

Admission to the University is not a right. It is a privilege that entails acceptance of individual responsibility for honor, integrity and self-discipline. The University understands that all human beings are flawed and seeks to work with each student in a redemptive manner. However, students should expect to receive consequences up to and including dismissal from the University if they engage in activities or behaviors that violate the University's core values or if their presence damages the mission and function of the institution. This includes activities and

behaviors outlined in the Code of Student Conduct, whether these activities and behaviors take place on-campus, off-campus, or in cyber communities.

Community Values Agreement

Undergraduates are required to sign a *Community Values Agreement* as part of their registration each academic year. By signing this document, students agree to support a wholesome lifestyle and to respect the faith-based values of the University. They also agree to abide by the University's residential policy and to participate in required co-curricular programs.

Student Activities and Organizations

The University encourages students to participate in as many extra-curricular activities and organizations as their study-work loads permit. Experience gained in working with others to achieve common goals provides invaluable training. Some of the more prominent campus organizations and activities are described below. A complete list of campus organizations is available from the Student Life office.

Andrews University Student Association (AUSA) and Publications

The Student Association serves all undergraduate students enrolled at Andrews University for 5 or more credits. AUSA sponsors recreational and educational activities for the undergraduate student body. It responds to student needs and serves as a collective voice for student concerns. Additionally, it coordinates activities that include the publishing of the *Cast* (pictorial student directory), the *Cardinal* (University yearbook), and the *Student Movement* (University student paper). The editors and managers of these publications are approved by the Student Senate and elected by the members of AUSA. The Senate, composed of about 30 student leaders, exercises legislative and management powers given to it by the constitution of the association.

Student committees—Educational Standards, Student Services, Social Recreation and Student Life—are additional activities of AUSA. Details about AUSA and its sub-organizations appear in the *Andrews University Student Association Constitution and Bylaws*.

Andrews University Graduate Student Association

All graduate students enrolled with regular or provisional status in a degree program in all schools and colleges at the Berrien Springs campus of Andrews University are automatically members of the Andrews University Graduate Student Association (AUGSA). The AUGSA assembly includes all AUGSA members and is governed by elected officers who meet regularly and report to the assembly. The AUGSA sponsors social, spiritual and scholarly activities during the school year. It may also be involved in University policy development that affects graduate students. Details about AUGSA are found in the Constitution of the Andrews University Graduate Student Association.

Student Clubs and Organizations

Numerous campus organizations serve the social, spiritual, academic and leisure interests of students. Kappa Phi Gamma and Sigma Psi Delta include all women and men, respectively, who reside in college residence halls. Clubs for international and cultural groups, as well as those for commonly held pursuits and causes, provide for the diverse interests of students. Student organizations must be overseen by a full-time staff or faculty sponsor, led by at least three student officers, and guided by an official constitution. Organizations must register each year with Student Activities in order to function on campus. Students are not allowed to participate in unregistered organizations, and those who do jeopardize their student status. A list of registered organizations can be found on the Student Life website at www.andrews.edu/sl.

Student Records

The Family Educational Rights and Privacy Act (FERPA), gives students certain rights relating to educational records that are created and maintained by the University. The University is not obligated to maintain educational records and thus some educational records are destroyed. Students may inspect and review their educational records and may, if they believe the records are incorrect, seek to have records corrected through appropriate review procedures. The full policy that governs student records and access to them is available in the *Student Handbook*. Students who wish to review their academic records should make a request through the Office of Academic Records; students who wish to review their Student Life records should make a request through the Student Life office. The student may be asked to care for the reproduction costs of copies of records requested by the student.

Information Released to Third Parties

In accordance with FERPA, Andrews University does not disclose personally identifiable information from educational records without a student's consent except in limited circumstances. FERPA does permit institutions to define classes of information as "directory information." FERPA permits the disclosure of directory information without the consent of the student, unless the student has informed

the University Registrar, in writing, of her/his refusal to permit the dissemination of directory information. A form for opting out of the disclosure of directory information, which must be filled out and submitted each semester, is available in the Office of Registrar. The University has designated the following information as “directory information”: name, local address, local telephone number, e-mail address, gender, marital status, hometown, date and place of birth, school, academic program (degree, major and minor), enrollment status, class standing/classification (i.e., freshman, sophomore, junior, senior or graduate), participation in officially recognized activities, dates of attendance, degree(s) received, honors and awards, and photographs. Even where directory information may be released, Andrews University reserves the right to withhold such information from third parties.

Safety Regulations

Andrews University expects students to develop safe working habits. Students who participate in classes, laboratories or activities involving situations considered hazardous, as specified by the state or national standards, must provide and wear any such required personal safety equipment. If you are unsure of the required safety procedures please contact Campus Safety at 269-471-3321.

Motor Vehicles

Any student in good standing with the University will be allowed to register their vehicle with Campus Safety to drive it on campus.

Vehicle Registration

All motor vehicles on campus must be registered with Campus Safety. Decals are issued when a vehicle is registered and must be affixed immediately. Failure to register a vehicle may result in a fine.

Auto Licensing

All vehicles on campus must maintain current home state license plates.

Auto Insurance

All vehicles must be covered with liability insurance while driven on campus. Expiration or cancellation of insurance automatically revokes motor-vehicle registration and driving privileges. All vehicles must be maintained in legal operating condition while on property. Regulations governing the use of motor vehicles are described in the brochure “Student Right-to-Know Report,” available from the Office of Campus Safety.

Dining Services

The Office of Dining Services is located on the first floor of the Campus Center. The Dining Center is located on the second floor and features several stations for your dining pleasure. Andrews Classics features old and new favorite hot foods. A grill area features a varying selection of specialty foods that are self-serve for your convenience.

The Salad Bar and Deli area has fresh produce and a variety of delicious breads to make your own Panini. World Market features whole grain pizzas and a variety of delicious stir fry options with scratch-made sauces. Breakfast Zone offers waffles, cereal, an assortment of beverages and yogurt.

The beautiful Dining Room is equipped with booth seating as well as table seating next to the large stone fireplace. Several smaller conference rooms can accommodate your private group needs. Our catering concierge will be happy to assist you with seasonal and creative fresh food ideas and personal service.

The Gazebo is located downstairs across from the Office of Dining Services. It features grill items, pastries from a local bakery, and express line items that include salads, parfaits and gourmet sandwiches. There is a C-store area that sells convenience items and snacks.

Our vending services for snacks and beverages are available in many of the campus buildings.

Dining Services provides delicious vegetarian and vegan options. Additional information and menus are available on the Dining Services website at www.andrews.edu/life/dining.

Medical Services

Required Medical Records

Michigan State Law requires all first-time students to supply certain medical records to the school of their choice before registration can be completed. The required records are those for (1) Tuberculosis Screening and (2) Measles, Mumps, and Rubella (German Measles) Immunization (MMR). See the admission section of this bulletin for detailed requirements.

Available Medical Care

For health needs, students may contact University Medical Specialties, located next to the Apple Valley Plaza. Phone 269-473-2222 during office hours (8 a.m.–5 p.m., Monday–Thursday, and 8 a.m.–12 noon, Friday) to schedule appointments.

Physician appointments and nurse visits, as well as most short-term medications, are available to residence-hall students. These services are included in the rent/health plan and are not charged separately to the student. However, charges are made for lab work, X-rays and accident cases involving third-party liability. Non-residence-hall students living in the apartments or off-campus housing may use University Medical Specialties for a fee. For emergencies outside of regularly scheduled office hours, students may reach a physician at 269-473-2222.

Health-related Concerns

Insurance—Sickness/Accident

Every international student in “student status” and every other student registered for 6 or more credit hours is required to be covered by an Accident and Sickness insurance plan by filling out the student insurance section in Registration Central. The payment for this coverage is charged to the student’s account the same as tuition and is non-refundable. Students who have proof of the same kind of insurance coverage elsewhere may waive the University plan by presenting their insurance card or a letter from an employer verifying coverage, and by submitting information regarding their coverage in the student insurance portion of Registration Central. Coverage for a student’s spouse and dependent children is also available for an additional fee. All students from outside of the United States must cover dependents who accompany the student to the States. A brochure describing the insurance coverage is available at the Student Insurance office in the Administration Building or online at <http://www.andrews.edu/HR/documents/sibrochure.pdf>. Students will note that this is minimal coverage and may not cover some pre-existing conditions. Consequently, some students may want to consider purchasing additional personal coverage.

Counseling & Testing Center

The Counseling & Testing Center is the primary mental health care facility for the University and serves as a supportive medium aimed at enhancing the positive and learning University environment as it provides, at no charge, timely and comprehensive short-term counseling to University students and their spouses. The Center is staffed by licensed psychologists and counselors committed to utilizing all available resources in the delivery of services which include personal, group, premarital and marital counseling; career development; outreach and consultation; teaching and research; and training and supervision. The center endorses a holistic approach in working with students by facilitating the integration of the emotional, spiritual, physical and social qualities of the individual.

The Counseling & Testing Center is fully accredited by the International Association of Counseling Services (IACS) and serves as a training facility for graduate counseling and social work interns. Psychological testing, career assessment and other testing services are offered for a nominal fee.

National standardized testing—including the ACT, SAT, GRE, LSAT, PRAXIS, MELAB, TOEFL, CLEP and other academic tests needed at both the undergraduate and graduate levels—is offered at the Counseling & Testing Center. To contact the Center call 269-471-3470 or e-mail the staff at: ctcenter@andrews.edu.

Student Employment

Eligibility Pre-Employment I-9 Form

Before working on campus, all students (both U.S. citizens and others) must personally have a validation interview with an Employment Officer (Administration Building) at which time the officer and the student will make a joint sworn statement on the appropriate I-9 legal declaration form.

Employment Eligibility Certification

The Immigration Reform and Control Act charges all employers to examine and verify certain documents that establish the employment eligibility of all new employees. New and returning students who have not completed an I-9 for Andrews University work in the past and who plan to seek any employment on the Andrews University campus must supply documents of identity and employability. Some documents serve for both purposes (List A), but if not available, two documents may be presented (one each from List B and List C). The following are acceptable documents:

List A

Documents That Establish Both Identity and Employment Eligibility:

- U.S. Passport or U.S. Passport Card
- Permanent Resident Card or Alien Registration Receipt Card (Form I-551)
- Foreign passport that contains a temporary I-551 stamp or temporary I-551 printed notation on a machine-readable immigrant visa
- Employment Authorization Document that contains a photograph (Form I-766)
- In the case of a nonimmigrant alien authorized to work for a specific employer incident to status, a foreign passport with Form I-94 or Form I94A bearing the

same name as the passport and containing an endorsement of the alien's nonimmigrant status, as long as the period of endorsement has not yet expired and the proposed employment is not in conflict with any restrictions or limitations identified on the form

- Passport from the Federated States of Micronesia (FSM) or the Republic of the Marshall Islands (RMI) with Form I-94 or Form I-94A indicating nonimmigrant admission under the Compact of Free Association Between the United States and the FSM or RMI

List B

Documents That Establish Identity:

- Driver's license or ID card issued by a state or outlying possession of the United States if it contains a photograph or information such as name, date of birth, gender, height, eye color and address
- ID card issued by federal, state or local government agencies or entities provided it contains a photograph or information such as name, date of birth, gender, height, eye color and address
- School ID card with a photograph
- Voter's registration card
- U.S. Military card or draft record
- Military dependent's ID card
- U.S. Coast Guard Merchant Mariner Card
- Native American tribal document
- Driver's license issued by a Canadian government authority
- For persons under age 18 who are unable to present an identity document listed above (for List B):
- School report or report card
- Clinic, doctor or hospital record
- Day-care or nursery school record

List C

Documents That Establish Employment Eligibility:

- A Social Security Account Number card, unless the card includes one of the following restrictions: 1) NOT VALID FOR EMPLOYMENT, 2) VALID FOR WORK ONLY WITH INS AUTHORIZATION, 3) VALID FOR WORK ONLY WITH DHS AUTHORIZATION
- Certification of Birth Abroad issued by the Department of State (Form FS-545 or Form DS-1350)
- Original or certified copy of a birth certificate issued by a state, county, municipal authority or territory of the United States bearing an official seal
- Native American tribal document
- Identification Card for Use of Resident Citizen of the United States (Form I-179)
- Unexpired employment authorization document issued by the Department of Homeland Security

All documents presented must be original.

A parent or legal guardian may sign the I-9 form, attesting that the applicant is under age 18. However, such an applicant must present an employment eligibility item from the above list if a document proving both identity and employment eligibility is not available.

The Office of Employment

The Office of Employment, which is part of Human Resources, assists students in their on-campus employment needs. The office provides information regarding employment opportunities and assistance with necessary paperwork, administers employment tests and is responsible for updating employment files. The office is located in the Administration Building, Second Floor.

Office of Employment

Telephone: 269-471-3570

Fax: 269-471-6293

Email: employment@andrews.edu

Website: www.andrews.edu/hr

Students desiring part-time employment must be enrolled full-time (12 undergraduate credits, eight graduate credits or nine Master of Divinity credits) and they must complete the necessary paperwork at the Office of Employment. The University allows students to work, as work is available, up to 20 hours per week during the academic year. To maximize work opportunities, the student should schedule their classes so that large portions of the mornings or afternoons are free. Professional performance and conduct is expected in all on-campus employment.

Employment (International Students)

An international student on a non-immigrant F-1 visa is permitted to work on-campus a maximum of 20 hours per week during the school year and full-time during school breaks and vacations. Dependents with F-2 visa status cannot work on- or off-campus under any circumstances.

Exchange Visitor students on a non-immigrant J-1 visa are allowed to work on-campus a maximum of 20 hours per week during the school year and full-time during school breaks and vacations. Dependents with J-2 visa status are allowed to study full-time and to work after they receive a work permit called the Employment Authorization Document (EAD) from the USCIS. J-1 students are allowed to work off campus on a severe economic hardship basis.

Other Campus Services

Other campus services include a barber shop, a beauty shop and the University-branch post office.

Immigration Information for International Students

International students on F-1 or J-1 visas (including dependents) who come to study at Andrews University (AU) should be informed about the immigration laws and regulations in matters related to their visa status. It is the responsibility of the international student to maintain his/her student visa and I-20 status at all times. Failure to follow immigration regulations, whether intentional or unintentional, is a violation of the student visa status. Consequently, the status of the international student would be terminated and he/she must apply to the USCIS to be reinstated back into the legal student visa status or be faced with possible deportation.

The personnel at International Student Services (ISS) consists of the director, called the Principle Designated School Official (PDSO), and the Designated School Official (DSO). They are appointed by Andrews University and authorized by United States Citizen and Immigration Services (USCIS) to issue I-20 and sign legal students' documents. The Undertreasurer Department of the General Conference of the Seventh-day Adventist Church is certified to issue the document DS2019 which enables the exchange visitor to obtain the J-1 visa to enter the U.S. The certified undertreasurer person is called the Responsible Officer, who presently is assisted by two Alternate Responsible (ARO) Officers. The director of the Office of International Student Services at Andrews University is one of the alternate Responsible Officers. The PDSO, DSO and ARO are also required to advise international students in areas related to student life on campus such as study, work and travel, etc.

The Office of International Student Services communicates information to the international students in matters related to the government laws and immigration by several methods. First, the orientation for new international students is required upon arrival at Andrews University. Failure to attend the orientation program will result in a fine to the student of \$75. In addition, they will have to attend a rescheduled orientation program in order to register for the semester. Other means of communication include the *AU Bulletin*, the international student services website, the *Andrews Agenda* and e-mail. All international students are required to immediately update the Office of International Student Services of any changes in their student visa status, address, change of major or change of academic level.

General requirements for maintaining status as international students:

1. Have at all times a valid passport.
2. Continue to carry a full course of study.
3. Leave the United States once the courses for the academic program are completed, unless the student applies for a work permit (F-1: OPT, J-1: Academic Training).
4. Apply through the Office of International Student Services for a new I-20 if it is desired to change programs or to continue for another academic level within the same school.
5. Keep the I-20 (F-1) or DS2019 (J-1) updated at all times.
6. Maintain a legal work permit (on- or off-campus according to USCIS regulations).

Tuberculosis Testing: All international students must submit a negative (clear) TB test prior to admission.

Attendance at Another School

International students that come to study with an Andrews University I-20 or the General Conference DS2019 should always maintain a full course of study at Andrews University. With an Andrews University I-20, international students may take additional classes from other schools if approved by the academic advisor and the Office of International Student Services.

The Department of Homeland Security established a new system to track all international students who are admitted to study in the United States. It is called the Student and Exchange Visitor Information System (SEVIS). It is administered by the Student and Exchange Visitor Program (SEVP), a division of U.S. Immigration and Customs Enforcement (ICE). This is a web-based system for maintaining information on international students and exchange visitors in the United States.

Transfer to Another School in the U.S.

J–1 students who want to change schools or their academic program must first check with their sponsoring organizations. If an F–1 student intends to change schools for any reason during the program, or after receiving a degree, he/she must initiate a transfer and obtain a new I–20 from the new school. The transfer instructions that need to be followed are normally given by the new school. Once the receiving school is ready to issue the new I–20, the student should inform the ISS office so that the student’s current legal file can be transferred electronically to the new school.

Full Course of Study

USCIS requires every student on an F–1 or DS2019 student visa to enroll full–time every semester at the school they are authorized to attend beginning immediately after the report date on the I–20 or DS2019. Full–time class enrollment is as follows:

Undergraduate	12 credits (minimum)
Graduate	8 credits (minimum)
MDiv	9 credits (minimum)
English Language Institute (ELI)	12 clock hours (minimum)
Academy	
Fall Qtr.	2.0 units (minimum)
Winter/Spring Qtr.	1.5 units (minimum)

Audited credits do not count.

Summer semester is a vacation semester for those who start a regular school year. International students do not have to enroll for a lesser course load during summer except if the initial attendance reporting date on the I–20 or DS2019 is dated for the summer semester. If so, the student must enroll for a full study load during the summer. Additional information is available in the Office of International Student Services.

1. International students with medical problems must provide a statement from a physician recommending an interruption or reduction in study load.
2. Graduate international students who have completed formal course work and are engaged in comprehensive exam preparation, project, thesis or dissertation are required to register for such. Thereupon they are considered to be pursuing a full course of study.
3. An international student who registers in his/her last semester for less than the minimum credits required must present a letter from his/her academic advisor verifying that these are the only credits that the student needs to fulfill all course requirements.
4. An F–1 student engaged in post–completion Optional Practical Training maintains his/her full visa status. A student in F–1 status doing full–time Curricular Practical Training is also considered to be pursuing a full course of study. But if an international student is engaged in part–time Curricular Practical Training or part–time Optional Practical Training, he/she is required to enroll in classes concurrently.

Students On Exchange Visitor Visas and the Two–year Home Country Physical Presence Requirement

The two–year home country physical presence requirement is one of the most important characteristics of the Exchange Visitor J–1 status. If the international student is bound by this regulation, it will be stated on the J–1 visa and on the bottom left corner of the DS2019. Exchange Visitors, including their dependents, can apply for a waiver of the requirement to return home for two years upon completion of their studies. Without the waiver, such students are not eligible to change their status in the U.S. to another category. Neither can such students become eligible for any change of status until they have been physically present in their country of nationality or the country of last legal permanent residence for a minimum of two years following departure from the USA.

Employment For J–1 and F–1 Students

Immigration laws are very strict about employment. International students desiring to work must be sure to comply with these laws. **UNAUTHORIZED OFF–CAMPUS EMPLOYMENT CAN LEAD TO TERMINATION OF STUDENT VISA STATUS AND DEPORTATION.**

J–1 students may engage in two kinds of employment:

1. academic training related to the course of study, or
2. work on–campus or off–campus (on severe economic hardship basis) for a maximum of twenty hours per week while school is in session and full–time during vacation.

J–1 students must obtain a letter from the RO or AROs authorizing employment before beginning work.

F–1 students may work on campus up to 20 hours per week while school is in session and full–time during vacations, breaks and holidays.

F–2 dependents cannot study or work under any circumstances while they are in the country.

Academic Training

Employment which is directly related to the course of study is permitted by the Department of State (DOS) while the J–1 student is enrolled in school, or approved for Academic Training no later than 30 days after completion of the program. The General Conference is the organization that authorizes the Academic Training once the student provides the required documents.

Curricular Practical Training (CPT)

Employment authorization for Curricular Practical Training is given to students whose degree programs require off–campus work experience. International students may NOT begin working until the I–20 has been issued for employment authorization by the DSO. CPT is limited to twenty hours per week if the student is required to take classes during the practicum. If the CPT work is full–time, then the I–20 must be issued for full–time. For more information, contact the Office of International Student Services.

Clinicals, Practicums or Internships

International students who are paid for clinicals, practicums or internships as part of a degree program MUST apply for Curricular Practical Training and be issued a new I–20 accordingly. Failure to do so will consider their work illegal.

Optional Practical Training (OPT)

Optional Practical Training is an optional work benefit for F–1 students, intended for practical work experience in their major field of study. Upon USCIS approval, a student receives work authorization to do OPT anywhere in the United States for a total of 12 months. International students may apply for the post–completion OPT during a five–month window; three months prior to the completion of the degree or 60 days after the completion of the degree.

Accepting Public Benefits is Illegal

Often hospital or medical clinic personnel encourage international students to accept Medicaid or other government benefits. **DO NOT ACCEPT PUBLIC BENEFITS.** Doing so is considered by USCIS to be a violation of your non–immigrant status. Such students will be required to pay back the money received and may risk deportation.

Tracking System

The USCIS created a new system called SEVIS which monitors international students. The government requires all universities and colleges to supply them with information concerning their international students through electronic submission to SEVIS. Information such as the date of commencement of studies, failure to enroll or attend classes, or any disciplinary action taken against the student due to criminal conviction, or otherwise failing to maintain student status must be reported to the government through SEVIS.

The \$200 SEVIS I–901 Fee

International students are required to pay \$200 for the SEVIS I–901 fee. The Office of International Student Services will send along with the I–20 the instructions concerning the different ways of paying this fee. Upon paying the SEVIS fee, the system will automatically generate a receipt which is essential for the students to present at the American Consulate in order for them to obtain the student visa. Canadians must present the SEVIS receipt at the port of entry. For additional and complete information, please visit travel.state.gov/visa/temp/types/types_1267.html.

General Academic Information

Students are expected to know the rules that govern academic matters. This bulletin presents answers to general questions regarding academic policies. Students with special problems and circumstances should consult the dean or program coordinator of the school that interests them. Responsibility for meeting degree requirements rests upon the student. Each student is expected to be aware of all relevant requirements published in the bulletin under which he/she plans to graduate. The bulletin in force when one first registers is the binding document between the student and the university. However, a student may request permission to meet the requirements of another bulletin in force during his/her years at the university. The student's freedom to choose the bulletin under which he/she will graduate is limited. Undergraduates should see the section "Student's Governing Bulletin". Graduate students should see "Residency Requirements and Time Limits".

Attendance at the University

The admission of candidates, their remaining as students, their status, the awarding of academic credits, and the granting of degrees are all subject to the ordinary regulatory powers of the university. It reserves the right to cancel, at its discretion, any of these privileges for reasons considered sufficient by the administration.

School deans reserve the right to review their students' grades periodically. Together with the faculty, they may also recommend that students performing unsatisfactorily should discontinue their degree programs.

The disciplinary authority of the university president is absolute. The vice presidents, deans, and other officers are responsible for specific cases and in restricted areas.

Changes in Bulletin Requirements

The provisions of this bulletin are not to be regarded as an irrevocable contract between the student and the university. The university reserves the right to change any provision or requirement at any time within the student's term of residence. All regulations adopted and published by the Board of Trustees or the faculty after publication of this bulletin have the same force as those published here.

Registration

Students should plan to register during the days assigned to registration on the official academic calendar. Registration is not official until all parts of the registration process have been completed, including financial arrangements.

Matriculation of First-year Students. Documentation of readiness to matriculate is required before admitted students will be allowed to register: official high school transcript or GED certificate, ACT or SAT scores, and for international students, minimum TOEFL scores.

Late Registration. Students who fail to register during the regular registration period must pay a late-registration fee. Students may not register after the last official day to enter classes.

Changes in Registration. A course may be dropped or added by means of a Change of Registration form or via the web during the drop/add period. This Drop/Add form is obtained from the Office of Academic Records. After completing the form, the student must get all needed signatures and return the form to the Office of Academic Records. The official academic calendar lists the deadline each semester for dropping or adding classes without an entry on the permanent academic record. It also notes the deadline to withdraw from a class with a "W" (Withdrawal) on the permanent record.

Credit Hour Definition

One semester credit hour at Andrews University is earned through academic work during a period of fifteen weeks; averaging three hours per week in undergraduate courses and four hours per week in graduate courses. Academic work contributes to established intentional learning outcomes and is verified by evidence of student achievement. Academic work includes:

1. A minimum of 50 minutes per week of direct faculty-student contact; and
2. Out-of-class student work during the remaining time.

For intensives or other classes that do not meet for fifteen weeks, an equivalent amount of direct faculty-student contact and out-of-class student work is required.

An equivalent total amount of academic work is also required in activities such as laboratory, independent study, practicum, studio, distance, distributed, tours and other learning modalities. More time may be expected for co-op work, internships

and similar applied learning experiences where learning may take longer to be achieved.

Grading System and Grade-point Averages

Grades and Quality Points. The right to assign grades rests with the teacher of the course. Quality points (on a 4.00 scale) are given to each letter grade (A-F) for use in figuring a student's grade-point average (GPA). The GPA is the average number of quality points earned per credit hour in all courses which are assigned grades A-F.

A	4.00	C+	2.33
A-	3.67	C	2.00
B+	3.33	C-	1.67
B	3.00	D	1.00
B-	2.67	F	0.00

How to Compute Your GPA. You may calculate your semester GPA by following these steps:

- Multiply the number of credit hours by the number of quality points given to the letter grade earned in each class. (Do the same for each class graded A-F.)
- Add the number of quality points earned in all classes for the semester.
- Divide the total number of quality points by the total number of credit hours attempted.

Other Grade Report Entries

Additional grades that may appear on a student's academic record are defined below.

AU—Audited Classes (including HN, UA and UH). A grade of AU is given for an audited course if the student has met the obligations of the audit agreement. It is possible to audit any class except private music lessons and independent study courses provided (1) there is room in the class, (2) the student has an appropriate background, and (3) the instructor gives permission to attend. The term audit refers to registration for attendance only. All auditors, including honors auditors (HN), are expected to attend all class appointments as agreed upon when the instructor granted auditing privileges.

Auditors must attend at least 80% of the class periods. Those who fail to do so are given a grade of UA (Unsatisfactory Audit); honors auditors a UH.

A student may change from "credit" to "audit" registration and vice versa within the published time limits. To make this change the student must present the Office of Academic Records with a Change of Registration form with the required signatures.

The tuition charge for an audited course is the same as a course taken for credit. Full-time honors students may audit one course per semester free of charge.

DG—Deferred Grade (including DN). A DG may be given in certain courses recognized to be of such a nature that all the requirements are not likely to be completed within one semester. It may be given for tours, field/clinical experiences, internships, project and independent study courses, courses requiring research and courses where mastery-level learning is required. The Office of Academic Records records a DG only for courses previously recommended by a department and approved by the dean of the appropriate school and/or graduate program committee.

An instructor may designate a time limit for a given course or for a specific situation for the DG to be changed to a letter grade. An instructor may change the DG to a DN—Deferred and Not completable, meaning that the course has not been completed and no longer can be completed because time has run out.

A DG may remain on a student's transcript at graduation if the course does not count toward the degree.

I—Incomplete. An Incomplete (I) indicates that the student's work is incomplete because of illness or unavoidable circumstances and not because of negligence or inferior performance. Students will be charged an incomplete fee for each incomplete grade issued.

An I may be given when the instructor and the student agree to terms stated in an Incomplete Contract. The I is given to a student when the major portion of the work for the course has been completed. The contract states (1) the remaining work to be completed, (2) a plan with timelines for completion of the work, (3) the time limit, and (4) the grade the student will receive if the work is not completed by the agreed-upon time.

Ordinarily, an I shall be removed during the following semester. However, an I contracted in the spring semester may be extended to the autumn semester. Any request for an extension of time beyond the contracted time shall be made in writing before the end of the contracted date and approved by the dean of the college/school in which the course is offered. The number of I's on a student's record affects the student's class and workload.

Undergraduate restrictions: Students with 8 credits of Incompletes may not register for more than 12 credits of new courses; for those with 12 or more credits of Incompletes the number of new credits is limited by the dean of the respective college/school. Incompletes must be removed before graduation.

R—Reregistered. Assigned only for designated remedial courses.

Students who obtain this grade are required to reregister for the course in question.

S/U—Satisfactory/Unsatisfactory. The grading pattern for lecture and lecture/laboratory courses is A–F. Certain designated courses, such as independent/individual study/readings, independent research, research projects, workshops, seminars, field/clinical experiences and practica may be graded with either an S/U or A–F pattern as the college/school decides. When more than one grading pattern is possible, the determination of which pattern shall be used for a given class shall be made at the beginning of the class. Completed theses/dissertations (except for undergraduate theses) are always graded on an S/U basis. Grading patterns may not be mixed within a given course for any grading period except for independent study courses, as in next paragraph. An S means, for an undergraduate, that a C (2.00) or higher has been earned; for a graduate, a B (3.00) or higher. The letter grade U signifies unsatisfactory performance. Credit is earned only if an S is received. No quality points are assigned S/U courses and an S/U notation does not affect the GPA.

By definition, independent/individual study/reading/research courses imply potentially a different set of purposes, goals, objectives, activities and outcomes for each student. They are not intended to serve as a substitute for a required class or for canceled classes, and they must have an evaluation plan. All students taking one of these courses with the same acronym, course number and section number under the same instructor are typically listed on the same grade sheet, and therefore mixing grading patterns for these courses in a given term is permitted.

W—Withdrawal. Withdrawal is recorded when a student withdraws within the date limitations indicated by the academic calendar. Under certain circumstances the institution may initiate the withdrawal.

Repeating Classes. Students may repeat a course in which they receive an unsatisfactory grade. In such a case, the record of the first attempt is not erased. However, in the case of undergraduate students only, the credits and quality points earned in the course with the higher grade are used to calculate the GPA. In the case of graduate students the course may be repeated once. The credits and quality points earned in the most recent course will be used to calculate the GPA. Course grades may be replaced only by grades for course work repeated on campus. When a course with a laboratory is repeated, the laboratory part also must be repeated.

In sequence–type courses (course numbers ending in 1, 2, or 3) a student who earns an F for one semester automatically must repeat that course before being permitted to enroll or remain enrolled in courses that follow in that sequence. A student who earns a D in such a course should counsel with the teacher as to the wisdom of continuing the course.

Factors Influencing Grades

Several factors are used to compute the final grade in a particular course. These include such items as scores in oral or written examinations, quizzes, practical and written projects, papers, reports, laboratory experience, skill demonstration, clinical performance and class attendance/ participation. The teacher selects the grading components for a given course according to the nature of that course. The course outline (syllabus) clearly outlines how the students' final grades shall be figured.

Grade Reports

No hard copies of grades are mailed to students because they can view and print their grades via the web. Students who want a parent or organization to receive a printed grade report may request this via the web or at the Office of Academic Records.

Resolution of Grade Disputes

Students who dispute the grade received for a course are encouraged to seek a resolution through the steps delineated below. Succeeding steps should be taken only if the previous step fails.

Step 1: Informal resolution in person. The student must first seek a resolution in person with the instructor. Should such attempt fail, the student may seek a resolution through the instructor's immediate supervisor, the department chair or, in the absence of the chair, the dean of the school. The chair or dean may arrange a joint discussion between the student and the instructor.

Step 2: Written grade complaint. The student may file a written grade complaint with the instructor's immediate supervisor, requesting an investigation of the

grade. The request must include the reasons for the student's belief that the grade was assigned as a result of carelessness, arbitrariness, or capriciousness. If the chair is also the instructor in question, the chair should direct the grade complaint to the next highest officer for processing. The written grade complaint must be filed within the semester (not counting the summer terms) after the grade was given. Complaints filed after a full semester has elapsed since a grade was given, or a written grade complaint that does not detail the evidence called for above, shall not be investigated. A department chair or the instructor's immediate supervisor can recommend or make a grade adjustment only if his/her findings reveal clear evidence of carelessness, arbitrariness, or capriciousness on the part of the instructor. The department chair or the instructor's immediate supervisor is to render a written report on his/her findings within a week (if school is in session; if not, within the first week after school reconvenes). If the student does not receive a report or remains dissatisfied, he/she may proceed with Step 3.

Step 3: Grade Grievance. A student may file a written grade grievance with a dean of a relevant school to resolve a grade problem. The grade grievance must be filed within three weeks of receiving a response to the original filing of the written grade complaint. The written grade grievance shall provide evidence for the claim that the grade was assigned as a result of arbitrariness, capriciousness, or carelessness. Should the dean be the instructor in question, the dean shall direct the grade grievance to the provost. A written grade grievance that does not detail the evidence called for above, or that is filed more than three weeks after the response to the original filing of the complaint, will not be investigated.

Providing the student has met the conditions for filing a grade grievance, the relevant dean or the provost shall appoint a Grade Review Committee of three (3) faculty members with authority to investigate the matter further and to recommend a resolution.

The dean or provost shall issue a written verdict in response to a specific Grade Review Committee within one week after having received the written recommendations of the Committee. This shall be final and binding on both student and faculty member. The verdict may necessitate a grade change.

Transcripts

The Office of Academic Records issues transcripts of the student's academic record upon written request by the student. Requests should reach the Office of Academic Records at least ten days before the transcripts are needed. (For restrictions, costs and exceptions, see the Financial section of this bulletin.)

Student Responsibilities

Examinations. Credit is not granted in courses unless the required examinations are completed by the student. Students are expected to follow the published examination schedule. In cases where the schedule requires a student to complete four exams in one day, arrangements may be made with the dean to complete one of the examinations at another time.

Class Attendance. Regular attendance at all classes, laboratories and other academic appointments is required of each student. Faculty members are expected to keep regular attendance records. The syllabus notifies students of the attendance requirements.

Teacher Tardiness. Teachers have the responsibility of getting to class on time. If a teacher is detained and will be late, the teacher must send a message to the class with directions. If after 10 minutes no message has been received, students may leave without penalty. If teacher tardiness persists, students have the right to notify the department chair, or if the teacher is the department chair, to notify the dean.

Class Absences. Whenever the number of absences exceeds 20% (10% for graduate classes) of the total course appointments, the teacher may give a failing grade. Merely being absent from campus does not exempt the student from this policy. Absences recorded because of late registration, suspension, and early/late vacation leaves are not excused. The class work missed may be made up only if the teacher allows. Three tardies are equal to one absence.

Registered students are considered class members until they file a Change of Registration form in the Office of Academic Records.

Excused Absences. Excuses for absences due to illness are granted by the teacher. Proof of illness is required. Residence hall students are required to see a nurse on the first day of any illness which interferes with class attendance. Non–residence hall students should show written verification of illness obtained from their own physician. Excuses for absences not due to illness are issued directly from the dean's office.

Excused absences do not remove the student's responsibility to complete all requirements of a course. Class work is made up by permission of the teacher.

Performance in Related Non–academic Areas. Professional programs sometimes require certain personality traits, lifestyles, clinical aptitudes, or other special competencies. For programs in which such items are specified, students are evaluated in terms of these requirements. These requirements are described in departmental handbooks or in course syllabi.

Academic Integrity. In harmony with the mission statement, Andrews University expects that students will demonstrate the ability to think clearly for themselves and exhibit personal and moral integrity in every sphere of life. Thus, students are expected to display honesty in all academic matters.

Academic dishonesty includes (but is not limited to) the following acts:

- Falsifying official documents;
- Plagiarizing, which includes copying others' published work, and/ or failing to give credit properly to other authors and creators;
- Misusing copyrighted material and/or violating licensing agreements (actions that may result in legal action in addition to disciplinary action taken by the University);
- Using media from any source or medium, including the Internet (e.g., print, visual images, music) with the intent to mislead, deceive or defraud;
- Presenting another's work as one's own (e.g., placement exams, homework assignments);
- Using materials during a quiz or examination other than those specifically allowed by the teacher or program;
- Stealing, accepting, or studying from stolen quizzes or examination materials;
- Copying from another student during a regular or take–home test or quiz;
- Assisting another in acts of academic dishonesty (e.g., falsifying attendance records, providing unauthorized course materials).

Andrews University takes seriously all acts of academic dishonesty. Such acts as described above are subject to incremental discipline for multiple offenses and severe penalties for some offenses. These acts are tracked in the office of the Provost. Repeated and/or flagrant offenses will be referred to the Committee on Academic Integrity for recommendations on further penalties. Consequences may include denial of admission, revocation of admission, warning from a teacher with or without formal documentation, warning from a chair or academic dean with formal documentation, receipt of a reduced or failing grade with or without notation of the reason on the transcript, suspension or dismissal from the course, suspension or dismissal from the program, expulsion from the university, or degree cancellation. Disciplinary action may be retroactive if academic dishonesty becomes apparent after the student leaves the course, program or university. Departments and faculty members may publish additional, perhaps more stringent, penalties for academic dishonesty in specific programs or courses.

Peer-to-Peer File Sharing. Please see university policy.

Human Subjects Research. All students and faculty conducting any research involving human subjects must apply for approval from the Institutional Review Board. Application forms are available in the Office of Scholarly Research, Room 210, Administration Bldg. (e-mail: irb@andrews.edu).

Graduation Procedures and Degree Conferral

Degrees are awarded three times a year at Andrews University—May, August, and December to candidates who have successfully completed all degree requirements. The responsibility for meeting all program requirements rests with the student. Participation in graduation ceremonies is for students who have completed all degree requirements and for those who meet the minimum requirements to participate without completion (see Participation in Graduation Ceremonies below).

Participation without completion applies only to students on the Andrews University main campus. Candidates from off–campus sites must complete all degree requirements and obtain clearance through the Office of Off–Campus Programs to participate in main campus graduation ceremonies. Candidates must meet the following Applications and Final Clearances guidelines for graduation or participation:

Applications and Final Clearances

- Students must file an Application for Graduation/Marching form. Graduation/marching application forms from graduate students will be accepted only when their Advancement to Candidacy form has been submitted. (Graduation/marching application forms are available at and must be returned to the Office of Academic Records.) All students filing for December conferral and undergraduate students applying for graduation/marching in May must complete the graduation/ marching application no later than the October date specified in the academic calendar. All graduate students applying for graduation/marching in May must

complete the graduation/ marching application no later than the January date specified in the academic calendar.

- Transcripts for transfer credit must reach the Office of Academic Records a minimum of 15 days before graduation/ degree conferral.
- All Incompletes and Deferred Grades in classes needed to complete degree requirements must be changed to a satisfactory grade in the Office of Academic Records a minimum of 15 days before graduation/degree conferral.
- Students must receive financial clearance from the Student Financial Services Office to participate in graduation ceremonies or to receive a diploma.
- Diplomas will be ready for distribution beginning two weeks after commencement/degree conferral.

Commencement Services. On–campus commencement services occur in May and August. Students who receive December conferral of their degrees have the option of participating in the May commencement services only.

Graduation in Absentia. At the time of application for graduation/marching, students must indicate whether or not they plan to participate in the ceremony. Those who complete all degree requirements and choose to graduate in absentia forfeit their right to participate in a later graduation ceremony. Those who participate in a graduation ceremony before completing all degree requirements under the terms specified below may not participate for a second time when they complete their requirements.

Participation In Graduation Ceremonies

Graduation ceremonies are intended to recognize students who have completed all degree requirements and to celebrate their achievements. Students who are nearly completed with their degree requirements are also permitted to march and participate in the celebration within guidelines designed to maintain integrity of the degree–awarding process.

Upon submission of their Application for Graduation/Marching by the published deadline, students are authorized academically to participate in graduation ceremonies when they meet one of the following criteria:

Following registration for the term culminating in a spring or summer graduation ceremony, they fall within one of the following categories:

Undergraduate Criteria

Undergraduate students who lack no more than 6 semester credits for degree completion and meet both overall and major GPA requirements. Credits lacking include I's, DG's and unregistered work.

OR

Undergraduate students who lack only completion of an unregistered practicum or internship or student teaching requirement which could be expected to be completed before the next graduation event.

Graduate Criteria

1. General Criteria
Graduate students who lack only completion of an unregistered practicum or internship or student teaching requirement which could be expected to be completed before the next graduation event.

OR

Master of Divinity students who lack no more than 6 semester credits for degree completion, including practical field work courses. Credits lacking include I's, DG's and unregistered work.

2. Master or Specialist students without a thesis or project option who have been advanced to degree candidacy, lack no more than 4 semester credits for completion and by the official deadlines have met all other graduate degree requirements, including passing comprehensive exams (if required in the program). Credits lacking include I's, DG's and unregistered work.
3. Master or Specialist students with a thesis or project option who have completed all coursework, passed comprehensive exams (if required), and obtained approval of their thesis/ project by the appropriate graduate committee, but have yet to file the thesis/project, as required. Notification of thesis/project approval must reach the Office of Academic Records no later than 10 days before graduation.
4. Doctoral students who have completed all coursework, have met all graduate degree requirements, including passing comprehensive exams, and no later than four weeks before the graduation ceremony obtain approval of the appropriate graduate committee following successful defense of their dissertation/project (if required in the program), with one of the following results: "Accept the dissertation/project as defended" or "Accept the dissertation/project with minor revisions." For candidates whose result is "Accept the dissertation/project with major revisions," written notification

from their committee that they have made satisfactory revisions as required must reach the Office of Academic Records no later than 10 days before graduation. For graduation procedures applying to the PhD in Religion and ThD programs see bulletin section on PhD program requirements, "Oral Defense of Dissertation: After the Defense," and the *PhD Program Handbook*.

5. Doctor of Physical Therapy students who have completed all coursework, have met all degree requirements including passing comprehensive exams, and who either lack completion of the
 - a. last two internships, and/or
 - b. capstone project

which is expected to be completed before the next graduation event.

The graduation program does not distinguish between those students who have actually completed all requirements and those who have not. All students authorized to participate will receive diploma covers, and all doctoral candidates will be hooded. However, for those who march without completion, diplomas will be issued and dated on the next official graduation or degree conferral date following completion of all degree requirements.

A list of graduates who have completed all requirements and received degrees for each commencement will be made public through a posting on the Andrews University website.

Undergraduate Academic Policies

Admission

Admission to Andrews University is available to any student who meets the academic and character requirements of the university and who expresses willingness to cooperate with its policies. Because Andrews University is operated by the Seventh-day Adventist Church, the majority of its students are Seventh-day Adventists. However, no particular religious commitment is required for admission. Any qualified student who would be comfortable within its religious, social, and cultural atmosphere may be admitted. The university does not discriminate on the grounds of race, color, creed, disability, national or ethnic origin, sex, marital status or handicap.

Admission to one of the schools of Andrews University does not guarantee admission to a specific department or program within a given school. Transfers from one school to another may be made when the student meets the admission requirements for that school and has the consent of the deans involved.

How To Apply

- Request application materials

Telephone: 800–253–2874 toll free
 Web: www.andrews.edu/undergrad/
 Postal Address:
 Office of Undergraduate Admissions
 Andrews University
 4150 Administration Dr
 Berrien Springs MI 49104–0740

- Return a completed Undergraduate Application with the \$30 (non–refundable) fee by the following admissions deadlines, or an additional non–refundable \$20 late application fee will also be applied:

Fall Semester	Spring Semester	Summer Session 1	Summer Session 2	Summer Session 3
July 15	November 15	March 15	April 15	May 15

- Request official transcript(s) to be sent directly to Andrews University from the secondary school and any and all colleges attended.
- Take the ACT or SAT test and arrange to have the results sent directly to Andrews.

Apply Early. Some departments have admission deadlines. Consult departmental sections of this bulletin for details. All students should apply several months before they plan to enroll at the university.

Freshman students are encouraged to apply before their final secondary–school transcript is available. A preliminary transcript with a cumulative GPA (through the 11th grade) and ACT or SAT test scores are reviewed by the Undergraduate Admissions Committee for a decision. All students must submit a final secondary–school transcript and ACT or SAT scores before they can attend classes.

Admission Standards and Requirements

Undergraduate students are expected to meet minimum general admission standards. Individual schools or departments may set additional standards for entry into particular programs. These standards are often higher than those listed in the Undergraduate Admissions Requirement chart below.

Undergraduate Admission Requirements
<p>Official documentation of completion of secondary–school studies from</p> <ul style="list-style-type: none"> an accredited secondary school or an equivalent overseas school (to be assessed by AACRAO guidelines) or GED certification with a minimum average score of 450 on five sections of the test with no section lower than 410 and 2250 total or Home School transcript of classes taken
<p>A minimum high school GPA of 2.5 overall and ACT/SAT composite scores at the 50th percentile (currently, these scores are 20 ACT and 940–970 [verbal and math] SAT; but are subject to adjustment annually) are required for admission. Completed application files from students who do NOT meet these requirements will be reviewed by the Undergraduate Admissions Committee, no later than July 15 for fall semester enrollment or November 15 for spring semester enrollment, for possible admission with prescribed intervention.</p>
<p>Students who have attended any college classes are required to have transcripts sent directly to Andrews University Undergraduate Admissions. College or University transcripts issued in languages other than English must be accompanied by an authorized English translation. Transfer students must have a minimum college cumulative GPA of 2.5 (ACT/SAT scores are recommended, but not required). Completed application files from students who do NOT meet these requirements will be reviewed by the dean of the college that they wish to attend. The dean will then make a recommendation to the Undergraduate Admissions Committee for possible admission on Academic Probation, no later than July 15 for fall semester enrollment or November 15 for spring semester enrollment.</p>
<p>The individual admissions status of each applicant is subject to the review and final decision of the Undergraduate Admissions Committee.</p>
<p>For high school students, reference evaluations may be conducted with the student’s guidance counselor and/or principal.</p>

Home–Schooled Students. Andrews University welcomes and encourages students who have completed their high–school education in a home–school setting to apply for admission. Home school students should submit the following documentation along with the regular undergraduate application and \$30 fee:

- ACT (or SAT) test results
- Detailed transcript* with a cumulative GPA or GED certificate
 - * Should be completed and signed by the person who directed the program.
- Call 269–471–3854 for more information.

Note: Andrews University School of Distance Education operates Griggs International Academy (GIA), a secondary education program. GIA will work with home school students who take a minimum of their last three high school courses through Griggs International Academy to develop and grant a high school diploma. Contact GIA at 800–782–4769.

Community Values Agreement. Each prospective student must sign a statement on the Undergraduate Application form agreeing to respect and abide by the rules and standards of the university.

English Proficiency Requirement. All students whose first language is not English must demonstrate adequate proficiency in English to succeed in the academic setting. A minimum score of 550* on the paper–based TOEFL (ITP), 80* on the internet–based TOEFL (iBT), 80* on the MELAB or 6.5* on the IELTS exam demonstrates such proficiency, and with no component lower than specified below. Exam must be taken within two years prior to enrollmen

Concordance Table: Minimum Composite Score						
AU Admissions	MELAB		TOEFL iBT	TOEFL ITP	IELTS [Academic Version]	
	80		80	550	6.5	
Concordance Table: Minimum Component Scores						
MELAB	TOEFL iBT		TOEFL ITP		IELTS	
80	Reading	15	all components (except Writing and Speaking)	55	Reading	6
	Listening	15			Listening	6
	Writing	17	Writing	80	Writing	5
	Speaking	18	Speaking	3	Speaking	6
Two applicants with the same total score may have very different abilities. Minimum component scores help to ensure that admitted students have the profile of language abilities necessary to be successful in their department. For more information, contact the CIEP at 269.471.2260.						

Students who score below these levels may complete language requirements by enrolling in Intensive English Program courses (ENSL) on campus and passing the Exit Exam for English as a Second/Foreign Language.

Language proficiency must be met before enrolling full-time in regular course work.

These test results may not be required when the applicant has completed all education from at least the ninth through the twelfth grades or equivalent in an educational institution where English is the language of communication and instruction.

* Some programs require higher scores.

Required Medical Records. In accordance with recommendations from the Centers for Disease Control, the Michigan Health Department and the American College Health Association, all first-time students must supply certain medical records to the school they plan to enter before registration can be completed.

Tuberculosis Screening. Students with a previous positive TB skin test must submit a report of a chest X-ray taken anytime within 12 months before registration. All other students must submit proof of a negative TB skin test taken any time within the six months before registration.

Measles, Mumps, and Rubella (German Measles) (MMR)

Immunization. Each student born after December 31, 1956, must show proof of immunity to the diseases by one of the following means:

- Two MMR vaccines received after 12 months of age
- One MMR vaccine received within the two years before registration
- A blood test proving immunity to the diseases.

Admission of Transfer Students

Students who have already attended a community college or other post-secondary school are admitted based on the same admission standards required of all applicants.

Transfer students who have earned 25 or more semester credits before applying to Andrews are evaluated on the basis of their cumulative college GPA and not their secondary-school GPA.

Transfer credits do not appear on the student's Andrews transcript.

A transfer student who does not meet admission standards may apply. The student's application materials will be reviewed by the Undergraduate Admissions Committee using recommendations from the academic dean of the college or school in which admission is sought. After the review, the student will receive a letter outlining the conditions for admission or indicating that admission has been denied.

Transfer of Credits. Students enrolling at Andrews University may transfer to their current program a limited number of credits for courses taken at other schools, if the following expectations are met.

- Complete official transcripts are submitted from each institution where work was done. College or university transcripts issued in languages other than English must be accompanied by an authorized English translation. (Registrars of these institutions should send transcripts directly to the Andrews University Office of Undergraduate Admissions.)
- The credits presented for transfer are for college level courses in which the student has earned a grade of C– or higher.
- All credits presented for transfer come directly from accredited institutions. Requests for transfer of credits may be made only at the time of admission to the university, at the time when a change of program is approved, or if a petition to accept the course is approved and on file before the course is taken. The approving officer may specify conditions that must be fulfilled for the acceptance of the course.

Limit on Number of Transfer Credits. The schools of the university allow no more than 70 semester hours to be transferred from community colleges (two-year) and applied on a baccalaureate degree. More may be approved by the dean as part of a planned professional program.

Only 6 transfer credits, including correspondence credits, may be applied on the last 36 semester credits of a degree program. Individual schools and programs may have other limitations on transfer credits.

Transfer of Credits from an Unaccredited School. Transfer credits from an unaccredited school are accepted on an individual basis after the student has demonstrated satisfactory academic performance at Andrews University. With advice from the Office of Undergraduate Admissions and Office of Academic Records, the dean of the school concerned determines the credits to be accepted, based on satisfactory performance in advanced-level courses and/or validation examinations. Likewise, departments determine the credits that can be applied toward a major or minor.

Dual Enrollment Status

Dual enrollment status is available to advanced undergraduate students who wish to begin work on a graduate program. However, taking graduate courses does not guarantee or imply future admission to a degree program.

Dual enrollment will affect your financial aid package. Be sure to speak to a financial aid advisor prior to a dual enrollment semester.

Requirements for Dual Enrollment. To be eligible for dual enrollment status the student must satisfy all of these requirements:

- Be an undergraduate student at Andrews University
- Be within 12 credits of finishing an undergraduate degree
- Be in the process for admission to a graduate program and meet all other regular admission standards for a graduate program
- Be enrolled in no more than 12 credits (combined graduate and undergraduate) each semester.

- Be sure to see your Financial Aid advisor, this may affect your award eligibility.

Limitation on Graduate Credits. The limitations on graduate credits taken while a student has dual enrollment status are the following:

- Credits may not be used to satisfy undergraduate requirements.
- A maximum of 16 credits of graduate courses may be reserved and applied to a subsequent graduate degree at Andrews University.

Permission to Take Classes (PTC) Status

Permission to Take Classes (PTC) is a temporary enrollment status, not an admission category.

Qualifications for PTC Status. PTC status is assigned to any of the following:

- Guest students who are already regular students at another school but wish to take courses at Andrews without being admitted.
- Persons who need certain courses to qualify for certification.
- Adult students in off-campus classes who do not wish to enroll for a degree program.
- Gifted secondary-school students enrolled in special programs for academic enrichment.

Secondary Students Taking College Classes

Secondary students are eligible to take Andrews University classes if they meet the criteria of Andrews University and the secondary school in which they are enrolled. Students must be at least a high school junior with a minimum cumulative GPA of 3.0 as well having a B in any prerequisite course. The appropriate secondary school representative or committee must give approval for taking college courses. For homeschool students supporting testing scores (ITBS, ACT, pSAT, SAT, etc.) are required as well.

Courses available to secondary students are 100 and 200 level courses. On-campus courses also require the approval of the professor.

Andrews University college courses are available to secondary students in the follow formats:

1. On-campus courses taken by an individual student or by groups of students such as through the Berrien RESA or area high schools.
2. Direct credit courses taught at a secondary school by a secondary teacher authorized by Andrews University.
3. Online courses through the Andrews University School of Distance Education taught either by Andrews University professors or approved secondary professors for groups of students at a secondary school site. For the 2013–2014 academic school year the list of online courses are:

COMM 104 Communication Skills (3 semester credits) – Fall semester

ENGL 115 English Composition I (3 semester credits) – Fall and Spring semesters

HIST 117: Civilization and Ideas I (3 semester credits) – Fall semester

MATH 165: College Algebra (3 semester credits) – Spring semester with ACT/SAT requirement

MATH 168: Precalculus (4 semester credits) – Fall semester with ACT/SAT requirement

FNDT 230: Nutrition (3 semester credits) – Spring semester

RELB 210 Jesus in His Time and Ours (3 semester credits) – Fall and Spring semester

In all cases, it is the prerogative of the secondary school to decide whether to count the college course work as dual credit for high school credit.

For the 2013–2014 Academic year the cost for any Andrews University college course in any of the above formats is \$100 per credit. A maximum of 2 courses per semester is allowed and a maximum of 21 total credits will be accepted toward Andrews University degree requirements. For the \$100 per credit rate a student must register for and start the course prior to graduating from high school or taking the GED test.

Individual students or groups of students will register for dual credit classes through the Permission to Take Classes (PTC) process as described above.

Limitation of Credits Taken on PTC Status. Students who eventually apply and receive regular admission, may ask that up to 21 of the undergraduate credits taken on a PTC basis be applied towards the proposed degree. A minimum grade of C must be received in each course to be accepted for degree credit.

Admission of International Students

International students must pay an advance deposit and a housing deposit. Such students are also required to present a satisfactory budget for financing their studies and living costs (see the financial section of this bulletin).

Only after the above provisions have been met will an I-20 Form be issued to enable a student to obtain the necessary entry visa to the U.S.

International students that have college or university transcripts issued in languages other than English must be accompanied by an authorized English translation.

Students Accepted with Prescribed Intervention

Some freshmen who do not meet regular admissions standards but whose high school performance or test scores indicate a possibility of success may be accepted. They are advised through the Student Success office. They will receive skills assessments and will be placed in classes selectively to enhance their academic success. Many will be required to take skills building classes. Students accepted with intervention must improve any skills deficits and achieve satisfactory academic performance in order to progress in their academic program.

Refusal or Annulment of Admission

Applicants may be refused admission

- when they do not meet the admission standards
- when they submit transcripts or records found to be fraudulent. Admission status may be canceled or annulled
- when students do not meet the conditions specified for continuing enrollment
- when the admission status was based on documents later found to be fraudulent.

Undergraduate Academic Information

Planning Programs

Advisors. Students are assigned academic advisors based on the major chosen. Advisors function as academic guidance counselors to help students to schedule their courses, to learn how to follow academic rules and regulations, and to make decisions regarding their future. Although advisors assist students, the responsibility for meeting degree requirements and knowing the rules which govern academic matters always rests with the individual student.

Required Placement Tests. Before registration, all new students must take two placement tests for use in academic advising:

- ACT or SAT
The ACT or SAT is required for admission and should be taken before arriving on campus. (International students studying outside the U.S. will be required to take the ACT/SAT if offered at their secondary schools.)
- TOEFL, MELAB, or IELTS International students that have not had four years of secondary school that was taught in English are required to take the TOEFL, MELAB, or IELTS.
- Mathematics Placement Test
The Mathematics Placement Test is given on campus.

Direct questions concerning advising, tutoring and student success to the Student Success Center. (phone 269–471–6096, e–mail: success@andrews.edu).

Declaration of Major. Students are encouraged to declare their major field of study by the start of their sophomore year. Special advisors are assigned to students yet undecided. Assistance in exploring majors/careers is given through the Student Success Center and the Counseling & Testing Center.

How to be Well–Prepared Academically

If you want to be well prepared for your university studies at Andrews University, we recommend that you take the following courses during your high school/academy/secondary home school years (or the equivalent of grades 9 through 12 in the U.S. educational system):

- Three years of math, including algebra I and II;
- Three years of lab sciences courses, with biology, chemistry and/or physics recommended;
- Four years of English courses, including ones that emphasize writing and vocabulary;
- Two years of a foreign language if your plans include a Bachelor of Arts degree at Andrews;
- One year–long computer course, including development of skills in database, web page development and other advanced skills; and
- Two years of social studies courses, including world or U.S. history (or history for your country of residence) and geography.

If it's available at your school, also plan to take a Bible/religion course each year. Music/fine arts, physical education and practical arts also help build a well–rounded secondary education.

To find out more on how to take the right academic steps to succeed when you attend Andrews University (as well as other information on attending Andrews), please consult www.andrews.edu/future/.

Class Standing

At the beginning of the autumn semester, undergraduate students are classified according to the number of semester credits earned.

Freshman	0–24	Sophomore	25–56
Junior	57–86	Senior	87+

Areas of Study

Specific requirements for majors, minors, and professional–degree programs are listed under each department section. Courses in other departments which are needed for a degree program also may be required as related cognate requirements.

All courses used to meet major requirements must be selected in consultation with the major professor or advisor.

Honor Lists

Dean's List. Students with a minimum semester GPA of 3.50 are eligible to be on the Andrews University Dean's List. They must carry a load of at least 12 letter–

graded credits, have no letter grades below a B (3.00), and have no incompletes. Receipt of a DG does not affect eligibility for the Dean's List. Each semester this list may be published or posted.

Study–Work Loads

Course Load. The course load is expressed in semester credits. Each semester credit represents one fifty–minute class period or equivalent per week for one semester. Preparation time of approximately two hours for each class period is assumed. Thus a 4–credit class meets four times a week. A laboratory or practicum experience of 3 hours is considered equal to one regular class period unless otherwise noted in the course syllabus.

The normal undergraduate class load is 15 to 16 credits per semester. Those wishing to register for more than 17 credits must secure permission from their dean. If good scholarship has been demonstrated by the student, the dean may permit a freshman to register for a maximum load of 17 credits; sophomores, juniors, and seniors for 18 credits. Adding to the course load by receiving private instruction, by correspondence work, or by registering in another university or college while being currently registered at Andrews University is not allowed. Exceptions must have permission from the dean of the school in which the student is enrolled. If permission is granted, the total study load per semester must not be greater than the maximum load permitted in residence. A student is not permitted to earn more than 20 credits during one semester.

Work Load. The course load of students who engage in part–time employment must be adjusted to provide a reasonable balance of work and study. In determining the proper balance, the student's intellectual capacity and previous academic record are considered. Students taking 12 to 16 credit hours are recommended a maximum work load of 20 hours per week.

Students should consult with their advisors in planning a proper balance of study and work. Exceptions to the above guidelines require approval by the dean of the school in which the student is enrolled and the Employment Office before the work is undertaken. On–campus employment is limited as specified in the financial section of this bulletin.

Satisfactory Academic Progress

Students are expected to maintain the following minimum academic performance standards:

- Successfully complete at least 66% of all courses attempted following initial enrollment.
- Maintain an overall GPA of at least 2.00 (average grade of C).

If a student fails to maintain an overall GPA of 2.00 (on a 4.00 system), his/her enrollment category is changed to probationary.

Academic Probation Procedures

Academic Probation. A student is classified as on Academic Probation when one or more of the following three conditions apply:

1. the cumulative AU GPA falls below 2.00,
2. the semester GPA is 1.75 or below,
3. a combination in a semester of three or more of Withdrawals (W), Incompletes (I), or grades lower than a C. Students on academic probation are removed from probation when they successfully complete the requirements of their academic probation plan as prescribed by their dean.

Students on academic probation: (1) are expected to limit extracurricular activities and part–time employment; (2) may be required to take special courses (see below), and (3) may be restricted to taking no more than 12 credits per semester, including these special courses. This program ensures that students have ample time to concentrate on their courses and develop personal habits for greater success in future terms. Students on academic probation for any two semesters may not be permitted to re–register.

Students on academic probation may be required to take one or more of the following special courses:

- GDPC C115 – Academic Learning Assessment—individual guidance to help students succeed at Andrews University. Instructors use comprehensive evaluations and individualized plans to help students break patterns of failure and to achieve success.
- GDPC 116 – Academic Development—to help students clarify personal goals and values and improve their study skills.
- GDPC 116 – Academic Development—to help students learn to write clear, effective sentences and paragraphs with few mechanical errors.
- EDTE 140 – Reading Vocabulary Development and EDTE 160 – College Reading Efficiency—to improve the skills of those with reading problems.
- MATH 91 & MATH 92 – Arithmetic and Algebra Review II—to help students with poor mathematical backgrounds. Further information is available from the dean of each school offering undergraduate programs.

Academic Suspension/Dismissal. Students are subject to academic dismissal in four ways:

- Earning during a given semester a GPA of 1.25 or less
- Two semesters on academic probation
- Failure to meet Probation Student Guidelines for their personal academic probation program outlined by their dean
- Displaying a high degree of academic irresponsibility in matters such as class attendance and homework assignments.

Failure to honor the Scholastic Study Lab Contract is sufficient grounds for academic dismissal.

Academically suspended students may appeal to the dean for semester-by-semester admission.

Advanced Placement Opportunities

Andrews University provides opportunities for advanced placement by following the methods listed below. This applies only to matriculated students in good and regular standing. Regardless of the method, the most credit that may be applied to a baccalaureate degree is 32 semester credits.

The Advanced Placement Opportunities booklet, which can be obtained from the Office of Academic Records, has the courses listed that will be accepted for the various areas listed next:

International Baccalaureate Exam. Andrews University recognizes scores from the International Baccalaureate (IB) exam as follows:

- For general-education courses, a score of 4 (Higher Level) is considered for general-education credit.
- For major-level courses, a score of at least 5 (Higher Level) will be considered through review by the department for credit towards major requirements.
- The student may be allowed to enroll in a sophomore-level, major-level course with the purpose of validating the IB experience. If a grade of at least B- is obtained in the sophomore-level course, credit for the freshman-level major course(s) would be given.

European Advanced Standing. Andrews University may grant varying amounts of advanced standing credits (0 to 32 semester credits) in general education only, to students graduating from select European gymnasiums. Students must submit official transcripts in the native language accompanied by official English translations to Undergraduate Enrollment Management.

Advanced Placement Program. Some secondary schools offer selected students the opportunity to accelerate learning by taking one or more subjects at the college level during their senior year. In May of each year, the College Entrance Examination Board (CEEB) gives a set of Advanced Placement (AP) examinations which cover this advanced work. Andrews University cooperates in the Advanced Placement Program, awarding college credit for all AP courses passed with an exam score of three (3.00) or better.

Exceptions: To receive Calculus I and II credit, a score of 4 or 5 must be achieved on the AP Calculus BC examination.

A score of 4 or 5 on the Advanced Placement test in Language and Composition may provide the student with 3 credits for ENGL 115 – English Composition I. A score of 4 or 5 on the Advancement Placement test in Literature and Composition may provide the student with one of the following: 3 credits for ENGL 115 – English Composition I OR 3 credits for ENGL 255 – Studies in Literature.

Credit by Examination. Some students have achieved college-level proficiency on the basis of work experience or informal study. Andrews University provides recognition for such learning through two types of credit-by-examination procedures: (1) recognized standardized tests such as the College Level Examination Program (CLEP) and the Defense Activity for Non-Traditional Education Support (DANTES), and (2) through examinations administered and/or prepared by an academic department within the university.

No credit by examination of any type may be taken during the last semester immediately preceding graduation.

Transfer students wishing to apply CLEP or DANTES credits to their Andrews degree must have a CLEP or DANTES transcript sent to the Andrews Counseling and Testing Center for score evaluation by Andrews University standards. A fee is charged for this evaluation (see the financial section). Credit is allowed if the student scores at or above a score of 50 in a CLEP Subject Examination. Selected DANTES Subject Standardized Tests have been approved as a basis for credit at Andrews University.

Credit by examination is never regarded the same as credit taken in residence. No type of credit by examination may be used to replace failures or other low grades received at Andrews.

Complete information on the subjects accepted by Andrews University for CLEP or DANTES is available from the university's Counseling and Testing Center.

Information on challenge exams administered within individual university departments should be sought directly from the respective department(s). The following courses are not accepted via CLEP: ENGL 115, ENGL 215 and INFS 120.

Validation or Proficiency Exams. Special examinations may also be taken for reasons other than earning credit. Certain published curricular or degree requirements may be waived, or transfer credits from an unaccredited college may be validated through special examinations. For further information, contact the dean of the respective school.

Special Learning Experiences

Transferring Correspondence Courses from Another Institution. These guidelines pertain to students who begin at Andrews University and wish to take correspondence courses from another accredited college or university. These guidelines do not apply to Andrews University distance education courses.

A maximum of 16 semester credits by correspondence, other than credits taken through Andrews distance-education, is accepted toward a baccalaureate degree. However, correspondence credit may be applied on a major or a minor only with the approval of the department chair. Normally, students do not take correspondence courses while in residence. They may be allowed to do so because of a schedule conflict. Permission must be obtained in writing from the dean of the school in which the credit is to be accepted. Correspondence work is counted as part of the regular college load. Courses should be completed within six months from the time of enrollment.

Only 6 transfer credits, including correspondence credits, may be applied toward the last 36 semester credits of a baccalaureate degree. Correspondence courses cannot be used to replace failures or other low grades earned in residence. All transcripts for correspondence work must be in the Office of Academic Records at least 15 days prior to commencement.

PLA: Prior Learning Assessment. Credit for PLA is validated and granted through a process that includes the presentation of a portfolio. This credit-granting option is available only to students 24 years of age or older. PLA is for adult learners who desire tangible recognition through academic credit for their achievements and expertise. Credit can be given for knowledge already acquired in subject areas as a result of on-the-job training, community-service activities, non-credit courses, and/or special accomplishments. For more information, contact the Student Success Center.

Cooperative Education. Andrews University has developed official, cooperative, educational opportunities for students. In this program, students are employed off-campus for specific periods of time as an integral part of their academic program. The employment is related to the students' courses of study and provides involvement in the practical application of theory. The work period may be full- or part-time. Students are usually paid for services by the cooperating employer and may receive college credit for the experience. Arrangements are made in consultation with the student's department chair.

Baccalaureate Degree Requirements

The general requirements are the minimum required to receive a baccalaureate degree. Departments often have higher standards and additional requirements. The minimum, general standards are listed below.

Credit Requirement

- A minimum of 124 semester credits must be earned and applied toward the degree.

Course Requirements

- Bachelor of Arts or Bachelor of Science degrees. Students must complete required courses including the following: General Education requirements plus the requirements for a major, a minor (if required), and specified cognates (or related courses).
- Professional baccalaureate degrees. Students must complete all required courses including the following: General Education requirements plus the specific requirements for a degree as outlined in the appropriate section of this bulletin, including core, major, emphasis, and cognate requirements.
- All baccalaureate degrees. Students must complete a minimum of 30 semester credits from courses numbered 300 or above.

Residence Requirements

- A minimum of 30 of 50% of undergraduate credit requirement or a minimum of 30 of the last 36 semester credits applied to a baccalaureate degree must be earned at Andrews University. Before a student takes non-Andrews University courses for any part of the other 6 semester credits, the dean of the college/school in which the student is enrolled must approve.

- A minimum of one-third of the credits required for a major, and 3 credits required for a minor must be earned on campus and in courses numbered 300 or above.
- School of Business Administration students seeking a BBA must complete at least 50% of the core and major (33 of the total 66 credits) in residence.

Grade Requirements

- Overall GPA: A GPA of at least 2.00 (C) is required in all credits, and in credits earned at Andrews University that are used to meet degree requirements. (Individual schools or departments may have higher minimum GPA requirements.)
- Major GPA: A GPA of at least 2.25 is required in all transfer credits, and in all credits earned at Andrews University that are counted for a major. (Individual schools or departments may have higher minimum GPA requirements.)
- Minor GPA: A GPA of at least 2.00 is required in all transfer credits, and in all credits earned at Andrews University that are counted for a minor. (Individual schools or departments may have higher minimum GPA requirements.)
- No course with a grade below C– may count toward a major or minor.

One Degree with Multiple Majors. Students may earn more than one major for a single degree. When more than one major is chosen, all the requirements for each major must be met to include all cognates for each major. If the majors represent more than one degree the student must specify which degree he/she wishes to receive (i.e., BA, BS or Professional degree) and complete the General Education requirements for that degree. A course may be used to fulfill the requirements for more than one major or minor if at least 75% of the major/minor credits are not also counted for another major/minor. A course may not be used to fulfill the requirements of more than one major or minor used for teacher certification. Any courses that fulfill cognate requirements for one major/minor may also be counted for another major/minor. One diploma will be issued for the single degree even if there are multiple majors.

Multiple Degrees. Students who earn more than one major and the majors are in different degrees may wish to earn a degree for each major (i.e., BA, BS or Professional degree). If more than one degree is chosen the General Education requirements for each degree must be completed. A General Education course may be used to fulfill the General Education requirements for multiple degrees. All the requirements for each major must be met to include all cognates for each major. A course may be used to fulfill the requirements for more than one major or minor if at least 75% of the major/minor credits are not also counted for another major/minor. A course may not be used to fulfill the requirements of more than one major or minor used for teacher certification. Any courses that fulfill cognate requirements for one major/minor may also be counted for another major/minor. One diploma will be issued for each degree earned.

Assessment (Evaluation) Requirements. Baccalaureate-degree candidates must complete general and departmental assessment examinations administered by the Counseling and Testing Center. These senior exit testing experiences include nationally normed standardized tests for all first-baccalaureate candidates and major field exams for selected departments and majors. In addition to the senior exit tests required for graduation, some departments may ask students to participate in additional assessment activities. Results from assessment experiences are reviewed by departments, the General Education Committee, and the Committee for University Assessment as part of the university's commitment to continuous improvement of student learning.

Request for Graduation. Degree candidates must file an Undergraduate Graduation Application with approval of the advisor and Office of Academic Records.

Second Baccalaureate Degree Requirements

If a student wishes to earn a second baccalaureate degree, he/she must

- complete, in residence, 30 credits beyond those required for the first baccalaureate degree.
- meet all of the published requirements of the second degree major/professional component, including prerequisites, cognates, degree core, and General Education requirements specific to the program of study for the second degree.
- complete a minimum of 3 credits in religion if the first degree did not include a comparable General Education component in religion.

Associate Degree Requirements

Credit Requirement. A total of 62 semester credits must be earned and applied toward the degree.

Course Requirements. Students must complete the General Education requirements plus the specific requirements for the degree as specified in the appropriate section of this bulletin, including core, major, emphasis, and cognates as required.

Residence Requirements

- A minimum of 15 of the last 21 semester credits applied to a degree must be earned in residence. Before a student takes non-Andrews courses for any part of the final 6 credits, the dean of the college/school in which the student is enrolled must approve.
- A minimum of 9 credits of the major must be taken in residence.

Grade Requirements. The grade requirements for an associate degree are the same as for a baccalaureate degree.

- Overall GPA: A GPA of at least 2.00 (C) is required in all transfer credits and in credits earned at Andrews University that are used to meet degree requirements. (Individual schools or departments may have higher minimum GPA requirements.)
- Major GPA: A GPA of at least 2.25 is required in all transfer credits and in all credits earned at Andrews University that are counted for a major. (Individual schools or departments may have higher minimum GPA requirements.)

Request for Graduation. A degree candidate must file a request for graduation with approval by the student's advisor and a designated records officer.

Student's Governing Bulletin

Students may graduate under the bulletin for any school year they attend Andrews as long as that bulletin was published no more than ten years before the planned date of graduation. If students leave the university after earning at least 8 semester credits and then try to transfer more than 12 semester credits earned in the interim from another college, they are governed by the bulletin for the school year in which they return. The dean of the college in which the student is enrolled may permit exceptions.

The university reserves the right to require students (1) to take another course when a course required under an earlier bulletin is no longer offered, and (2) to graduate under a recent bulletin if they are working for certification by a governmental or professional agency

General Education Program

Nethery Hall, Room 135
269-471-6157
Donald May, *Director*
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Philosophy of the General Education Program

The rapid expansion of knowledge in a global community requires those who would be truly educated citizens to adopt a philosophy of lifelong learning. One must engage the mind in the study of many fields, from the fine arts and humanities to the empirical, quantitative, and social sciences. This broad encounter with the varied perspectives of the liberal arts tradition forms the domain of General Education, one of the two pillars of American higher education. By contrast, the other pillar is one's chosen major, usually a focused study of a specific discipline and the development of required skills. The university will provide a cohesive General Education Program, supported by faculty committed to an effective core curriculum.

The General Education Program aims to develop students notable for their culture, civility, integrity, and intellect within a Christian milieu.

Thus, the faculty seeks to prepare graduates who possess knowledge, the ethical values, interests, abilities, communication competence, quantitative skills, and analytical thinking for both leadership and service, so that they may contribute effectively to their homes, work places, communities, and churches. Transmitting this foundational heritage—along with an appropriate level of knowledge and skills—forms the essential purpose of the General Education Program at Andrews University. As a result, the General Education Program strives to foster an atmosphere in which each student is encouraged to meet the learning outcomes for the Andrews University General Education Program.

The Program provides a first-year curriculum that establishes initial expectations and basic academic skills foundational to the undergraduate experience. Anchored in four 100-level General Education courses, the First-year Experience at Andrews University provides first-year 'native' students with an introduction to academia and a balanced university life, further development of basic academic skills, and a sense of belonging to the Andrews University community.

General Education Learning Outcomes

Seek Knowledge

- Strengthen the ability to communicate effectively. Oral and Written.
- Develop the ability to think critically, observe accurately, analyze quantitatively, draw reasonable inferences, perceive relationships, and show the ability to discriminate among alternatives and design creative strategies to solve problems.
- Enjoy the cultural achievements of humanity and foster participation in creative and aesthetic activity.
- Master content knowledge across the academic disciplines identified in the General Education tables. By specifying courses to that end, Andrews University recognizes the learning outcomes foundational to developing thoughtful citizens of the world.

Affirm Faith

- Construct a thoughtfully conceived worldview that recognizes the roles of Scripture, nature, and human discovery as sources of truth
- Consciously make Christian convictions explicit and apply them ethically, as well as articulate individual values from the viewpoint of one's chosen profession.
- Understand the heritage and mission of Andrews University in furthering the teachings of Christ within the context of Seventh-day Adventist faith and practice with a view to the heritage and mission of Andrews University.
- Exhibit compassionate behavior towards other individuals and show respect for the dignity of all people, affirming the Biblical view of all persons being created in the image of God who in Christ wants all human beings to be one, independent of gender or ethnic background.

Change the World

- Enjoy camaraderie with many individuals and form enduring friendships within the diverse campus community.
- Evaluate one's interpersonal effectiveness, including the ability to work in groups while maintaining the ability to think for oneself, and strive to enlarge the scope of all personal abilities.

- Understand one's role and responsibilities as a citizen in a secular society and as a member of a religious community; and then, beyond understanding, to respond with thoughts, with emotion, and with action to the needs of one's wider community.

Honors General Education (SAGES)

The Andrews Honors Program offers a series of interdisciplinary courses which apply to the General Education requirement. See Scholars Alternative General Education Studies (SAGES)

2013 –2014 GENERAL EDUCATION: BA & BS Degrees

RELIGION	12
<input type="checkbox"/> RELT 100 – God and Human Life (first year)	3
<i>Recommend students take one course for each academic year in attendance from RELB, RELG, RELP, RELT</i>	9
<input type="checkbox"/> _____	
<input type="checkbox"/> _____	
<input type="checkbox"/> _____	
LANGUAGE/COMMUNICATION	BA*13/BS 9
<input type="checkbox"/> ENGL 115 – English Composition I	3
<input type="checkbox"/> ENGL 215 – English Composition II	3
<input type="checkbox"/> COMM 104 – Communication Skills	3
* BA Language, intermediate level	4
HISTORY	6
<input type="checkbox"/> HIST 117 – Civilization and Ideas I	3
<input type="checkbox"/> HIST 118 – Civilization and Ideas II	3
FINE ARTS/HUMANITIES	6
<i>Take a total of 6 credits from any two of the following categories:</i>	
<input type="checkbox"/> Visual Arts:	
ARTH 220 – Language of Art	3
PHTO 210 – History of Photography	3
A course in studio art	4
<input type="checkbox"/> Humanities:	
ENGL 255 – Studies in Literature	3
PHIL 224 – Intro to Philosophy	3
<input type="checkbox"/> Music:	
MUHL214 – Enjoyment of Music	3
3 Credits of Ensemble, Applied Music	3
<input type="checkbox"/> LIFE/PHYSICAL SCIENCES	8
<i>Take one Life Science AND one Physical Science course as recommended below or major level Life and Physical Science course</i>	
<input type="checkbox"/> Life Science:	
BIOL 100 – Human Biology	4
BIOL 110 – Principles of Biology	4
BIOL 208 – Principles of Environmental Science	4
BIOL 330 – History of Earth and Life	4
FDNT 230/240 – Nutrition/Nutrition Lab	3+1
<input type="checkbox"/> Physical Science:	
CHEM100 – Consumer Chemistry	4
CHEM110 – Intro to Inorganic & Organic Chemistry	4
PHYS110 – Astronomy	4
PHYS115 – MythBusting	4
PHYS225 – Sound and Waves	4

<input type="checkbox"/> MATHEMATICS	2–4
<i>Take one course from the following:</i>	
MATH 145 – Reasoning with Functions	3
MATH 165 – College Algebra OR MATH 166 – College Algebra for Business	3
MATH 168 – Precalculus	4
MATH 182 – Calculus with Applications	3
MATH 191 – Calculus I	4
<input type="checkbox"/> COMPUTER LITERACY	3
INFS 120 – Foundations of Information Technology	3
OR pass competency exam	
SERVICE	2
<input type="checkbox"/> BHSC 100 – Philosophy of Service Fieldwork	2
<input type="checkbox"/> Take one course from the following	
BHSC 300 – Fieldwork	
S–designated course	
Application Process – 40 hours	
SOCIAL SCIENCES	6
<input type="checkbox"/> Take one foundation course from the following:	
ANTH 200 – Cultural Anthropology	3
ECON 225 – Macroeconomics	3
GEOG 110 – Survey of Geography	3
PLSC 104 – American Government	3
PSYC 101 – Introduction to Psychology	3
SOCI 119 – Principles of Sociology	3
<input type="checkbox"/> Take one interdisciplinary course from the following:	
BHSC 220 – Contemporary Social Issues	3
BHSC 235 – Culture, Place and Interdependence	3
FNCE 206 – Personal Finance	3
PLSC 237 – The Individual, State, & Marketplace	3
PSYC 180 – Dealing With Your Mind	3
FMST 201 – Personal Relationships	3
FITNESS EDUCATION	4
<input type="checkbox"/> HLED 120 – Fit for Life, first year recommended	3
<i>Recommend students take one course for each academic year in attendance. Three courses, taken from at least two different categories: Personal Fitness, Outdoor Skills, Team Activity.</i>	
<input type="checkbox"/> _____	1
<input type="checkbox"/> _____	1
<input type="checkbox"/> _____	1
Total Semester Hours	
Bachelor of Science	55–60
Bachelor of Arts	59–64

2013 –2014 GENERAL EDUCATION: PROFESSIONAL DEGREES PROGRAMS

RELIGION

Recommend students take **one course** for each academic year in attendance from **RELB, RELG, RELP, RELT**

☐ RELT 100 – God and Human Life (first year)

☐ _____

☐ _____

☐ _____

LANGUAGE/COMMUNICATION

☐ ENGL 115 – English Composition I

☐ ENGL 215 – English Composition II

☐ COMM 104 – Communication Skills

HISTORY

Take **one course**. Recommend one of the following:

☐ HIST 117 Civilization and Ideas I

☐ HIST 118 Civilization and Ideas II

FINE ARTS/HUMANITIES

Take **one course** from the following:

☐ Visual Arts:

ARTH 220 – Language of Art

PHTO 210 – History of Photography

A course in studio art

☐ Humanities:

ENGL 225 – Studies in Literature

PHIL 224 – Intro to Philosophy

☐ Music:

MUHL 214 – Enjoyment of Music

One year of Ensemble, Applied Music

☐ LIFE/PHYSICAL SCIENCES

Take **one Life Science OR one Physical Science** course as recommended below or **major level** science course

☐ Life Science:

BIOL 100 – Human Biology

BIOL 110 – Principles of Biology

BIOL 208 – Principles of Environmental Science

BIOL 330 History of Earth and Life

FDNT 230/240 – Nutrition/Nutrition Lab

☐ Physical Science:

CHEM 100 – Consumer Chemistry

CHEM 110 – Intro to Inorganic & Organic Chemistry

PHYS 110 – Astronomy

PHYS 115 – MythBusting

PHYS 225 – Sound and Waves

☐ MATHEMATICS

Take **one course** from the following:

MATH 145 – Reasoning with Functions

MATH 165 – College Algebra OR MATH 166 – College Algebra for Business

MATH 168 – Precalculus

MATH 182 – Calculus with Applications

MATH 191 – Calculus I

STAT 285 – Elementary Statistics

☐ COMPUTER LITERACY

Determined by each professional program

☐ SERVICE

Determined by each professional program

☐ SOCIAL SCIENCES

Take **one course** from the following:

ANTH 200 – Cultural Anthropology

ECON 225 – Macroeconomics

FNCE 206 – Personal Finance

GEOG 110 – Survey of Geography

PLSC 104 – American Government

PSYC 101 – Introduction to Psychology

SOCI 119 – Principles of Sociology

BHSC 220 – Contemporary Social Issues

BHSC 235 – Culture, Place and Interdependence

PLSC 237 – The Individual, State, & Marketplace

PSYC 180 – Dealing With Your Mind

FMST 201 – Personal Relationships

FITNESS EDUCATION

Take two courses. Recommend HLED 120 first year.

☐ HLED 120 – Fit for Life

And take one course from the following categories: **Personal Fitness, Outdoor Skills, Team Activity**

☐ _____

ASSOCIATE OF ARTS (AA)/ASSOCIATE OF SCIENCE (AS)

Religion	6	Take RELT 100 and recommend students take one course for each academic year in attendance from RELB, RELG, RELP, RELT ENGL 115 , ENGL 215 & COMM 104
Language/Communication	9	
History/Arts/Humanities	3	Choose one course from History, Visual Arts, Humanities or Music
Life/Physical Sciences	4	Choose one course from Life Science, Physical Science
Mathematics	3	MATH 145 or higher
Computer Literacy	3	INFS 120 – Foundations of Information Technology
Social Sciences	3	Choose one Social Sciences course
Service	2	Take BHSC 100
Fitness Education	2	Take HLED 120 and one activity course
Total	30–35	

ASSOCIATE WITHIN PROFESSIONAL PROGRAMS

Religion	2 Courses	Take RELT 100 and recommend students take one course for each academic year in attendance from RELB, RELG, RELP, RELT
Languages/Communication	2 Courses	Take ENGL 115 and COMM 104
Humanities/Social Sciences	1 Course	Choose with advisor
Life/Physical Sciences/Mathematics	1 Course	Choose with advisor
Mathematics	P2 Minimum	Required
Fitness Education	2 Courses	Take HLED 120 and one activity course

Multiculturalism/Diversity in the General Education Curriculum

The General Education Program at Andrews University includes an explicit emphasis on multiculturalism and diversity. This emphasis recognizes the historical development of various cultures and groups in the United States, the global nature and mission of the Seventh-day Adventist Church, and the diverse student body and faculty of the university with more than ninety countries from around the world represented on campus. The focus on multiculturalism and diversity includes specific emphasis in the following courses: COMM 104 – Communication Skills, BHSC 100 – Philosophy of Service, ENGL 115 – English Composition I, RELT 100 – God and Human Life, and HIST 117 – Civilizations and Ideas I & HIST 118 – Civilizations and Ideas II.

General Education Mathematics

The Andrews General Education mathematics requirement consists of a **skill requirement**, which should be met first, and a **reasoning requirement**, which should be fulfilled no later than the second year of college.

The Andrews Mathematics Placement Examination (MPE) provides information essential to planning the college career. Students with ACT or SAT scores will have an MPE score assigned based on their performance on the math portion of the test. If students believe this placement is inaccurate, then they should take the MPE as soon as possible. All other new students, including transfer students, must take the MPE during the first semester of residence and before taking any mathematics courses, subject to the exceptions listed below.

The MPE takes one hour, no calculators are allowed, and there is a fee which may be charged to the student's account. It is given during Orientation Week and at other convenient times throughout the year. Retakes are recommended only after intense study equivalent to taking a math course. Three months must normally elapse between tests. The exam may not be taken more than three times without special permission of the Department of Mathematics. Similar tests taken elsewhere are not recognized. The MPE score is valid as a prerequisite for mathematics courses for three years after it is earned.

The **skill requirement** is met by an MPE score of at least P2, showing competence in arithmetic and high school algebra.

At a minimum, the entering student should be proficient in addition, subtraction, multiplication and division of whole numbers, fractions, and decimals, and should be able to handle percentage problems. The student should not need a calculator to find answers to problems no more difficult than $9 \times 6 = 54$, $13 - 21 = -8$, $2(3/14) = 3/7$, or $4/0.02 = 200$.

Any student with an ACT math score of 17 or below, or an SAT math 450 or below, and many higher scoring students will need to do serious study and review to

achieve a score of P2 on the MPE. Students should do everything possible to improve mathematics performance before coming to campus. A thorough review of algebra the summer before enrolling in college will pay great dividends even if the student places into the skill course.

Specific suggestions for self-evaluation and review including sample questions may be found on the Web site www.math.andrews.edu (click on "Math Placement Examination").

The skill course, MATH 091 and MATH 092. Students with MPE scores of E0, E1, M0, M1, P0, or P1 at the time of enrollment must enroll in MATH 091 Arithmetic and Algebra Review, or engage in other study to achieve a score of P2. Many students, including all who score E0 or M0, should plan to enroll first in MATH 091 and then in MATH 092 (for two successive semesters) to bring their skills up to the required level. Completion of the MATH 091 /MATH 092 Arithmetic and Algebra Review sequence fulfills the skill requirement and awards a P2 score.

The principal means of instruction in MATH 091 /MATH 092 is ALEKS, an on-line tutorial system developed at the University of California. Instruction is entirely individualized and students can advance as rapidly as their capacity will allow. The faculty instructor consults with students, tracks the student progress and is available for individual assistance. Each student is assigned to a cluster of about 15 students supervised by a lab instructor, who provides one-on-one assistance during class time. At other times the student can work on any computer with a Web connection, or use a computer in the Mathematics Center and receive help from a tutor.

The reasoning course, MATH 145. MATH 145 – Reasoning with Functions is the course which most non-science students will find most appropriate for meeting the reasoning requirement. MATH 165, MATH 166, MATH 168, MATH 182, MATH 191 and MATH 195 also meet the reasoning requirement.

Transfer policy. Courses transferred to meet the reasoning requirement must be broadly equivalent, both in content and level, to those offered at Andrews to meet the requirement. Andrews students who wish to take a course elsewhere to meet the reasoning requirement must first meet the skill requirement, and must have the proposed course accepted by petition before enrolling in it. Courses titled Intermediate Algebra, Elementary Algebra, Basic Algebra, Pre-algebra, College Arithmetic, or Business Mathematics may prepare the student for the MPE but do not normally meet the reasoning or the skill requirement and do not apply toward graduation.

Exceptions

1. Students who at admission transfer College Algebra, College Algebra with Trigonometry, Precalculus, Precalculus Algebra, Precalculus Trigonometry, Calculus, a Cambridge "A Level" pass in Mathematics, or AP Calculus fulfill the mathematics reasoning requirement. They do not have to take the MPE and the math skill requirement is waived.
2. Some courses other than those listed in 1 above may be accepted for the reasoning requirement, provided they are presented at admission and the skill requirement is separately fulfilled. Current criteria will be applied case-by-case. Students wishing to have a course evaluated should bring a description to the Department of Mathematics.
3. Students who transfer from a four-year college into Physical Therapy or Medical Laboratory Sciences and are classified as seniors in their first year at Andrews are deemed to have met the mathematics requirement of the college or university from which they are transferring. The Andrews mathematics requirement is waived and these students do not have to take the MPE.
4. Students enrolled in the Center for Intensive English Programs are not required to take the MPE until the first semester of enrollment in regular college-level courses.

General Education Transfer Student Policy

These guidelines pertain to transfer students, not transient students. See below for definitions.

Transfer Students. To qualify as a transfer student, one must have earned 24+ credits prior to entering Andrews University from another college/university.

Transient Students. Students who begin at Andrews University and wish to take and transfer credit from another college/university are, by definition, transient students. The below guidelines do not apply for these students; they are required to fill out a petition form prior to attending the other institution.

Andrews University views the general education curriculum in two distinct ways when working with transfer students.

Mathematics and English Composition II should be recognized as core foundation skills needed for all degrees, thus these two disciplines should continue to carry extra weight and should be at least equal to Andrews University course expectations.

All other General Education transfer courses should be treated generously upon credit articulation. The following guidelines will be used when reviewing transfer student courses.

2013–2014 Transfer Student Credit Articulation Guidelines for BA/BS General Education

Religion—Independent of transferring from a Seventh-day Adventist or non-Seventh-day Adventist college/university.

Transferring with*	Religion Courses Required
23 credits or fewer	Four AU religion courses required
24–56 credits	Three AU religion courses required
57–86 credits	Two AU religion courses required
87 or more credits	One AU religion course required
* Transfer credits are determined on the basis of courses taken prior to attending Andrews University.	

English—2 courses

- English Composition
 - English Composition I: An introduction to written composition. A general freshman composition course.
 - English Composition II: An introduction to general research and/or critical writing from sources using documentation.

Communication—1 course

- A speech course:
 - Public Speaking
 - Interpersonal Communications

History—2 courses

- 1 Ancient World History course
- 1 Modern World History course
 - May substitute American History course

Fine Arts/Humanities—2 courses

- Any fine arts course
 - Art History or Appreciation
 - Music History or Appreciation

- Literature History or Appreciation, 200-level or higher literature
- Philosophy

- Applied art for a minimum of 3 credits

Life/Physical Sciences—2 courses with labs

- 1 Life Science course
 - Biology, Environmental or Nutrition
- 1 Physical Science course
 - Chemistry or Physics

Mathematics—1 course

- The course must be clearly equivalent to MATH145 Reasoning with Functions.
 - Courses that will be accepted include: College Algebra, College Algebra with Trigonometry, Precalculus, Precalculus Algebra, Precalculus Trigonometry, Calculus, a Cambridge "A Level" pass in Mathematics, or AP Calculus.

Computer Literacy—1 course

- A lab-based course covering multiple computer skills necessary for college success, e.g. a working knowledge in word processing, spreadsheets and PowerPoint (a course taken for a computer-related major, by petition approval only)

Service—1 course

- Course relating to service and/or service fieldwork upon petition approval

Social Sciences—2 courses

- Sociology, Psychology, Anthropology, Marriage and Family, Geography

Fitness Education—4 courses

- 1 course in concepts of health/wellness
- 3 activity courses

2013–2014 Transfer Student Credit Articulation Guidelines for Professional Degrees General Education

Religion—Independent of transferring from a Seventh-day Adventist or non-Seventh-day Adventist college/university.

Transferring with*	Religion Courses Required
23 credits or fewer	Four AU religion courses required
24–56 credits	Three AU religion courses required
57–86 credits	Two AU religion courses required
87 or more credits	One AU religion course required
* Transfer credits are determined on the basis of courses taken prior to attending Andrews University.	

English—2 courses

- English Composition
 - English Composition I: An introduction to written composition. A general freshman composition course.
 - English Composition II: An introduction to general research and/or critical writing from sources using documentation.

Communication—1 course

- A speech course:
 - Public Speaking
 - Interpersonal Communications

History—1 course

- Ancient World History
- Modern World History
- American History, Canadian History (for Canadian students)

Fine Arts/Humanities—1 course

- Any fine arts course
 - Art History or Appreciation
 - Music History or Appreciation, ensemble music (for a minimum of 3 credits)
 - Literature History or Appreciation, 200-level or higher literature
 - Philosophy
 - Applied art for a minimum of 3 credits

Life/Physical Sciences—1 course with lab

- 1 Life Science course
 - Biology, Environmental or Nutrition**or**
- 1 Physical Science course
 - Chemistry or Physics

Mathematics—1 course

- College-level math, including statistics

Computer Literacy—per department

- Check with your department program for requirements

Service—1 course

- Check with your department program for requirements

Social Sciences—1 course

- Sociology, Psychology, Anthropology, Marriage and Family, Geography

Fitness Education—2 courses

Service–Learning Requirements

Service to others is a central emphasis of the Andrews University Mission Statement. The General Education Program, therefore, includes an emphasis on service so that all graduates will understand the importance and rewards of service activities.

The service–learning component consists of two requirements: (1) BHSC 100 – Philosophy of Service, and (2) Fieldwork (0–2 credits).^{*} The fieldwork requirement can be met in three ways: by registering for BHSC 300 – Philosophy of Service Fieldwork, by taking an “S” course (service–learning course) in the student’s major or minor (such courses are marked with the symbol “S” in the Bulletin), or by waiving the requirement based on the steps outlined in the “Service Learning Packet,” available in the Behavioral Science Department. Larry Ulery supervises the waiver process for the fieldwork requirement.

A student in a degree program which includes Service/ Fieldwork who does not complete the program will need to complete the Service/Fieldwork requirement as specified.

^{*} Transfer students with two years of course work elsewhere choose to take either BHSC 100 or Fieldwork.

School of Graduate Studies & Research

The School of Graduate Studies & Research, is an administrative unit that coordinates university-wide academic and research quality on behalf of the graduate faculty, monitors decisions regarding admission, academic progress, and eligibility for graduation of students in most programs. Departments and programs may have additional requirements for admission. Consult the appropriate portions of this bulletin for such requirements.

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Programs

- Archaeology: Biblical and Ancient Near Eastern – PhD
- Architecture – MArch
- Biology – MS
- Business Administration (on-campus and online) – MBA
- Church Administration – MSA
- Clinical Mental Health Counseling – MA
- Communication – MA, Certificate
- Community and International Development (on-campus) – MSCID
- Counseling Psychology – PhD (Adult Emphasis, Child/Family Concentration, Cultural Diversity Concentration, Health Psychology Emphasis)
- Curriculum and Instruction – MA, EdS, EdD, PhD
- Divinity – MDiv
- Divinity/Social Work Dual Degree – MDiv/MSW (Track 1 and Track 2)
- Higher Education Administration (interactive online) – MA, EdS, EdD, PhD
- Educational Leadership (interactive online) – Certificate, MA, EdS, EdD, PhD
- Educational Psychology – MA, EdD, PhD
- Elementary Education – MAT
- English – MA
- International Development Administration (off-campus sites) – MIDA
- Leadership (interactive online) – Certificate, MA, EdS, EdD, PhD
- Medical Laboratory Science – MSMLS (Education Emphasis, Lab Lead & Admin, Lab Mission & Development, Lab Science)
- Ministry (distributed learning) – DMin
- Music – MA
- Music: Conducting, Music Ed., Music Ministry, Performance – MMus

- Nurse Education (distance learning) – Post-MS Certificate
- Nutrition and Wellness – MPH
- Organizational Leadership (off-campus sites) – MIDA
- Pastoral Ministry (distributed learning) – MAPMin, Hispanic Track, Non-NAD
- Physical Therapy – DPT, t-DPT, DScPT
- Religion – MA, PhD
- School Counseling – MA
- School Psychology – EdS
- Secondary Education – MAT
- Social Work – MSW
- Special Education/Learning Disabilities – MS
- Teaching English to Speakers of Other Languages – MA
- Theology – ThD
- Youth and Young Adult Ministry – MAYYAM, Campus Chaplaincy Emphasis

Graduate Enrollment & Admission Policies

The Admission Process

The graduate programs at Andrews University are characterized by academic quality, attention to research, close individual student/professor interaction, and an emphasis on the spiritual dimensions of the various content fields. The university welcomes students in harmony with these ideals to apply for admission to its graduate programs.

1. Applications for graduate programs should be submitted online at www.andrews.edu/apply along with the appropriate requirements. Once the application is complete and ready for review, the appropriate Academic Program and School will make an admission decision on the application. Graduate Enrollment Management processes the Admission Decision and communicates it to the applicant.
2. Applicants for the DPT Program must apply through the Physical Therapy Centralized Application Service (PTCAS). For more information, see the Physical Therapy section of this bulletin.

How to Apply

1. The graduate application is to be submitted online along with the nonrefundable application fee. Online applications cost \$30 and paper applications cost \$40. Applications submitted after the deadline will be charged an additional \$70 late application fee. During the application process, you may pause and then reopen your online application file through a link that will be sent to the email address you provide. Your information is saved for up to 90 days.
2. **2013–2014 Application Deadlines**
 - Fall (August 26 – December 12): **July 15**
 - Spring (January 8 – May 2): **November 15**
 - Summer Session 1 (May 13 – June 7): **March 15**
 - Summer Session 2 (June 10 – July 5): **April 15**
 - Summer Session 3 (July 8 – August 2): **May 15**
 - Domestic students are advised to apply 3 months before the expected enrollment date
 - International Students are advised to apply at least 6 months before.
 - Some departments may have different deadlines.

Eligibility Requirements

These are the eligibility requirements as stated by the School of Graduate Studies & Research.

Graduate Certificate Programs

To qualify for regular admission to a Graduate Certificate program, students must meet the minimum eligibility requirements as stated in the Master's degree section below, in addition to fulfilling the general admission requirements.

Master's Degree Programs

MA, MArch, MAT, MBA, MMus, MS, MSA, MSMLS, MSW, MSCID, MIDA, MPH

To qualify for regular admission to the master's-degree programs governed by the School of Graduate Studies & Research as listed above, students must meet the following minimum academic standards in addition to the appropriate admission requirements.

- Hold a four-year baccalaureate degree from a regionally accredited American university or senior college, or its equivalent from a comparably recognized institution outside the U.S. Accreditation must be from an accrediting body recognized by the U.S. Department of Education or schools outside of the U.S. must have government recognition in the country of origin. Degrees or work received from institutions generally considered to be diploma/degree mills are not evidence of prior academic work.
- Demonstrate adequate undergraduate preparation in the proposed field of graduate study and in general education. This will be evaluated by the respective schools and departments that designate subject-matter preparation. Consult the specific school and departmental requirements.
- Indicate ability to handle master's-level work in the language of instruction. Visit Required English Proficiency for more information.
- Show evidence of ability to carry advanced study as listed below. Some specific programs require a higher GPA for admission—consult department/program requirements in other sections of this bulletin.
- Satisfy one of the criteria below:
 - Have an overall GPA of at least 2.60 in undergraduate courses.
 - Have a GPA of at least 2.75 on last 50% of undergraduate courses.
 - Have a graduate GPA of at least 3.00 on 8 semester credits or more earned in courses graded A–F.
 - Hold a previous master's degree.

Doctoral and Advanced Degrees

Educational Specialist (EdS), Doctor of Education (EdD), Doctor of Philosophy (PhD), Doctor of Theology (ThD)

To qualify for regular admission to a specialist or doctoral program, students must meet the following minimum academic standards in addition to fulfilling the general admission requirements.

- Hold a baccalaureate degree or master's degree in an area appropriate to the major emphasis of the specialist or doctoral program from a regionally accredited American university or senior college, or its equivalent from a comparably, recognized institution outside the U.S. Accreditation must be from an accrediting body recognized by the U.S. Department of Education or schools outside of the U.S. must have government recognition in the country of origin. Degrees or work received from institutions generally considered to be diploma/degree mills are not evidence of prior academic work.
- Evidence of adequate preparation for doctoral-level graduate work. Applicants who have completed at least 16 semester credits of graduate work must have a graduate GPA at least equal to the GPA requirement for graduation from the program. Applicants with less than 16 graduate semester credits must have an undergraduate cumulative GPA of 3.00 or have a GPA of 3.30 in a minimum of 16 graded semester credits of course prerequisites.
- Provide evidence of adequate preparation in the proposed field of graduate study and in general education. This will be evaluated by the respective schools and departments that designate subject-matter preparation.
- Show evidence of the ability to handle specialist- or doctoral-level work in the language of instruction. Visit Required English Proficiency for more information.

Physical Therapy Degrees and Programs

Doctor of Physical Therapy (DPT), Transitional Doctor of Physical Therapy (t-DPT), Doctor of Science in Physical Therapy (DScPT), Orthopedic Clinical Residency Program

Professional degrees in the Department of Physical Therapy operate under the supervision of the Physical Therapy Professional Degree Council. This council has delegated authority to act as the Courses and Curriculum Committee for all Physical Therapy programs. The Physical Therapy Professional Degree Council formulates and approves general education requirements after consultation with the General Education Committee and develops academic, department, financial and other policies of its programs. See the Physical Therapy section of this bulletin for academic standards for these degrees and programs.

Theological Seminary Professional Ministerial Degrees

Master of Arts in Pastoral Ministry(MAPMin), Master of Arts in Youth and Young Adult Ministry(MAYYAM), Master of Divinity(MDiv), Doctoral of Ministry(DMin)

Professional degrees in the Theological Seminary are not under the supervision of the School of Graduate Studies & Research. See the Theological Seminary section for academic standards for these degrees.

Admission Requirements

These are the minimum admission requirements based on each degree level; however, note that each graduate program may have unique admission

requirements. Also, international students will need to submit additional requirements.

1. **Graduate Certificate Requirements** (Communication, Leadership, Religious Education, Educational Leadership, Campus Spiritual Leadership)
 - Statement of Purpose – At least 500 words.
 - Professional History or Resume – Information about your employment, research, or special projects.
 - Recommendations – Two professional or academic recommendations are required.
 - Official Transcripts – From institutions where all post-secondary coursework was taken. Official transcripts must be sent directly from your school to The Office of Graduate Enrollment Management at Andrews University. These documents may also be delivered in a sealed envelope with the issuing school's seal.
2. **Master Level requirements** (MA, MArch, MAT, MBA, MMus, MPH, MS, MSA, MSMLS, MSW, MSCID, MIDA)
 - Statement of Purpose – At least 500 words.
 - Professional History or Resume – Information about your employment, research, or special projects.
 - Recommendations – Two professional or academic recommendations are required.
 - Official Transcripts – From institutions where all post-secondary coursework was taken. Official transcripts must be sent directly from your school to The Office of Graduate Enrollment Management at Andrews University. These documents may also be delivered in a sealed envelope with the issuing school's seal.
 - Standardized Test – Most programs require the GRE (Graduate Records Exam) or GMAT (Graduate Management Aptitude Test) exam. This exam must be taken within five years prior to admission. Visit this link to see a full list of the programs that require these tests.
3. **Professional Master level requirements** (MDiv, MAPMin, MAYYAM)
 - Statement of Purpose – At least 500 words for MAPMin and MAYYAM. The MDiv program requires additional questions.
 - Professional History or Resume – Information about your employment, research, or special projects only required for MAPMin and MAYYAM.
 - Recommendations – Three specific recommendations are required. Visit the appropriate program for more details.
 - Official Transcripts – From institutions where all post-secondary coursework was taken. Official transcripts must be sent directly from your school to The Office of Graduate Enrollment Management at Andrews University. These documents may also be delivered in a sealed envelope with the issuing school's seal.
 - 16 PF test – Complete the Sixteen Personality Factor Questionnaire as directed. Students in the MAPMin Spanish track, do not need to complete this test.
4. **Doctoral Level requirements** (EdS, EdD, PhD, ThD, t-DPT, DScPT, DMin, DPT)
 - Statement of Purpose – At least 500 words. Each program may require specific questions. Visit the appropriate program for more details.
 - Professional History or Resume – Information about your employment, research, or special projects.
 - Recommendations – Three professional or academic recommendations are required. Visit the appropriate program for more details.
 - Official Transcripts – From institutions where all post-secondary coursework was taken. Official transcripts must be sent directly from your school to The Office of Graduate Enrollment Management at Andrews University. These documents may also be delivered in a sealed envelope with the issuing school's seal.
 - Research Paper – Most programs require submission of a research paper that showcases your best writing work.
 - GRE (Graduate Records Exam) exam – Most programs require this test. It must be taken within five years prior to admission. Visit this link to see a full list of the programs that require this test.
 - Applicants for the DPT Program must apply through the Physical Therapy Centralized Application Service (PTCAS). For more information, see the Physical Therapy section of this bulletin.
5. **Post-Doctoral Certificate requirements** (Leadership)
 - Statement of Purpose – At least 500 words.
 - Professional History or Resume – Information about your employment, research, or special projects.
 - Recommendations – Two professional or academic recommendations are required.

- GRE (Graduate Records Exam) exam – This exam must be taken within five years prior to admission.

International Studies

In addition to fulfilling the regular admission requirements, international students need to submit additional documents in order to complete their graduate application.

Additional Admission Requirements

- **Transcripts** are needed in the original language and translated to English. Students have two options for submitting their transcripts:
 - Sending transcripts directly from the university attended. Official, literal English translations of transcripts, along with the original–language documents, from institutions where English is not considered the official language.
- OR
- Having official transcript evaluations done through one of our approved credential evaluation agencies: WES, AACRAO or ECE. Evaluations must be sent directly from the organization to us and must include:
 - At least the overall GPA
 - Degree title equivalent in the U.S.
 - Date the degree was conferred
- These are the guidelines you must follow if you use any of the approved credential evaluation agencies:
 - WES: Students who choose this organization must request the WES International Credential Advantage Package (WES ICAP) which includes verified copies of official transcripts. Students using WES ICAP will not need to submit additional copies of transcripts
 - AACRAO: Students who choose this organization must also send official transcripts in both the original language and in English to the office of Graduate Enrollment Management
 - ECE: Students who choose this organization must also send official transcripts in both the original language and in English to the office of Graduate Enrollment Management
- **English Proficiency:** International students must demonstrate their proficiency in English. Visit the English Language Requirements section for more information
- **Bachelor's degree diploma:** A copy of the literal English translation of the diploma, along with the original–language document may be sent by email. The copy of the Diploma is not needed if the transcripts come through an approved credential evaluation agency (WES, AACRAO, ECE) listing the graduation date.
- **Secondary documents:** A copy of these Secondary Documents may be required where applicable:
 - Baccalaureate for the French System
 - Abitur Diploma for the German System
 - A-level results for the British system
- **Summary of Educational Experience:** Complete the educational summary form provided at the time of application and submit to the Office of Graduate Enrollment Management

Special Requirements

International Students who wish to become full time students (F1 visa) must obtain an I–20 form before applying for a visa. The requirements for obtaining an I–20 form are:

- Academic Acceptance
- Payment of \$3,000 advance deposit (not required for Mexico or Canada)
- Submit the Estimated Budget Sheet form
- Notarized affidavit of support for all personal funds and/or sponsorships
- Bank documentation for the previous 12 months
- A full semester payment in advance is required for citizens of Kenya and Ethiopia
- A full semester payment in advance is required for students in the Masters of Divinity program

Please visit the Office of Student Financial Services for more information.

Full–Time Status

International students must retain their status as full–time students as required by the United States Immigration and Naturalization Service (INS). They must enroll

for a minimum of 8 credits each semester (MDiv minimum is 9 semester credits) while in the U.S. They may also work on a part–time basis only on campus and if satisfactory academic performance is maintained and such work is allowed by the INS. School of Education students should visit Full–time Status.

English Language Requirements

English is the language of communication and instruction for all programs on the Michigan campus and at most sites across the United States or Canada. All students whose first language is not English must demonstrate adequate proficiency in English to succeed in this academic setting.

Minimum scores required

Internet–based TOEFL (iBT)	80
Paper–based TOEFL (ITP)	550
MELAB	80
IELTS	6.5
PTE(Academic)	54

The following programs require a higher English test score. Please visit the appropriate links in order to learn more:

- MA Communication
- MA English
- Masters of Divinity
- MA TESOL
- DPT Physical Therapy

Guidelines

- These tests must be taken within two years prior to enrollment.
- Applicants may not be required to fulfill the English language requirement if one of the following takes place from an educational institution where English is the language of communication and instruction:
 - Completion of education from at least the ninth through the twelfth grade and a high school diploma or equivalent.
 - Completion of a bachelor's degree (BA or BS) and diploma from an undergraduate college or university.
 - Completion of a graduate degree.
- Students who score below these levels may complete the language requirements by enrolling in Intensive English Program courses (ENSL) on the Andrews University campus and passing the Exit Exam for English as a Second/Foreign Language.
 - The ENSL course work for a student's academic program is formulated on the basis of the results of MELAB (Michigan English Language Assessment Battery), TOEFL (Test of English as a Foreign Language), or IELTS (International English Language Testing System), and placement test results, and the student's course load is adjusted accordingly. Some students may be required to take English language studies full–time for the first and/or second semester(s) in residence until English language skills are at an acceptable level. Students who need to take ENSL courses will need to budget for additional costs.
 - The Counseling & Testing Center in Bell Hall offers the Internet–based TOEFL and MELAB by appointment. The Center for Intensive English in the College of Arts & Sciences offers the Institutional paper–based TOEFL (ITP).

Required Tests

GRE and GMAT

Students are expected to take the GRE General Test or GMAT exam prior to enrollment. The following programs must take either the GRE General Test or the GMAT exam as listed below:

DEGREE	EXAM
DPT, EdS, EdD, MA, MArch, MAT,MS, MSA, PhD, ThD	GRE
MBA	GMAT
MSA Church Administration	GMAT or GRE
MA Pastoral Ministry, MA Youth Ministry, MDiv, DMin	GRE is not requested

The GRE is **not** required for these programs:

Professional degrees in the Theological Seminary, MSW, MSCID, MSMLS, MA Music, MMuS, Post–Professional t–DPT and DScPT.

Guidelines

- Exams are to be taken no more than five years before the date of admission.
- The Andrews University code of 1030 must be used when requesting GRE scores form Educational Testing Services www.ets.org/gre
- The Andrews University code of VVG–G6–19 must be used when requesting GMAT, scores from www.mba.com.
- The Prueba de Admisión a Estudios de Postgrado (PAEP) may be substituted for the GRE as an entrance requirement for any cohort taught in Spanish.
- Students may be allowed to enroll for a maximum of one semester before taking the exam at their school's/department's/program's discretion. They may not enroll for a second semester prior to meeting this requirement.
- The GRE scores may be waived for master's applicants who have graduated with a previous United States master's degree from a regionally accredited institution, or a United States master's degree equivalency from an accredited or government recognized institution outside of the U.S.
- All EdD, PhD, ThD programs and the EdS School Psychology require general GRE test scores prior to admission. In cases of extreme hardship students applying to the EdS School Psychology program may contact the Department of Graduate Psychology & Counseling for an exception to this policy.
- Admission GMAT requirements can be obtained by one of the following:

1. Attain formula score of 1,000 points, calculated by taking the undergraduate cumulative GPA X 200+GMAT score \geq 1,000
OR
2. Five years of documented and approved work experience and earned a grade of at least of B– in statistics and a grade of at least B– in pre–calculus algebra, OR
3. On–campus Andrews University undergraduate business students with a cumulative GPA = or > 3.0 and earned a grade of at least a B– in statistics and a grade of at least B– in pre–calculus algebra.

- See Andrews Graduate Scholarship to learn about the GRE or GMAT Scholarship.

Availability

1. The Graduate Scholarship is available for full time students in:
 - All on campus Master programs (except professional master programs).
 - Professional Doctoral level programs: EDS, EDD, DPT.
 - Doctoral programs PhD, ThD.
2. The Graduate Scholarship cannot overlap with another discount from an Andrews University budget.
3. The Graduate Scholarship will not be available for programs that already have a discounted tuition below the standard tuition rate. If the Graduate Scholarship is greater than the discount provided by the specific program, then the difference will be awarded as an additional scholarship.
4. The Graduate Scholarship does not apply for staff members that are using the free class benefit from Andrews University. If the Graduate Scholarship is greater than the discount for which the staff member is eligible for, the difference will be awarded as an additional scholarship.
5. The Graduate Scholarship will be assigned by the School of Graduate Studies and Research and applied by the Office of Student Financial Services at the time of a student's registration.

Scores

The Graduate Scholarship is a tuition reduction percentage and is awarded as follows:

Tuition Reduction	Combined Verbal and Quantitative GRE Scores	GMAT Score
10%	\geq 300	\geq 500
25%	\geq 310	\geq 550
50%	\geq 320	\geq 600

Time Limits

The scholarship is available for the following number of semesters:

Master's Level programs	4 Semesters
EDS, EDD, DPT	6 Semesters
PHD, THD	8 Semesters

Eligibility

1. New graduate students who meet the appropriate GRE/GMAT scores are eligible for the Graduate Scholarship if:
 - The students took the GRE/GMAT prior to the start of the first semester.

- For example, students registering for their first semester in the Fall 2013 should have taken the GRE/GMAT prior to the start of that semester.

- The students took the GRE/GMAT test during their first semester in the graduate program. However, because the GRE/GMAT was taken during their first semester of registration the GRE/GMAT scholarship will be applied in their second semester.
 - For example, students who took the GRE/GMAT during their first semester of Fall 2013 are eligible for the scholarship in their second semester, Spring of 2014. Fall 2013 will count as one of the semesters of the scholarship.
- The student took the test multiple times in their first semester. In that case, the highest score will count toward the GRE/GMAT scholarship. However, because the GRE/GMAT was taken during their first semester of registration the GRE/GMAT scholarship will be applied in their second semester.
 - For example, if students took the GRE/GMAT multiple times in their first semester of Fall 2013, then the highest GRE/GMAT score will count toward their scholarship for Spring 2014. Fall 2013 will count as one of the semesters of the scholarship.
- 2. In order to retain the Graduate Scholarship, students are required to maintain the minimum GPA for their program. Students whose GPA falls below the required minimum for their program will permanently forfeit the scholarship.
- 3. Scholarship money will not be applied retroactively to any coursework started prior to taking the exam.
- 4. Students applying and accepted to a second graduate degree, who already had received the Graduate Scholarship, will be eligible to the scholarship for the new program if the GRE/GMAT scores are not older than 5 years.

Discount Percentage	Programs
25%	MA Religion
	MA Religious Education
	MA Youth and Young Adult Ministry
	MAPMin
40%	CIDP
33%	MDIV/MSW
	MAYYAM/MSW
38%	MA Youth Ministry
	MAPMin
50%	PhD Counseling Psychology
	EdS School Psychology
	MA School Counseling
	MS Special Education
	MA Clinical Mental Health
	Leadership Certificate
	Post–MS Nursing Education Certificate
Varied	MPH Nutrition & Wellness
	MDIV Credits \leq 5
Subsidized	MDIV
Reduced Tuition	DPT
	DScPT
	MBA
	MBA Online

Please visit Financial Information section and the program page for more information.

Refusal or Annulment of Admission

Applicants may be refused admission

- When they do not meet the admission standards
- When they submit documents found to be falsified
- Admission status may be cancelled or annulled
- When students do not meet the conditions specified for continuing enrollment
- When the admission status was based on documents later found to be falsified.

Admission Enrollment Categories

Students are admitted and enrolled under one of the following categories:

Regular Status. Students are admitted on a regular basis when they meet the:

- General admission requirements
- Minimum academic standards for graduate programs at Andrews University

- Specific admission requirements of the departments/programs in which they plan to enroll.

Provisional Status. Students who fail to meet one or more of the requirements for regular admission may be admitted on provisional status. This can be done if the appropriate dean, department chair, or graduate program coordinator believes the student has the ability to be successful in the desired program.

At the time the provisional admission is granted, the student's deficiency is noted. A plan and a deadline to remove the deficiency is made clear. Deficiencies must be met and the regular status must be granted by the time the student completes 50% of the total requirements for graduate certificate and master's programs or 16 credits for EdS and doctoral programs. Students who fail to meet these requirements are dropped from the program in which they had provisional admission.

Students enrolled on provisional status may not:

- register for thesis or independent study
- request advancement to degree candidacy
- take comprehensive examinations.

Permission to Take Classes (PTC) or Guest Student

PTC is for students holding a U.S. bachelor's degree from an institution accredited by a validated accreditation body or its equivalent outside the U.S. The PTC status is especially designed to allow the enrollment of qualified students in special classes including workshops and guest students from other universities. PTC is a temporary enrollment designation, not an admission category.

PTC Status is for:

- Applicants who have no intention of earning a graduate degree from Andrews University.
- Graduate students who are not enrolled at Andrews University and who wish to take classes as guest students.
- Students who have applied for admission to a graduate program but, for some reason, the application has not yet been completely processed. In such cases, PTC status is available for one semester only.

Guidelines

- Enrollment on PTC status does not guarantee or imply future admission to a degree program.
- Normally, transcripts are not required for PTC enrollment.
- PTC enrollment must be requested each semester that the student wishes to enroll in a course.
- Courses taken on PTC status generally do not count toward a graduate degree. However, after the student has been accepted into a graduate program: up to 8 credits, 15 credits in some Theological Seminary programs, and up to 50% of the graduate certificate programs may be applied by petition.
- Petition requests should be filed during the first semester the student is enrolled in the graduate program. Petitions are evaluated on an individual basis and they are not automatically approved.
- Students registered on PTC status cannot have dual enrollment. If the student applies simultaneously for a graduate program, the department and school will notify the student in writing of their admission decision.

Dual Enrollment Status

Dual enrollment is available to:

- Students who already hold a Bachelor's degree and want to get undergraduate credits toward an additional undergraduate degree while working at the same time on a graduate degree.
- Graduate students who want to pursue two graduate degrees at the same time
- Undergraduate students who want to get graduate credits while finishing their undergraduate degree.

Graduate and Undergraduate Enrollment (for those who already hold a Bachelor's degree)

The student must satisfy or abide by the following:

- Have completed a four-year baccalaureate degree from an accredited American university or senior college, or its equivalent
- Be accepted on regular or provisional status in a graduate program at Andrews University
- Normally take no more than 16 credits combined graduate and undergraduate each semester.

- Undergraduate credits earned toward the additional baccalaureate degree may not be used towards the total credits needed for completion of the graduate program
- The GPA on undergraduate credits does not count toward the graduate GPA

Graduate and Graduate Enrollment

The student must satisfy or abide by the following:

- Have completed a four-year baccalaureate degree from an accredited American university or senior college, or its equivalent
- Be accepted on a regular or provisional basis into the two appropriate graduate programs
- Submit for approval a planned program for completion of the two graduate programs to the advisors from both programs
- The advisors must meet with and counsel the student regarding the planned program prior to approval. Until such approval, the student is admitted to the dual enrollment status on a provisional basis only.
- When the planned program has been approved, the advisors communicate such approval to the appropriate school deans/graduate program coordinators and to the dean of the School of Graduate Studies & Research. They, in turn, will clear the student for regular admission for both programs.
- Advisors from both programs continue to approve course work on a semester to semester basis as the student continues on dual enrollment.
- Changes and exceptions related to the planned program must be approved through regular channels, including both schools, if more than one school is involved in the proposed graduate programs.

Undergraduate and Graduate Dual Enrollment

- Visit this link to learn more about the guidelines of the Undergraduate and Graduate Dual Enrollment status.

The limitations on the credits taken are the following:

The student must satisfy the GPA requirements and program expectations of both programs. The usual regulations and limits with respect to transfer credit apply when taking two degrees at the same time. Students taking more than one master's degree at the same time may not apply more than 20% of the credits from one degree program to another degree program. Students enrolled for two degrees at different levels—for example, the EdS and the PhD—must meet the minimum requirements for total credits taken from Andrews University for each degree. The same provisions for normal course loads at the graduate level apply as for all graduate programs. If the two degrees are at the same level (i.e., each is a master's degree), the two courses of study cannot be within the same major field.

Special Types of Admission

Enrollment of Guest Students. Students who are enrolled in a graduate school of another college or university may enroll for courses in the graduate programs of Andrews University under the PTC status. (See Permission to Take Classes). Application forms for PTC admission are available at the Office of Graduate Admissions.

Admission to a second Graduate Degree Program. Students who have completed one graduate degree may apply to be accepted into another graduate degree program at the same level if they meet all department requirements for admission to such a degree program. The proposed course of study may not be within the same major field and may not be similar to a degree previously completed. The usual regulations and limits with respect to transfer credit apply when taking a second graduate degree. (See Transfer Credits).

Admission – Resident Scholars. Scholars who have attained doctoral status or the equivalent from a recognized university, and other recognized scholars who wish to continue study and research in special fields, may use the library facilities as guests of the university. Applications must be made to the appropriate dean or graduate program coordinator. Such privileges are granted upon recommendation of the department in which the work will be done. Formal courses may be attended with permission of the instructor. No official record is made of the work done. If credit is desired, regular enrollment is required.

Readmission of Students After Cancellation. Students whose previous admission to a graduate degree program at Andrews University was canceled because of academic and/or conduct reasons may reapply for admission after a reasonable period of time has passed. Under no circumstances are such students readmitted into a graduate program before at least one academic year has passed.

The reasons for the cancellation of the student's admission status, a statement of intent, a report of subsequent rehabilitation, and a record of improved scholarship and/or conduct at another institution are all factors that are taken into account when the student reapplies for admission. The decision to approve such a

reapplication for admission, as well as the status of such a student, is made by a special admissions committee composed of appropriate administrative and faculty representatives.

Graduate Academic Information

Academic Credit and Course Loads

The course load is expressed in semester credits. A semester credit represents a class with one 50-minute class period or equivalent each week for one semester. Thus, a 3-credit class ordinarily meets three periods (150 minutes) each week and requires additional appropriate time for class preparation.

Course Loads. The normal full-time graduate course load is 8–12 credits each semester (9–16 credits for MDiv students). Loads in excess of a full load must be approved by the advisor and the appropriate dean/graduate program coordinator before completing registration. Students may not take more than 16 credits during a regular semester or 16 credits during any combination of sessions offered during a single summer. Students engaged in part-time employment must talk with their advisors and adjust their course loads accordingly.

Credits for Workshops and Independent Study. Normally, master's-degree students may accumulate up to 6 appropriate workshop/tour credits and up to 6 independent study credits toward a degree with a maximum of 9 credits combined. If workshops are taken during the semester breaks, the credits are counted as part of the class load for either the semester before the break or the semester following the break. Specialist or doctoral students in the School of Education or the SDA Theological Seminary should read the section in this bulletin that applies or the appropriate specialist or doctoral handbook for information about limits on workshops or independent study.

Residency Requirements

All PhD and ThD students must establish doctoral residency by enrolling in full-time doctoral course work at Andrews University three out of any four consecutive semesters. EdD students establish residency by enrolling full-time for any three out of nine consecutive semesters.

Students enrolled in the professional ministerial or religious education programs of the Theological Seminary or in the School of Education leadership program should read the appropriate section of this bulletin concerning residency requirements and time limitations.

Active Status. Before advancement to candidacy, master's degree students are considered to be on active status in a program if they enroll, for credit, for at least one semester during each academic year (summer–spring terms).

After advancement to candidacy a master's degree student must maintain active status by being registered continuously for credit courses or non-credit continuation status. Non-credit continuation status includes research or program continuation.

Non-credit research continuation includes project/thesis continuation, recital continuations, and/or comprehensive exam preparation.

When not enrolled in the above, non-credit program continuation is used to maintain access to University services, e.g.: library services (including online database), ITS resources (including e-mail), faculty advising, and research supervision for graduate students taking their programs on the main campus (Berrien Springs). Program continuation carries a fee (See Continuation Fee in Financial Information).

Specialist and doctoral students who have completed their coursework and have registered for all their dissertation credit must maintain active status. Active status may be achieved by registering for non-credit continuation courses such as Program Continuation, Comprehensive Exam Preparation, Project Preparation and Dissertation Continuation.

The special needs of graduate students in extension and affiliation programs will be addressed in the agreements and procedures established for each site and/or degree program.

Governing Bulletin

Normally, students meet the requirements of the bulletin in force when they begin their graduate program. As long as they remain on active status, students may elect to meet the requirements of any bulletin in force during their graduate program. The graduate program begins at the beginning of the term in which the student first registers for classes after he/she has been admitted.

When active status is broken, the student must follow the bulletin in force when active status is reestablished.

Time Limits on Graduate Degrees

Time Limits on Graduate Certificate Programs. Each program will specify a time limit for completion of the certificate. However, this may not exceed five (5) years from the first registration.

Time Limits on the Master's Degree. Normally, a student must complete the requirements for a master's degree within six calendar years from the beginning of the first semester of class work regardless of admission classification.

- No course taken earlier than six calendar years before a student's graduation year may normally be applied to the degree without appropriate updating.
- A petition for a one-year extension of time may be granted by the dean of the School of Graduate Studies & Research upon the recommendation of the student's advisor and the dean/graduate program coordinator of the school/college.
- If the semester in which the student originally expects to graduate is delayed past the time limit and no extension is granted, the courses taken prior to the six-year limit no longer apply to the degree or qualify to be updated. The student may be required to take additional courses.
- Grades from all graduate courses taken at Andrews University, including those more than six years old, and those taken on a PTC basis, are used in computing the final GPA.
- School of Education students should visit Time Limits, in Doctoral Degrees (EdD/PhD) section for more information.

Time Limits on the Specialist Degree. A student must complete the requirements for a specialist degree within six calendar years from the beginning of the first semester of class work regardless of admission classification.

Time Limits on Doctoral Degrees. Whereas the doctoral degree is the highest academic degree possible and therefore requires stellar academic preparation and integrity; and whereas the program faculty are the gatekeepers of academic integrity, this policy on Time Limits on Doctoral Degrees provides program faculty with a framework for ensuring academic integrity.

All doctoral course work and the comprehensive examinations must be completed within six years from the initial registration after acceptance into the doctoral program. The student must complete the dissertation within a period of five years after passing the comprehensive examinations. Further, all requirements must be met within a total of ten years (seven years for the Department of Graduate Psychology & Counseling and the Department of Leadership). A petition for an extension of time may be granted by the School of Graduate Studies & Research upon the recommendation of the dean, and after action by the appropriate school/college committee.

Ordinarily, a student may be granted a maximum of two one-year extensions. Failure to successfully complete the degree by the end of the extensions granted shall result in dismissal from the University. The following will be considered when reviewing a request for a one-year extension:

- The student's documenting the extenuating circumstances that merit a time extension,
- Continuous enrollment in dissertation credits or zero-credit dissertation continuation,
- A petition with the appropriate signatures explicitly describing the amount of work left to be done for the degree and the month and year the student plans to defend the dissertation.

The documents in support of the petition shall include:

- i. a copy of the student's updated course of study, with projected graduation date, documenting which courses will fall outside the time limit based on the projected graduation date;
- ii. a letter demonstrating how the student has remained current in the specified content area (i.e., publications, seminars, conferences, independent readings, professional development courses, tutorials, coursework from other institutions, college level teaching assignments, additional job responsibilities, etc.);
- iii. any additional documentation or support for the student's request.

Inactive Status. Throughout the doctoral program, the student is expected to make progress and to keep in contact with the department. If one year passes without progress and without approval from the student's advisor, the student is put on inactive status and must apply to be reactivated. Students in the Department of Graduate Psychology & Counseling and the Department of Leadership should visit Time Limits, in Doctoral Degrees (EdD/PhD) section for more information.

Students must comply with the Bulletin in effect when the reactivation is approved. Course work taken previously may apply by petition, subject to the normal time limits and GPA standards. The cumulative GPA from all courses taken, including any that may not apply to the new program, is used to compute the GPA requirements for satisfactory progress and completion of the degree.

Updating Courses

Updating Master's Degree Courses. Students working towards a master's degree may update some outdated course work. However, graduate classes in the School of Business Administration and computer courses in the College of Technology may not be updated. Those courses that may be updated are subject to the following policies:

- No more than 25% of the total program credits from courses 6–10 years old may be updated. No work over 10 calendar years old, calculated from the graduation year, may be updated.
- Not all courses between 6 and 10 years old may be updated. Each course must be approved by the department.
- No course work with a grade below a B (3.00) may be updated.
- Outdated work done elsewhere cannot be updated at Andrews University.
- Independent study, workshops, and directed readings cannot be updated.
- The requirements for updating are specified by the department on a course-by-course basis.
- Written evidence of the updating must be approved by the department chair and the appropriate dean or graduate program coordinator.
- Updating a course does not change the grade in the course used in computing the GPA.
- The updating fee is 20% of regular graduate tuition.

Academic Standards

Students enrolled in graduate programs governed by the School of Graduate Studies & Research should note the following standards of scholarship. Students enrolled in Physical Therapy, the Theological Seminary professional ministerial programs or in the School of Education EdS, EdD, and PhD programs should read the requirements for their specific programs in the appropriate sections of this bulletin.

Minimum Standards of Scholarship. Candidates for graduate degrees must satisfactorily fulfill the course of study for the degree program they select subject to these standards:

- A minimum GPA of 3.00 (4.00 system) is required in those courses that apply to the degree.
- No course with a grade of D or F (or U) may count toward a graduate degree. Some departments may require a higher satisfactory grade in certain courses.
- If a student receives an unsatisfactory grade as defined above, the course may be repeated once. The credits and quality points earned in the most recent course will be used to calculate the GPA.
- Credit by examination is not accepted toward a graduate degree.
- Candidates for a master's degree must pass comprehensive examinations and/or formally defend a master's thesis or an acceptable alternative for a particular program as approved by the Graduate Council. Candidates for specialist and doctoral degrees must pass comprehensive examinations. Doctoral degree candidates must complete and formally defend a dissertation. Clinical doctoral degrees must complete a capstone project.

Standards for Progression. In addition to the following standards, master's, specialist, and doctoral students should consult the appropriate section of this bulletin and their respective handbook.

- The cumulative GPA must be at least 3.00 calculated using all graduate work taken at Andrews University including courses taken for other degrees, courses taken prior to the time limits for degrees, and courses taken PTC. Exceptions to this standard must be recommended by the dean/graduate program coordinator and approved by the dean of the School of Graduate Studies & Research.
- A student whose cumulative GPA drops below 3.00 in any given semester is placed on academic probation. Such a student must work with the advisor to develop a schedule of courses that ensures the student will raise his/her cumulative GPA above the required 3.00 in a timely manner—normally, the following semester. The dean/graduate program coordinator of the school/college must approve such a plan. A student who does not meet such a plan may not continue except by the recommendation of the dean/graduate program coordinator and approval by the dean of the School of Graduate Studies & Research.
- Normally, students who accumulate more than 12 semester credits below B– (including U) are not allowed to continue. Petitions for exceptions must include a plan to maintain the required GPA for the degree and be approved by the appropriate dean/graduate program coordinator of the college/school and the dean of the School of Graduate Studies & Research.

- Students who have been accepted provisionally to a degree program must meet the planned schedule for removing any deficiencies or earning a minimum GPA.
 - English–language deficiencies must be met by the time the student has completed no more than 50% of his/her course work for a master's or specialist degree or 25% of his/her course work for a doctoral degree.
 - Undergraduate deficiencies should be met by the time the master's degree student has completed no more than 50% of his/her course work. Doctoral students should take care of background deficiencies before starting on required doctoral course work.
 - A minimum GPA equal to the GPA requirements for graduation from the program must be met by the time the student has completed 9 graduate credits.
 - A student who does not meet this schedule is not allowed to continue except by the recommendation of the dean/graduate program coordinator and approval by the dean of the School of Graduate Studies & Research.
- Students on academic probation or provisional status may not:
 - Register for thesis, dissertation, or independent study (or workshop credit for doctoral students)
 - Register for project credit except by permission from the dean/graduate program coordinator of the college/school
 - Advance to degree candidacy or take comprehensive examinations.

Awarding Degrees for Graduate Programs

General Minimum Requirements for a Master's Degree

(MA, MAT, MBA, MMus, MS, MSA, MSMLS, MSW, MIDA, MSCID)

While additional specific departmental requirements are described under each degree in later sections of this bulletin, the general minimum requirements for awarding master's degrees include the following:

- A student must satisfactorily fulfill a schedule of studies approved by the student's advisor and the graduate program coordinator or dean of the appropriate school.
 - The number of credits to be completed depends on the minimum requirements for the degree.
 - The student's schedule of studies must include at least one-half of the required minimum credits in course work numbered 500 and above. Exceptions are made where a course of study specifically outlined in this bulletin makes provision for an adjustment to the required number of credits numbered 500 and above.
- The student must submit evidence of competence in conducting investigation in his/her field of study. A student may fulfill his requirement by one of the following, depending on the particular degree program:
 - A thesis
 - Written reports of one or two research projects
 - Research methods or other appropriate course work.
- Where required, and only after a student has been advanced to degree candidacy, he/she must successfully complete general written and/or oral comprehensive examination(s) as prescribed by the student's major department. Usually this is done within the last semester of a student's program.
- In general, no foreign language is required. In cases where an individual student's program requires a reading knowledge of a foreign language, the student must demonstrate competence in the language, normally by examination, before receiving advancement-to-degree candidacy. The department prescribes the appropriate method of demonstrating competence. A student's advisor or supervising committee informs the student regarding the foreign language required for his/her course of study.

General Minimum Requirements for the Educational Specialist Degree (EdS)

Consult "Educational Specialist Degree," of this bulletin and the *School of Education Handbook for Educational Specialist Students* for information on degree procedures.

General Minimum Requirements for the Clinical Doctorate Degrees (DPT, t-DPT, DScPT)

Consult Physical Therapy section of this bulletin and the *Physical Therapy Student Handbook* for information on degree requirements.

General Minimum Requirements for Doctoral Degrees (EdD, PhD, ThD)

Doctoral programs include a master's degree or equivalent as a prerequisite. The Leadership and Counseling Psychology programs in the School of Education allow selected students to be admitted with a bachelor's degree.

- Each program shall include post-master's doctoral course work approved by the school and the student's advisor.
- 1. A minimum of two years of doctoral study is required.
- 2. At least two-thirds of the required doctoral course work must be in courses graded with an A-F grading scheme.
- 3. A minimum of 32 credits of the doctoral course work must be taken in residence at Andrews University. A portion of an EdS that is completed elsewhere may apply to this minimum residence requirement as defined by the school.
- 4. The minimum number of dissertation credits required is 16.
- Written and/or oral comprehensive examinations are required of all doctoral students, normally after all course work has been completed.
- The doctoral student must demonstrate competence in conducting research in his/her field of study by completing an approved dissertation.

General Minimum Requirements for Theological Seminary Professional Ministerial Degrees. The requirements for ministerial degrees may be found in the Theological Seminary section of this bulletin.

Transfer Credits

Transferring Credits from another Institution into the Graduate Certificate Program. Credits from other institutions will not transfer into a graduate certificate program.

Transferring Master's Degree Credits from Another Graduate School. Graduate credits taken at another accredited/recognized institution less than six calendar years before the expected graduation year may be transferred and applied toward a master's degree at Andrews University subject to the following conditions:

- The grade earned in each course accepted for transfer is at least a B (3.00).
- The courses can be applied toward a comparable degree at the institution where the credit was earned.
- The courses meet similar requirements or electives within the master's program at Andrews University.
- The credits to be transferred do not exceed 20% of the minimum credits required for the new master's program.
- Grades earned in transfer courses are not included in the computation of the GPA. Courses to be taken at another university and transferred to Andrews after a student is enrolled in an Andrews' graduate program must be approved by petition before being taken.
- Such transfer courses are identified and approved by the dean/graduate program coordinator within the first semester of the student's residence.
- An official transcript listing transfer credits is on file in the Office of Academic Records. Credits received from institutions generally considered to be diploma/degree mills are not eligible to be transferred into a degree program.

Seminary professional degree programs have transfer limitations unique to each program. See the appropriate section of this bulletin for details.

Transferring Credit from an Andrews Graduate Certificate Program to Another Program. All credits in an Andrews University graduate certificate program are eligible for transfer into a graduate degree program subject to approval by the program faculty and the school dean if taken within the established time limits for the degree.

Transferring Master's Degree Credits from Another Andrews Program. Graduate courses taken at Andrews University as part of another graduate degree may be transferred subject to the following conditions:

- The grade earned in each course is at least a B (3.00) and the overall GPA at Andrews University is at least 3.00.
- The courses meet similar requirements or electives within the new master's program.
- A minimum of 80% of the requirements for the master's degree must be taken as Andrews University credits that are not applied towards any other Andrews University master's degree.
- The grades earned in courses transferred from another master's program at Andrews University are included in the computation of the GPA. Both the overall GPA and the GPA of the remaining courses taken for the master's degree must meet the minimum required (3.00) for graduation.
- The credits to be transferred were taken fewer than six calendar years before the expected graduation year of the master's program.

Seminary professional ministerial degree programs have special transfer limitations. See the appropriate section of this bulletin for details.

Transferring Specialist Degree Credits. Read the Educational Specialist section of this bulletin or the School of Education Handbook for Educational Specialist Students.

Transferring Doctoral Degree Credits. Post-master's transfer credit, if appropriate to the student's program, may be accepted if (1) the credits were completed within the time limitations indicated in the appropriate section of this bulletin and (2) the transfer complies with the provisions in the School of Education and the Seminary Handbooks for doctoral students. A petition for transfer of credit is considered only after an official transcript for the course is received. Credits received from institutions generally considered to be diploma/degree mills are not eligible to be transferred into a degree program.

Exceptions. Exceptions to course-transfer regulations must be approved by the dean of the School of Graduate Studies & Research on a standard petition form upon the recommendation of the dean/graduate program coordinator of the college/school. Any such exceptions will be considered individually in the light of the master's requirements. Exceptions for whole programs must be voted by the Graduate Council but thereafter do not need individual approval on petitions.

Student Supervisory Committees

Master's Degree Committees. A student's project supervisory committee normally consists of a minimum of two members nominated by the department chair/program director/area coordinator in consultation with the student and appointed by the appropriate dean or graduate program coordinator. For a master's thesis, the committee consists of the thesis advisor and normally two other members. **Exception:** For an interdisciplinary master's degree, a committee is appointed before initial registration. All other master's-degree student committees are appointed after some course work has been completed and before registration for thesis credits. Only rarely may a student's committee be changed while study or research is still in progress. This may be done only in consultation with the appropriate dean or graduate program coordinator. The chair of the supervisory committee is the student's chief advisor. The function of the committee is to guide the student in his/her research and writing of the project/thesis.

A student's supervisory committee may be augmented with additional members for the oral defense of the thesis. These additional committee members have full voting rights.

The term of service of a student's committee is deemed to have expired when a student has graduated or when registration has been terminated.

Doctoral Degree Committees. The dissertation committee shall consist of a minimum of three members, including the chair. Two of the three members, including the chair, shall be selected from among the current full time Andrews graduate faculty at the appropriate category with at least one member being from the school in which the student is enrolled. The third member may be from the Andrews graduate faculty at the appropriate category or a person outside the University whose record of scholarship is equivalent to that required of a member of the Andrews graduate faculty at the appropriate category. Additional persons may be added either from the Andrews graduate faculty or from outside the University where specialized expertise is needed with the approval of the School of Graduate Studies & Research.

Comprehensive Examinations

Most master's- and all specialist- and doctoral-degree candidates are required to take prescribed written and/or oral comprehensive examinations as required by the department.

Master's-degree students are not permitted to sit for these examinations until they have been officially advanced to degree candidacy. EdS and doctoral students normally sit for comprehensive examinations after all course work is completed and after applying for degree candidacy. Candidacy is not granted to doctoral students until the comprehensive examinations have been passed.

See the appropriate sections of this bulletin and the *School of Education Handbook for Doctoral Students*, the *School of Education Handbook for Educational Specialist Students*; the *Doctor of Physical Therapy Student Handbook*, *t-DPT/DScPT Student Handbook*; or the *Graduate Programs Manual* for details about examinations for master's, specialist, or doctoral students.

Advancement To Degree Candidacy

Master's Degree. Upon completion of 50% of course work, a student must apply for advancement to degree candidacy. Forms are available at the office of the appropriate dean or graduate program coordinator. The forms should be completed by the student, approved by the advisor and the department chair, and returned to the office of the dean or graduate program coordinator.

- At the time a student files an application for advancement to degree candidacy, he/she must have:
 - Received regular admission status
 - Applied for graduation

- Completed all curriculum and English–language deficiencies that may have existed
- Demonstrated foreign–language proficiency where required.
- A student who has completed 75% of his/her program is not allowed to register for further course work until the advancement to degree candidacy forms have been filed with the appropriate dean or graduate program coordinator.
- After a student has been advanced to degree candidacy, he/she may then request to take the comprehensive examinations.
- An application form for the comprehensive examinations is sent to the student at the time of notification of advancement to degree candidacy.

Educational Specialist Degree. Read Educational Specialist section of this bulletin and the *School of Education Handbook for Educational Specialist Students* for information on degree procedures.

Doctoral Degree. The Application for Admission to Doctoral Candidacy form must be filed at least one month prior to the scheduled date of the comprehensive examination.

Approval for degree candidacy is granted when the student has

- Received regular admission status
- Completed all curriculum and English–language deficiencies that may have existed
- Demonstrated research tool proficiency, including foreign language when required
- Passed all comprehensive examinations
- Completed all other degree requirements except the dissertation.

Projects, Theses and Dissertations

Projects. The student who elects to complete a research project or projects as part of fulfilling the research requirement for the master’s degree or clinical doctorate reports it/them in conformity to the *Andrews University Standards for Written Work*. One copy of each report is submitted to the instructor under whose supervision it was prepared. It becomes the property of the department. Completed and signed approval forms for the project(s) must be filed in the Office of Academic Records no later than noon on Friday, one week before graduation, unless an earlier time is specified by the department. Some departments require approval of the project(s) before writing the comprehensive examinations. If students need time for project preparation beyond the semester(s) when regular project credits are accumulated, they may register for project continuation. Project continuation is a non–credit enrollment status that requires a small fee for each semester of registration.

Master’s Thesis. To fulfill the thesis option for the master’s degree, a student is required to write a thesis and successfully defend it in an oral examination at an officially designated time and place.

Doctoral Dissertation. For doctoral programs requiring a dissertation, the student is required to write and successfully defend a dissertation in an oral examination at an officially designated time and place.

Registration for Thesis Credits—Committee Guidance. When a master’s student is required or elects to write a thesis, he/she should register for it initially no later than one semester before the anticipated graduation date. The student may register for 2–6 thesis credits per semester with a maximum of 9 total credits for the thesis. The student is guided from the beginning of thesis preparation by a committee, normally consisting of two to three members, appointed before registering for thesis credits. The committee chair serves as thesis advisor.

Dissertation Credits—Committee Guidance. Doctoral students are required to register for a minimum of 16 dissertation credits. Students in the School of Education should consult the general requirements under Doctoral Degrees and the *Handbook for Doctoral Students* for information regarding dissertation credits. Students in the Seminary should read the Academic Policies in the Theological Seminary section of this bulletin. The doctoral committee is appointed following the guidelines of the appropriate section of this bulletin and the appropriate handbook for doctoral students.

Standards for Writing—Dissertation Secretary. The dissertation secretary is Bonnie Proctor, phone: 269–471–3276, e–mail: proctorb@andrews.edu. The master’s thesis and doctoral dissertation must demonstrate the candidate’s capacity for original and independent work, include a critical evaluation of previous research, and emphasize new conclusions. The format of the thesis/dissertation also must conform to the guidelines found in the *Andrews University Standards for Written Work*.

When, in the opinion of the student and his/her full committee, the thesis/dissertation has been completed satisfactorily and a final draft has been submitted, the committee, by official action, declares it to be ready for the oral defense. Before a defense can take place, however, the candidate must submit the committee–approved thesis/dissertation to the dissertation secretary who checks it for conformity to the *Andrews University Standards for Written Work*. After it is approved, a date for the defense may be set in consultation with the chair of the department or the program director.

Defense of Thesis/Dissertation. The oral defense must be completed no later than four weeks before a candidate plans to graduate. A thesis/dissertation is approved if no more than one negative vote is given. An abstention is recorded as a negative vote. The department chair or program director is responsible for notifying the appropriate dean or graduate program coordinator of the outcome of the defense.

The decision of a student’s examining committee is recorded and signed on the appropriate form and submitted to the appropriate dean or graduate program coordinator. A copy is sent to the Office of Academic Records.

A committee chair usually assists a student by way of a check sheet to ensure the prescribed deadlines are met. The thesis/dissertation may be handed in at any time during the year, but the deadlines listed here determine the date of graduation.

After the defense.

- The student makes all corrections.
- As soon as possible, but no later than two weeks before graduation, the student submits a complete corrected copy of the thesis/dissertation to the School of Graduate Studies & Research via the dissertation secretary for approval to duplicate. At that time any changes made after the defense should be pointed out.
- After the dissertation secretary gives approval to duplicate, the student has two options:
Option 1. The dissertation secretary arranges for duplicating with Andrews University LithoTech, and the student’s account is billed for duplicating the copies that stay with the University. The School of Education requires four copies (two for the Library and two for its own use). The Seminary requires five copies (two for the Library and three for its own use). These copies do include one copy for the student’s dissertation chair. Master’s students are billed for only three copies: two for the Library and one for the School involved.
Option 2. The student personally arranges for duplicating the required number of copies of the thesis or dissertation. These are delivered to the dissertation secretary.
- Doctoral students must submit a digital PDF file of their dissertation to (1) ProQuest/UMI and (2) the dissertation secretary (for inclusion in the James White Library catalog). Contact the dissertation secretary for assistance and forms.
- Master’s students must submit a digital PDF file of their thesis to the dissertation secretary for inclusion in the James White Library catalog. Contact the dissertation secretary for assistance and forms.
- At this point, the dissertation secretary submits the Notification of Thesis/Dissertation Completion form to the Office of Academic Records, and the thesis/dissertation process is complete.
- Strict adherence to the deadline of 10 days before graduation is essential or graduation is postponed.

Ordering Extra Copies. Students wanting to purchase additional bound copies identical to those kept at Andrews University must fill out mailing labels and customs declaration forms (when applicable). These are available from the dissertation secretary. Students are billed for photocopying and binding.

Grades for Thesis/Dissertation. The grade for a thesis/dissertation is S or U. A deferred grade (DG) is given while a thesis/dissertation is still being written or corrected.

Financial Information

Tuition and Fees

Andrews Partnership Scholarship

Andrews University is pleased to offer its full-time undergraduate students the Andrews Partnership Scholarship in recognition of their academic achievement. This scholarship affirms the university's commitment to partnering with families and students to achieve an educational dream in a Christian environment at Andrews University. Scholarships range from \$10,000 to \$40,000 to complete a four-year degree for incoming freshmen who have never attended college. Andrews University also has an Andrews Partnership Scholarship to honor its continuing, transferring, Canadian and international students.

Estimated Costs for Undergraduate

	<u>Per Credit</u>	<u>Per Semester</u>	<u>Per Year</u>
Full-Time Tuition			
12–16 credit hours		\$12,324	\$24,648
under 12 credit hours	\$1,028		
over 16 credit hours	839		
Residence Halls (double occupancy – Lamson, Meier, Burman)		\$2,082	\$4,164
Food (minimum)		\$1,650	\$3,300
General Fee		<u>\$411</u>	<u>\$822</u>
TOTAL		\$16,467	\$32,934
Co-Curricular Fee*		up to \$358	up to \$716
Books/Supplies		\$550	\$1,100
Residence Hall (double occupancy – Damazo Hall)		\$2,282	\$4,564
Residence Hall (single occupancy – Lamson, Meier, Burman)		\$3,124	\$6,248
Residence Hall (single occupancy – Damazo Hall)		\$4,564	\$9,128

Course/Lab Fees (varies, see current class schedule for amounts)

* The Co-Curricular Fee is not assessed until the end of the semester. It may be reduced or eliminated depending on a student's level of completion of the co-curricular requirement. See Co-Curricular Fee.

Estimated Costs for Graduate

	<u>Per Credit</u>	<u>Per Semester</u>	<u>General Fees per Semester</u>
Full-Time Tuition			
Master's degree (12 credit hours)	\$964	\$11,568	\$312
Doctoral degree (8 credit hours)	\$1,122	\$8,976	\$312
Seminary	\$1,122	\$8,976	\$328
Educational Specialists (8 credit hours)	\$1,122	\$8,976	\$312
MDiv Registration Fee			
Fall, Spring		\$2,758	
Summer		\$2,075	
General Fee		\$328	
Continuation Fee			
Master's Program Continuation		\$225	
Master's Project/Thesis		\$225	
Doctoral Dissertation		\$563	
School of Education Degree Reactivation		\$563	
Leadership (Program Dissertation Continuation)		\$1,122	
Physical Therapy Capstone Project/Program Continuation		\$220	
Seminary		\$600	
Preparation for Comprehensive Exams		\$108	
Master's Recital		\$108	
AVIA460 Program Coordination		\$281	

International Students must provide the following information

<u>International Students</u>	<u>Canadian Students</u>
• Balanced Estimated Budget	• Balanced Estimated Budget

Sheet	Sheet
• Notarized affidavit of support for all personal funds and/or sponsorships	• Notarized affidavit of support for all personal funds and/or sponsorships
• Twelve-months worth of bank documentation	• Twelve-months worth of bank documentation
• \$3,000 advance deposit	

Refer to International Students for details.

Other Financial Information

Who To Contact

The Office of Student Financial Services (SFS) assists applicants in making financial arrangements to attend Andrews University through **financial clearance**. Students with questions about financial assistance that they may qualify for should contact Student Financial Services. Applicants of Federal Financial Aid need to apply and complete the process well in advance of enrollment to assure consideration of all resources, particularly limited ones, and to assure a smooth registration process.

Contact information:

Website:	www.andrews.edu/sf Office of Student Financial Services Andrews University 4150 Administration Dr Berrien Springs MI 49104-0750
Address:	269-471-3334 or 800-253-2874
Telephone:	269-471-3228
Fax:	sfs@andrews.edu
Email:	

Office of International Student Services. All international students who enter the U.S. on an Andrews University I-20 Form are considered Andrews University students. They must report immediately upon arrival to the Office of International Student Services. The office is located in the Campus Center.

Telephone:	269-471-6395 or 800-253-2874
Fax:	269-471-6388
Email:	iss@andrews.edu
Website:	www.andrews.edu/iss

Office of Employment

The **Office of Employment**, which is part of Human Resources, assists students with on-campus employment needs. The office provides information regarding employment opportunities, assistance with necessary paperwork, administers employment tests and is responsible for updating employment files. The office is located in the Administration Building, Second Floor.

Telephone:	269-471-3570
Fax:	269-471-6293
Email:	employment@andrews.edu
Website:	www.andrews.edu/hr

Office of Student Insurance

The **Office of Student Insurance**, which is part of Employee Services, Human Resources, provides information regarding student accident and sickness insurance, as well as providing a student advocate to help mediate for the student, if necessary. The office is located in the Administration Building, Second Floor.

Office of Student Insurance

Telephone:	269-471-3097
Fax:	269-471-6293
Email:	stuins@andrews.edu

Insurance

Rates

Single student premium (approximately)	* \$1,191
Student & 1 Dependent	* \$2,876
Student & 2 Dependents	* \$4,320

* Rates reflect 2013–2014 school year and are subject to change each school year.

Accident/Sickness. Every international student in “student status” and every other student registered for 6 or more credit hours is to be covered by at least an Accident and Sickness Plan. This may be purchased through the university by signing up online in Registration Central at registration time. International students are required to include all dependents that are here in the U.S. and there is an additional fee for adding dependents. Payment for this coverage can be charged to the student's account. The insurance is non-refundable after the drop/add date.

International students are required to have health insurance irrespective of their class load.

Waivers. Students who have comparable coverage from elsewhere may waive the student health insurance plan by entering their health insurance information in Registration Central at the time of registration. Proof of health insurance must be taken to the Office of Student Insurance in the Administration Building before the drop/add date for verification of coverage each semester.

Brochures. Information describing the health insurance coverage can be viewed at www.andrews.edu/hr/stu_insurance.html or at the Office of Student Insurance in the Administration Building.

The health insurance premium is charged to the student’s account via information entered in Registration Central. A waiver will prevent this charge from occurring (see Waivers above).

Medicaid. Michigan Medicaid is considered proof of insurance for U.S. citizens and Permanent Residents and should be entered into the waiver section of Registration Central at the time of registration. The only difference is that the student will be required to bring their current Medicaid card to the Student Insurance office in the Administration Building **before drop/add date** for verification of current coverage. This must be done for each registration period that the student is enrolled in school. If proof of current Medicaid is not provided, the student will be charged for the student insurance and the charge will be **non-refundable**.

Note: Medicaid from any other state will not be accepted as proof of insurance.

Student Employment

Students desiring part-time employment must be enrolled fulltime (12 undergraduate credits, 8 graduate credits, or 9 Master of Divinity credits) and they must complete the necessary paperwork at the Office of Employment. To be employed, students must show the Office of Employment original documents (no photocopies) that establish their identity and employment eligibility, such as a U.S. passport, birth certificate, or social security card.

The University allows students to work, as work is available, up to 20 hours per week during the academic year. To maximize work opportunities, the student should schedule their classes so that large portions of the mornings or afternoons are free. Professional performance and conduct is expected in all on-campus employment.

Payroll Schedule. Andrews University follows a biweekly payroll schedule. Student employees are responsible for having their time submitted to their department supervisors each Monday morning. The university does not issue payroll advances for time turned in late.

Dictionary of Miscellaneous Money Matters & General Fees

Students have two types of expenses while attending the university—educational (tuition, books, insurance and fees) and living (housing and meals).

The University makes every effort to maintain the costs published in this bulletin. The University reserves the right to make changes as necessitated by unexpected increases in costs. Such changes are announced in advance of the semester in which they become effective.

Additional Costs. The online registration process, Financial Plan, estimates the two types of costs mentioned in the preceding section. However, students may incur additional expenses that are not estimated at the time of pre-registration. These billed expenses may include, but are not limited to, lab fees, class fees, trips and tours, club fees, printing charges, and expenses related to a major such as photo store charges. Many of these expenses are described in more detail in the following pages. Fees are non-refundable.

Alternative Loans. Student Financial Services considers all awarded grants, scholarships and loans for a student’s cost of attendance as resources when certifying an eligible amount of private educational loan funds. See Cost of Attendance Limitations for a list of these resources.

Application Fee

Undergraduate non-refundable	\$30
Online undergraduate non-refundable	\$30
Undergraduate Late application fee non-refundable	\$50
Graduate non-refundable	\$40
Graduate non-refundable late fee	\$70
Online graduate non-refundable	\$30

Application Deadlines

July 15	For fall semester
November 15	For spring semester
March 15	For summer term 1
April 15	For summer term 2
May 15	For summer term 3

Auditing a Class. The cost of auditing a class is the same as the cost of enrolling for credit.

Carrying Charge of 1% is charged on all unpaid account balances monthly.

Cash Withdrawal. Andrews University is unable to serve as a bank for students. Sometimes students have a credit balance on their student account they need to withdraw to pay living or education expenses. Students may request a cash withdrawal at the front desk in Student Financial Services. A maximum of three cash withdrawals not exceeding \$300 may be requested during an academic term. Cash withdrawals are not available if payment was made by credit card. Cash withdrawals will not be paid on monies anticipated in a future term. The student must present a current AU student ID or valid driver’s license for release of funds.

Change of Registration

\$32
Dropping/adding a course, changing from credit to audit, or from audit to credit after the “last day to enter any class” as published in the academic calendar, will be assessed a fee.

Club Dues. Clubs approved by Student Activities may charge a maximum of three club dues to student accounts only during September and January. Appropriate forms with required information are turned in to Student Financial Services by September 25 and January 25. Student accounts cannot be used for fund-raising. Each club can only charge maximum annual dues of \$50.

Course/Lab Fees listed in online class schedule

Credit Balances on student accounts may be withdrawn by or at the direction of the person responsible for the student’s account after the final statement is issued—usually thirty days after the last day of school.

Credit Card Payments will be accepted to pay account balances, but cannot be accepted for a student to make a cash withdrawal from his/her student account. Secure payment can be made via the Andrews web page at www.andrews.edu. This requires a login and password. The following information is required:

Student Name:

Student ID #:

Type of card: (Visa/MC/Discover/American Express)

Card #:

Expiration Date:

Name on Card:

Telephone:

Credit by Examination Fees

College Level Examination Program (CLEP)

Registration fee—per test	\$76
Recording fee—per credit	\$44
Counseling & Testing Administrative fee—per test	\$30

Academic Departmental Examinations

Recording fee—per credit	\$43
Administrative fee—per test	\$20

Dual Enrollment. Advanced undergraduate students need to check with their Financial Aid advisor regarding award eligibility.

Ending Balance. When a student leaves the University, any balance of \$5 or less is not collected after one year.

Examination Fees

New Student and Freshman Testing	\$54
Mathematics Placement Examination	\$20
Special administration of any test	\$76
Language Proficiency Examinations (each)	\$32
Other than CLEP for seminary, graduate school (reading examinations), and undergraduate students.	
Graduate Record Examination (GRE)	as announced
Each exam—paid to Educational Testing Service, Princeton, N.J.	

Exit Procedures. Check-out procedures must be followed when a student leaves Andrews University without the graduation process. Students should ask for Andrews University Student Exit Procedure Forms from the dean’s office in the school in which they are enrolled or from the Student Life office. All required signatures on the form must be obtained to ensure that the necessary information has been given both to the student and to the departments listed on the form. Financial Clearance is required in order to:

- Activate ID card

- Complete registration at the beginning of each term
- Graduate or receive a certificate or diploma
- Move into residence hall
- Receive a transcript or other certification of academic achievement
- In order to obtain financial clearance to complete registration, any previous account balance (academic or housing) must be paid in full. All required documents must be turned in to Student Financial Services 30 days prior to registration.

Final Exam Date Change Fee	\$100
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Free Class
 For university employees, refer to section 4:6–100 of the Employee Handbook.
 For university salaried full–time employee spouse, refer to section 2:726 of the Andrews University Working Policy.

General Fees for on and off main campus.
Main–campus. All main–campus students (those attending classes on the main campus in Berrien Springs) enrolled for 5 or more credits will be charged the following general fee each semester at registration:

Undergraduate students	\$411
Graduate students	\$312
Seminary students	\$328
Summer school students	\$130
All students taking less than 5 credits	\$112

Distance education. All students in different forms of distance education programs who pay tuition directly to the main campus will be charged the following general fee **each semester** at registration.

Doctor of Ministry (DMin) general fee (included in tuition)	\$0
InMinistry (MDiv) fee (charged fall & spring only)	\$112
Undergraduate Distance Education students taking <5 credits	\$30

Graduation Fee. All students from off–campus programs will be charged a graduation fee as follows:

Undergraduate	\$102
Graduate	\$119
Doctor of Ministry (DMin) graduation fee	\$0

Identification Card
 Each Andrews University student is issued an original card for free and the card remains the property of the university. The cost to replace a card is listed below:

Lost, stolen or damaged cards	\$32
All other replacement cards	\$5

(This includes cards reissued due to loss of functionality at the Bookstore, Dining Services, ITS store, time clocks and door access.)

Immunization Costs (as required)
 Certain classes require immunization (i.e., biology, clinical laboratory science, nursing, physical therapy, and speech pathology). Immunization costs are charged to the student’s account.

Incomplete Grade	\$32
Lab/Course Fees (listed in current class schedule)	
Late Registration—service fee	\$81
	\$225

Master’s Program Continuation Fee
 A master’s student, who has advanced to candidacy, registers under program continuation when not registered for credit courses or other non–credit continuation (project, thesis, recital, and/or comprehensive exam). See Estimated Costs for Graduate.

Non–Current Student Accounts on which no payments are being made, may be turned over for third party collection. Students whose accounts are non–current must pay the account in full, including collection costs, before they may register for any additional coursework.

By enrollment, students agree to the following responsibility statement:
 “In consideration for any and all credit extended to me at any time in the past, present or future, I agree to give Andrews University a security interest in my student records. I understand that, in giving the University such an interest, I may not obtain a diploma or transcript of my record at any time for any reason unless my account is paid in full. The security interest I grant to the University is intended to cover any and all current indebtedness as well as any and all future advances of credit which the University may grant me at any time. I also understand that a 1%

per month carrying charge will be added on my unpaid balance and I agree to pay this carrying charge in addition to any other debt. I recognize that the above figures are estimates and I accept the responsibility for the payment of actual charges incurred. If the University incurs any expenses, including reasonable attorney’s fees, in collecting any unpaid debt, I explicitly agree to be responsible for those collection expenses in addition to the unpaid debt. I understand that sundry charges not listed in the above estimate are due the month in which they appear on the statement.”

Non–Sufficient Funds (NSF). Charge for returned checks.	\$35
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- Payment Plans**
- A. **Cash Rebate Plans**
3% Rebate Plan—Full time regular students with at least 12 undergraduate credits, at least 9 graduate credits or at least 9 MDiv credits may choose to pay their estimated Out–of– Pocket Expenses (charges less financial aid resources) for the full year **by August 15** to receive a 3% rebate. After making payment, e–mail sfs@andrews.edu by the first day of class to request the 3% rebate. The student’s minimum Out–of– Pocket Expenses as calculated online in Registration Central must be at least \$1,000 to qualify for this plan. The rebate is unavailable for payment made after the first day of class. Cash withdrawals and refunds are unavailable until the end of spring semester. All approved rebates will be applied to the student account during the fall semester.
- B. **1% Rebate Plan**—Full–time regular students with at least 12 undergraduate credits, at least 8 graduate credits or at least 9 MDiv credits may choose to pay their estimated Out–of– Pocket Expenses (charges less financial aid resources) in full for the semester to receive a 1% rebate per semester. The student’s minimum Out–of–Pocket Expenses as calculated online in Registration Central must be at least \$500 to qualify for this plan. Each payment must be receipted **by August 15 for fall semester and December 15 for spring semester**. After making payment, e–mail sfs@andrews.edu by the first day of class to request the 1% rebate. The rebate is unavailable for payment made after the first day of class. Cash withdrawals and refunds are unavailable until the end of that semester. All approved rebates will be applied to the student account during that semester.
- C. **Installment Plan**—Arrange to make installment payments toward estimated Out–of–Pocket Expenses for the semester.
1. All previous account balances (including installment plan balances) must be paid in full.
 2. The plan is not to exceed more than 60% of the estimated Out–of–Pocket Expenses for the semester.
 3. Payments are to zero the account by the end of the semester to which the plan applies.
 4. Late payments will incur a late payment fee of \$25.
 5. A carrying charge will be posted to an unpaid balance at the end of the current academic term.
 6. Minimum balance for Installment Plan is \$500 or above.

Permission to Take Class Fee	\$22
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Post–Dated Checks are not accepted.

Prior Accounts. Students may register only when accounts with other schools have been paid or arrangements made with them.

Prior Learning Assessment (PLA)	Fees Non–refundable
Application fee per portfolio	\$43
Evaluation fee per portfolio (max. 5 credits)	\$133
Recording fee per credit hour	\$55

- Refund Check Policy**
- Refund checks resulting from credit on the student’s account will not be available to the student until approximately five days after the semester drop/add date. The checks will be mailed to the address the student wrote on the request form.
 - Refund checks will only be issued from credit on the account at the time the check is requested. Students should monitor their account balances carefully since funds from a future semester are unavailable until the appropriate time in the future term.
 - Student Financial Services is unable to serve students as a bank. A maximum of three credit refund checks may be requested during a term.
 - Students receiving federal loans are encouraged to carefully read their Disclosure Statements so they know the loan disbursement schedule.
 - Financial funds from future semesters are unavailable until the funds reach the University’s bank. Students should plan their budgets accordingly.

- Half-time enrollment is required for student loans to disburse to the account. A class does not count toward the half-time enrollment status until within ten (10) days of its start date.
- To pick up a refund check in Student Financial Services, the student must show current Andrews University ID or valid driver's license.
- For a student's spouse to pick up the refund check, the student must sign a letter giving permission for the spouse to pick up the check. Without the appropriate documentation, the refund check will not be released.
- Federal regulations require that credit from Parent (PLUS) loans be returned to the parents. Written authorization from the parents is required before these funds can be released to the student.
- If you have received or are planning to receive Federal student loans, please be aware that you have the right to cancel all or a portion of your loan disbursements. However, you must act within 30 days of your loan disbursement. Contact your financial advisor if you need more information.
- Credit refund checks not picked up in 30 days will be mailed to the address listed on the refund request form or to your statement mailing address.

Registration Central. For information on how to financially clear and register online, visit vault.andrews.edu and log on to "Registration Central."

Rescheduling senior exit tests and major field tests. \$76

required for:

- Academic tours
- Adventist Colleges Abroad applicants
- Off-campus academic experiences
- Taskforce and Student Missionary appointees

Account balances, including installment payments not yet due, must be paid in full before students are financially cleared. When a student on tour is sent home for medical, financial, or citizenship reasons, all travel costs must be paid by the student and/or family.

Student Missionary

IDSC296 Recording fee—per semester	\$69
Independent Study Recording fee—per credit (undergraduate only)	\$44

Student Status. Student status is achieved only after a student is both academically and financially cleared. Only then may students attend classes, take examinations, participate in graduation exercises, and live in university housing.

Textbooks \$550

The estimated semester cost of textbooks is \$550. Students are charged the estimated amount of their bookstore purchases.

Thesis/Dissertation Fees

Binding (each volume) for AU copies	\$14
Binding (each volume) for personal copies	\$20

Fees for copyediting of theses/dissertations are on a sliding scale basis, starting at \$130 for 50 pages, plus \$5 for each additional 10-page increment.

Transcript

Rush service (plus cost of overnight delivery if requested)	Free \$32
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Transcript and Diploma. Students may not receive a transcript or diploma under the following circumstances:

- Owing on a student or housing account, including installment payments not yet due
- Having a balance guaranteed by Andrews University
- Being in default on a government loan
- Needing to complete loan exit counseling

Transcript Exception. Students may request that a transcript be sent to the following:

- An organization for scholarship or licensure purposes, AMCAS, AADS, or PTCAS Transcript Department (Student Financial Services must be given documentation of a scholarship application).

Academic Transcript Exception Policy for Student Loan Borrowers in Default

University policy prevents the Office of Academic Records from releasing academic transcripts for borrowers who are not paying on their Federal Stafford (Subsidized/Unsubsidized), GSL or Federal Supplemental Loan for Students (SLS). Every request is handled on an individual basis; however, if the borrower complies with the appropriate guidelines below, the academic transcript requested directly from the Office of Academic Records may be issued for the following two limited purposes:

For Educational Purposes

1. The transcript is to be sent directly to the academic institution.
2. The borrower must have made six consecutive monthly payments as scheduled prior to release of the transcripts.
3. The provisions and conditions in #2 above are certified in writing by the lending institution or the guaranty agency handling the loan.
4. A copy of the letter described in #3 above confirming satisfactory status is sent to Student Financial Services. The confirmation letter is valid for the purposes of this policy for six months from its date, and future requests may be denied if the satisfactory status is not maintained.

For Employment Purposes

1. The transcript is released for employment purposes only and is so stamped.
2. The transcript is sent directly to the prospective employer and may not be shared with any other party.
3. The borrower in default must contact the guaranty agency (or agencies) in writing to acknowledge the student loan debt and make an acceptable repayment commitment of a specified monthly amount.
4. A copy of the letter written to the borrower's lender or guaranty agency, as stated in item #3 above, must be sent to Student Financial Services.
5. Future requests for academic transcripts may be denied should a borrower not fulfill his/her promise as stated in the letter to the guaranty agency.

Updating Course Work Fee—20% of graduate tuition per credit

Wiring Funds

International wire fee	\$50
Domestic wire fee	\$25

International Students

Advance Deposit. Applicants attending the main campus from outside the United States (except Canada and Mexico) must make an advance deposit of \$3,000 before issuance of I-20. This deposit must be paid in cash. No university scholarships may be applied to pay the deposit. All International students who apply for the MDiv program in the SDA Theological Seminary must pay for the first semester (Tuition, general fee and health insurance) before the issuance of the I-20 (except Canada and Mexico). New international graduate students from *cited countries (Kenya and Ethiopia) must pay in advance the first semester (tuition, health insurance, general fee and other school fees) in addition to the standard deposit (\$3,000) prior to issuance of the I-20.

All students are encouraged to pay the \$200 SEVIS I-901 fee (subject to change) online at www.fmjfee.com or at the Western Union Quick Pay services or to contact Andrews University International Recruiter in case of unavailability of the Western Union services in their countries. This fee is required by the U.S. Immigration and Customs of all students seeking an F-1 or J-1 visa from an embassy or consulate as well as students applying for admission at a U.S. port-of-entry (such as Canadians) to begin initial attendance at U.S. schools.

* As determined by AU Financial Management Committee.

SEVIS Fee. International students coming to the United States for the first time must pay a \$200 SEVIS fee (subject to change), as mentioned previously, and the cost of the visa at the American Consulate of his/her home country. International students and exchange visitors are subject to the \$200 SEVIS fee (subject to change) which is used to administer and maintain the Student and Exchange Visitor Information System (SEVIS). The University will send instructions regarding payment of this fee along with an international student's I-20. To make this payment online or to find out more about the SEVIS fee please visit www.fmjfee.com. It is very important to have paid your SEVIS fee before your visa interview. If you are a Canadian student you must have your original receipt with you at the U.S. port of entry.

Unclaimed Foreign Deposits Policy. International student deposits that have not been refunded within four years after the student reaches non-current status shall be transferred from the student's international student deposit account to a quasi-endowment account.

Student Financial Services will monitor the international student deposit account on an annual basis to determine the appropriate transfer of funds to the International Graduate Assistance Fund Account. At the discretion of Student Financial Services, these funds will be available as payment on account to assist graduate international students in their financial clearance process.

The initial funds shall be established as a quasi endowment from which 80% will be invested and 20% will be available annually.

Any subsequent requests will be claimable after identifying that the person is the one who paid the deposit to the account.

Deposit Allocation. This deposit is not available to cover registration expenses; the deposit earns interest during the time the student is enrolled with full–time tuition. The deposit plus interest is refunded when the student’s degree is completed or enrollment is terminated; alternatively, it can be used as partial payment for the final semester of registration. International students do not get a discount on their deposit when the deposit is used to pay tuition costs. If the student doesn’t complete the educational program during the term the deposit is used to meet expenses, the deposit must be reinstated for financial clearance.

Resource Verification. Bank documentation as well as other forms of financial documentation are required to prove ability to support one’s educational expenses. This documentation must be sent to the university directly from the bank. Sponsors in the USA will be required to sign an affidavit of support. In addition, the applicant must demonstrate adequate financial support for the duration of the program for which (s)he is applying.

I–20 Form. Once the deposit and resource verification are received and accepted, the university authorizes the Office of International Student Services to issue the I–20 Form for the purpose of securing a United States student visa. There is an individual I–20 shipment charge that will be billed to your Student Account. This shipment charge varies according to the country of destination.

Arrival to Andrews University Campus. All international students who enter the U.S. on an Andrews University I–20 Form are considered Andrews University students and must report immediately to the Office of International Student Services.

Exchange Visitor General Conference Sponsorships. The General Conference of the Seventh–day Adventist Church is the sponsoring organization of the Exchange Visitor program and is authorized by the Department of State to issue the DS2019 document. The exchange visitor is required to present the DS2019 and a copy of the \$200 SEVIS Fee Receipt at the American Consulate in order to obtain a J–1 visa. This visa (J–1) enables the exchange visitor to pursue his/her study or to do other options as indicated on the DS2019.

Class Loads and Financial Aid

Aid is awarded for an entire academic year (two semesters) and is based on full–time enrollment. The summer session usually is not part of the regular academic year. Students do not receive aid during non–enrollment periods. Most aid programs require students to be enrolled at least half–time. Students who enroll with a half–time class load may receive a maximum of 50% of the full–time award. Three fourths time enrollment permits students to receive a maximum of 75% of the full–time award. Students who change their course load during a given semester should read the Financial Aid Refund policy, see Undergraduate Financial Assistance.

Tuition Adjustment Policies

Tuition adjustments are given to students who withdraw from school or drop individual courses during the academic term. These tuition adjustments are based on the date when all the appropriate drop forms with all the required signatures are completed and filed with the Office of Academic Records.

Fall and spring semester adjustments

100%	1st–10th calendar day
70%	11th–17th calendar day
40%	18th–24th calendar day
0%	25th–last day of semester

Summer session adjustments

100%	1st–3rd calendar day
50%	4th–10th calendar day
0%	11th–last day of term

Courses with Special Schedules. When courses are scheduled for irregular periods of time, adjustments are based on the ratio of the length of the course to the length of the academic period for that course.

Fees. All fees are non–refundable.

Financial Assistance Adjustments after withdrawal. Federal and State regulations require the university to return a portion of program funds when a student withdraws completely from school after receiving financial assistance under any

Federal Title program (other than Federal Work Study). Refer to Undergraduate Financial Assistance for Financial Aid Refund Policy.

Gifts and Bequests

Each year the university has increased needs for scholarship funds to aid students. The Trustees of Andrews University invite alumni, friends, and members of the university family to join them in providing an increased opportunity for training youth in the traditions of a Christian university.

The following supplies contact information for making a gift, either unrestricted or designated for a specific purpose, to Andrews University:

Current Gifts

Individuals interested in making a current donation to Andrews University of either cash or non–cash assets should contact:

Office of Development
Andrews University
8903 U.S. Hwy 31
Berrien Springs MI 49104–0660
269–471–3124

Deferred Gifts

Individuals desiring to leave a gift to Andrews University by way of a bequest or another estate plan option should contact:

Office of Planned Giving & Trust Services
Andrews University
8903 U.S. Hwy 31
Berrien Springs MI 49104–0645
269–471–3613

Charges

Residence Hall Charges

Residence hall occupancy is based on two persons per room, for the duration of an entire term. All single undergraduates under 22 years of age should plan on living in the residence hall, unless living full-time with their parents.

Before the room assignment process is initiated, receipt of both the residence hall application and the room deposit are required. Prior to moving in, students must have been accepted for the session in question and be financially cleared.

Residence Hall Package Plans*

For fall and spring semesters

Double Occupancy (Lamson, Meier, Burman)	\$2,082
Double Occupancy (Damazo)	\$2,282
Single Occupancy (Lamson, Meier, Burman)	\$3,124
Single Occupancy (Damazo) (if available space in Lamson, Meier, Burman, Damazo)	\$4,564
Double Daily Rate (Lamson, Meier, Burman)	\$21
Single Daily Rate (Lamson, Meier, Burman)	\$31
Double Daily Rate (Damazo)	\$22
Single Daily Rate (Damazo)	\$44

For summer sessions

Summer room charges are calculated on a per day basis.

* The residence hall package plan includes room, utilities, basic telephone and basic cable, reduced health club membership rate, and limited health care. It does not include health care lab work and x-rays, comprehensive psychological or substance use/abuse interventions or testing, health insurance, or miscellaneous expenses such as linens, cleaning, books, supplies, transportation or food. University Medical Center (UMC) charges the insurance company for any coverage applicable to the services provided to residence hall students, thus students should take their insurance information with them when utilizing UMC services. UMC waives any copay or deductible (for the student/family) for the limited health care provided.

Residence Hall Room Deposit Payment

The room deposit is \$250, payable by each resident prior to room assignment. Assignments are made on a first-come first-served basis. For priority room assignment, submit your application and deposit by July 15 for fall term, November 15 for spring term, and April 15 for summer terms. If a deposit is received after those dates, expect to be assigned to temporary housing.

Residence Hall Room Deposit Refund

Room deposits are refunded if you do not move into the residence hall and cancel your application by July 15 for fall term, November 15 for spring term, and April 15 for summer term. Cancellation must be made through the respective residence hall housing office. Students will receive room assignment notification during the month of June for the upcoming fall semester. They are expected to confirm this room assignment online. Failure to confirm or cancel by July 15 will result in room cancellation as well as release of the room deposit. Rooms that have been confirmed and then cancelled after July 15 will result in forfeiture of the room deposit.

Failure to Check Out Properly

Students are charged if they leave the residence hall without following checkout procedures. Additional charges may be assessed depending on the amount of cleaning and/or repairs required.

Residence Hall Unreturned Key Charges (subject to change)

Unreturned or lost key fee	\$75
Unreturned or lost security drawer key fee	\$10

Personal Effects Insurance. The University does not provide personal effects insurance coverage. The University is not responsible for the loss or damage, from any cause, of personal belongings brought to the campus. This is true even though students are required by the University to purchase certain items or to keep them in a specified place. The University strongly recommends that students secure their own personal effects insurance coverage.

Meal Plan Charges

Residence Hall Meal Plan

Undergraduate residence hall students under age 22 are required to participate in the Declining Balance Meal Plan. The minimum meal plan charge is \$1,650 per semester. The meal plan can be used for purchases at the Terrace Café, Gazebo and campus vending machines. In some cases, the minimum meal plan will not meet your complete food needs for the semester (for example, \$1,650 should cover approximately two average meals each day, every day, throughout the semester). Students who know they will require a larger meal plan amount may opt to add additional funds through Dining Services.

Students who run out of funds in the meal account during the semester may add to the balance in increments of \$100 by request at the Office of Dining Services in the Campus Center.

A refund of up to \$200 of the declining balance will be credited to the student's account at the end of the semester if funds remain in the meal plan. Bulk purchases of food will not be available at the end of the semester to use up your unspent plan balance, so students should plan accordingly.

All residence hall students of Andrews University employees receiving 60% educational allowance must select a meal plan regardless of the student's age. Women living in Damazo Hall can select the Damazo Meal Plan. please contact your Student Financial Services financial advisor.

Meal Plan cost per semester	\$1650
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Café Account

Minimum amount to open a Café Account (\$50)

The Café Account is a plan for graduate and undergraduate students not living in a dormitory. Students may use their Café Account card to purchase food from the Terrace Café, Gazebo, or vending machines. To open a Café account with cash, check or credit card, visit the Office of Dining Services. To open a Café account with a credit balance on a student account, visit the Office of Student Financial Services.

University Apartments Charges

Apartments

Application Fee	\$320
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The application fee is divided as follows:

Security Deposit	\$200
Cleaning Fee, non-refundable	\$100
Processing Fee, non-refundable	\$20

Rental Rates (each month)*

Efficiency	\$555
One-bedroom	\$585-655
Two-bedroom	\$645-715
Three-bedroom	\$705-770
Four-bedroom	\$825

* Apartment rates include all utilities: local telephone, basic cable television, and high-speed Internet

Houses

Processing Fee, non-refundable	\$20
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Before possession, the following is required:

Security Deposit	\$300
Cleaning Fee, non-refundable	\$100

Monthly Rental Rates

One-three bedroom houses	\$495-\$930
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The Office of University Apartments provides apartment descriptions and application forms upon request. Application forms can also be downloaded from www.andrews.edu/life/living/housing/apartments/. If notice of cancellation is received before the date of stated occupancy, the application fee is refunded minus the \$20 processing fee. Apartments or houses are assigned from the processing list in the order in which the application fee is received.

A student's immediate family only includes husband, wife, children, parents and biological siblings. Birth certificates must be provided showing the relationship to the student. Any other relatives (cousins, nieces, nephews, in-laws, etc.) who desire to live with students must first receive permission from the University Apartments director. Rent is increased by \$20 per month for each additional person that is not immediate family as described above or the student does not have legal guardianship over. No overcrowding is allowed.

Single students wanting to share an apartment with a roommate will pay an additional \$20 rent per month. The monthly rent, along with the additional extra person charge, will be divided between the roommates.

Rent Payments

The first month's rent is prorated to the date of occupancy. Students are required to pay the first month's rent in advance. Thereafter, rent is due in advance on the 1st of each month. **A late fee of \$30** is charged for any payment made after the

10th of the month. Payments can be made in person, by using the drop box, by mail or online. Address all payments and inquiries to:
Office of University Apartments
Andrews University
Box 10920
Berrien Springs MI 49104

Termination of Occupancy

All tenants are required to sign a year lease at the time of occupancy. At the end of the initial lease a new lease has to be signed if the tenant wishes to continue occupancy.

College of Arts & Sciences Charges

Action America (Summer Intensives)

Action America is a language and cultural immersion intensive offered from mid-June through mid-July for adults and teens. The fees are based on individual, group and customized programs:

Expenses	25-day Session Individual	25-day Session Group of 10 or more
Program Fee	\$2,090	\$1,568
Room & Board*	<u>1,360</u> \$3,450	<u>1,360</u> \$2,928

*Meals are provided for off-campus trips.

Language Training (Short-Term Intensives)

Individuals and groups may register for short-term intensives: fall semester, beginning in August and late October; spring semester, beginning in January and early March. The program fees (tuition) will be pro-rated. Housing and meal plans are available for an additional fee.

Non-credit ESL Courses

The Center for Intensive English (CIEP) offers language training concurrent with the fall and spring semesters. Individuals may register for non-credit courses, ENSL 130 or ENSL 530. Tuition for the semester, 12-16 non-credit hours/week: \$4,140, or \$345/noncredit hour up to 12 non-credit billing hours.

Transportation will be provided to and from the South Bend Airport. Fees do not include textbooks, health insurance, or airfare to and from Andrews University. Health insurance is available through Andrews University for \$101 per month. Participants in each program must either show proof of insurance or purchase insurance at Andrews University.

General Studies Degree Plan
International Language Studies

Reading examination in French or German for MA and doctoral candidates in the Seminary and the School of Graduate Studies & Research	\$248
Credit by examination other than CLEP (College Level Examination Program) test for undergraduate students for course credit or to have the language requirements of the College of Arts & Sciences waived (no credits are given)	\$197
	\$32

Music

Students wishing to charge private lessons or non-credit music classes to their account must receive authorization from Student Financial Services, prior to signing up for the lessons.

Private music lessons (non-credit)	
Per 30-minute lesson	\$27
Music ensemble fee adjustments	
• Half tuition rate for students who register for music ensemble for credit and whose combined load exceeds 16 credits	
• No tuition for students who audit music ensemble and whose combined load exceeds 16 credits	
Music organization uniform approx.	\$141
Wind Symphony, Chamber Singers, Ladies Chorus, Men’s Chorus, and University Singers	
MENC Collegiate Chapter Membership Fee	\$38
Professional membership fee required for Bachelor of Music in Music Education majors	
Lab fee for Music minors (per semester for two years)	\$44
Lab fee for Music majors (per semester, excl. summer)	\$44

Religion Professional Fees

Computer lab fees for theology/religion majors (per semester) taking more than 6 total credits	\$28
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Social Work Professional Fees

Freshmen and Sophomores	\$63
Juniors and Seniors	\$127
Graduate students	\$324
Full-time graduate students (summer)	\$104
(Changes per semester, excluding summer)	

Department of Aviation Charges

Flight Majors: Flight-training fees are to be paid at the beginning of each semester. This is to insure that flight training progresses without interruption due to financial limitations. Required flight module fees for the degree include a minimum of 260 hours; consisting of flight experience in airplanes, and 50 hours in flight simulators. The fees are only cost estimates and may be adjusted for students with prior flight experience or the ability of the student. Flight instructor fees generally are covered by course tuition. Any additional flight or ground instruction, beyond each 65-hour flight training module and/or course lab fee, will incur additional hourly training fees. Students should plan to cover their own costs of the 1st class FAA medical, and in the case of international students, the TSA application fee. Uniforms, FAA written tests, charts and other materials are additional and cannot be charged against the flight training fees.

Please note: Flight training fees are non-refundable. Students should plan to complete their training within the semester they have enrolled for the course. If, due to special circumstances, approved by the departments; students unable to complete the training may be given a specified extension to finish their flight. Beyond that exception, unused hours after the semester enrolled are forfeited and will be unusable.

Aviation Professional Fee

Fall	\$100
Spring	\$100

International Flight Students: TSA Application Fee for Permission to Commence Flight

The fee is required for all non-U.S. students training as Private, Instrument and Multi-engine pilots. An approved application allots one year of training for each of the above flight ratings. If a student does not complete the rating in that time frame, they will be required to repay the TSA fee and reapply to continue training.

Community (Non-Flight Majors) Taking Flight Training

Flight-training fees will be on a pay-as-you-go basis. Ground School classes are available with no university credit for \$350 per course. Credit for such courses may be obtained by registering through the registrar's office and paying regular tuition. For flight certificates without credit call the Department of Aviation for a cost estimate.

Flight Training Fees and Rates

Rates and fees are subject to change without notice due to changes in operating costs (insurance, fuel, etc.). Every attempt will be made to maintain published rates. Check with the airport administration for current rates. Flight-training fees listed below apply to this bulletin:

Course Fees For Flight Training Labs

The full fee amount is due at the beginning of the semester/registration for each course.	
(Note: Flight Training 1-4 required for Flight degree)	
AFLT 118 – Flight Training 1	\$9,500
AFLT 218 – Flight Training II	\$9,500
AFLT 318 – Flight Training III	\$10,000
AFLT 326 – Flight Training IV	\$11,500
AFLT 416 – Turbine Transition	\$2,500
AFLT 356 – Flight Instructor Flight Training	\$3,500
AFLT 366 – Instrument Flight Instructor Flight Training	\$2,500
AFLT 467 – Multi-Engine Flight Instructor (as initial)	\$6,000
AFLT 474 – Techniques of Mission Flying	\$1,300

Flight Physical	\$110
Electronic Flight Bag (iPad 16GB minimum)	\$530

Electronic Flight Publications (annually)	\$75	Senior	
Headset	\$325	NRSG 440 – The Developing Child	\$468
		NRSG 450 – Community Nursing	\$328
FAA Exams (Flight)*		Graduate professional fee (per semester)	\$260
Written test	\$150	Departmental NLN Upward Mobility Examination	\$546
Checkride for AU student	\$175		
Checkride for non–AU student	\$300		
* Subject to change			
		Nutrition & Wellness	
Aviation Maintenance		Application fee for Dietetics Internship Program	\$50
Required Minimum Tool Set	\$3,200	Dietetic Internship Professional fee, each semester (FDNT594–001 and –002)	\$354
Laboratory fee for materials (per credit)	\$25	Dietetic Internship, each semester (FDNT594–002)	\$3,155
Note: Maintenance students are required to have a Windows–compatible personal laptop.			
		Physical Therapy Professional Programs	
FAA Exams (Maintenance)*		These fees do not include transportation costs, general education fees, special tests, insurance, books, or graduation fees.	
For AU student (each written test)	\$150	Nonrefundable confirmation deposit fee:	
For AU student (each oral/practical test)	\$200	Prior to December 1	\$200
For non–AU students (each oral/practical test)	\$400	After December 1	\$300
*Subject to change		DPT program block package rate	
		Tuition per semester	\$10,400
		Professional fee per semester*	400
		Total package per semester**	\$10,800
		* Set by Department	
		** Students not taking the entire block of PT classes pay regular doctoral tuition up to a maximum of the PT package tuition rate and are not charged the PT professional fee for that semester.	
Community Non–Credit Classes for Aviation Airframe and Powerplant Certificate		t–DPT and DScPT programs	
For those wishing to attend classes to earn the FAA Airframe and Powerplant certificates without university credit, there is a cost of \$21,580 for the program (\$415 per AU credit equivalent). Should the student want university credit at a later date, the difference between the then–current university tuition rate and the non–credit rate would have to be paid. FAA test fees are additional. Tool costs may be waived for students who own their own tools appropriate for program requirements. Contact the Department of Aviation for more details.		Regular credit (per credit)	\$499
		Competency credit (per credit)	\$195
		PTH 655 – Program Continuation	\$220
		PTH 788 – Research Project	\$220
		Continuation	\$220
		CEU—Workshop fees	vary
School of Architecture, Art & Design Charges			
BSA, BSCM & BID Professional program application fee	\$45	Seventh–day Adventist Theological Seminary Charges	
Professional education fees for BSA, MArch, BSCM & and BID programs		Full–Time Tuition	
Pre–professional year 1	\$556	Master’s degree (per credit)	\$964
Pre–professional year 2	817	Doctoral degree (per credit)	1,122
Professional years 1 & 2 (BSCM)	556		
Professional years 1 & 2 (BID)	817	MDiv Registration Fee (per semester)	
Professional Track years 1 & 2 (BSA)	817	Fall, Spring (up to 16 credits)	2,758
March year	933	Summer (up to 12 credits)	2,075
(Charges per semester)			
		General Fee (per semester)	
Fee for ARCH330 & ARCH530 Analytical	Varies	Fall or Spring	328
Summer Abroad		Summer	130
(Contact School of Architecture, Art & Design)		(Except all students taking less than 5 credits and all students in any form of Distance Education)	112
Architecture Deposit Fees		Continuation Fee (per semester)	
Mayline ruler	\$150	Master’s Program Continuation GSEM	
Key for drafting desk	15	688 – Master’s Degree Continuation	600
Board cover	50	PhD Dissertation	600
Cleaning fee	30	DMin project continuation fee (years 5 and 6), (includes general fee).	675
		DMin program extension fee, if granted, (includes general fee).	1,197
		Preparation for Comprehensive Exams	
		GSEM 680 – Master’s Comprehensive Exam	150
School of Health Professions Charges		Application Fees	
Medical Laboratory Sciences		Application	40
Professional —Fall	\$390	Online Application	30
fees		Psychological Evaluation	25
		STV Program (includes background check)	12
		Late Application Fee	70
		Other Fees	
Nursing		Per credit recording fee—CPE or military chaplaincy training (CHMN 557, CHMN 659 and CHMN 641)	87
Professional —Sophomore (NRSG 216, NRSG 240)	\$733		
fees		Academic Departmental Examinations	
		Administrative Fee—per test	20
			63
Fee Schedule			
Sophomore			
NRSG 216 – Fundamentals of Nursing Theory and Practice	\$421		
NRSG 240 – Psychiatric–Mental Health Nursing	\$312		
Junior	Junior		
NRSG 331 – Medical–Surgical I	\$364		
NRSG 332 – Medical–Surgical II	\$364		

Recording fee—per credit	87
Seminary Distance Learning Center	
MA or PTC distance tuition (per credit)	964
MDiv (per credit)	482
MDiv if part of load – student may request rebate to reduce net fee to:	
2 credit class (net after rebate)	\$250
3 credit class (net after rebate)	\$300

Program Specific Fees and Discounts

MA: Full–time on–campus students who do not transfer MDiv credits into their MA program may apply for a tuition discount (based on GPA) at the Seminary Dean’s office each semester by drop/add date (see below):
MAR, MA RelEd Tuition Adjustment: 25% discount
MAPMin, MAYMin Tuition Adjustment: 25%–38% discount

MDiv: The MDiv fee is already discounted down to a flat registration fee (automatic) so no further discounts are available except during summer semester, an on–campus student taking less than 8 credits on campus may apply for a reduction/proration of the summer fee. Applications available in the Seminary Dean’s office. Must be submitted by drop/add date of third session. The registration fee is due August 15 for fall semester, December 15 for spring semester, and May 10 for summer term. Any credits (over 16 for fall and spring semesters or over 12 for the summer) are charged at the regular per–credit master’s tuition rate. MDiv students taking a graduate course in the College of Arts & Sciences in fulfillment of their elective course requirement may request a 50% tuition reduction (up to 9 credits), provided the class is not full and there are a sufficient number of students paying full tuition to warrant the teaching of the course. Directed study, laboratory courses, and study tours are not eligible for reduced tuition. Neither is this discount available for dual enrollment students who have been accepted in a graduate degree program in the College of Arts & Sciences. (Application form is available in the MDiv office), but request form is submitted to the Dean of Arts & Science.

A per–credit recording fee is charged by the University for current students who take CHMN 557 – Practicum in Clinical Pastoral Education (CPE), CHMN 659 – Practicum in Pastoral Care and Counseling, or CHMN 641 – Practicum in Military Chaplaincy, credits earned in approved centers not connected with a graduate–level school.

InMinistry MDiv: In addition to the MDiv registration and general fee, InMinistry MDiv students are also charged an orientation/ cohort fee and a Seminary Distance Learning Center fee. See program director’s office for a complete breakdown of fees.

DMin: NAD employees are eligible for 62% discount off the published doctoral rate. International students may receive 50% deferred tuition. Tuition includes general fee, graduation fee, and editing and binding fees.

PhD/ThD: Visit the PhD program office for scholarship application in January of each year.

Seminary Scholarships and Discounts

Scholarships

Endowed/Named Scholarships—Application deadline during spring semester for the next year. Emergency Scholarship—Visit the Seminary Dean’s office for details.

Seminary Spouse Discount

Available to master’s–level students enrolled in Seminary programs whose spouses are enrolled full–time in a Seminary program. Student must submit application to Seminary Dean’s office each semester by drop/add date. Details and applications are available in the Seminary Dean’s office. Discount, if granted, would net Seminary master’s tuition to \$110 per credit (maximum 9 credits per semester).

Note: The purpose of this section is to summarize the most common Seminary fees. Seminary students are still responsible for all fees and policies as set forth in this *Bulletin*.

Other departmental charges for individual courses are listed in the *Class Schedule*. These charges, which may be significant, are added to tuition.

The Andrews Partnership Scholarship reflects the university’s desire to recognize academic achievement as well as assist students in achieving a degree in a Christian environment at Andrews University.

Andrews Partnership Scholarship

Merit–based

The Andrews Partnership Scholarship is available to accepted undergraduates including Canadian and international students. The Office of Undergraduate Admissions will determine the scholarship amounts for incoming freshmen and transfer students. To establish the scholarship amount, the Office of Undergraduate Admissions will determine a rating based on the following guidelines:

FTIACS (defined below)

- Confirmed U.S. SAT or ACT scores (Test must be taken by July 15)
- Confirmed U.S. cumulative GPA (following the conclusion of the sixth semester for academy or high school)

Transfer Students (defined below)

- Confirmed cumulative college GPA

Contact the Office of Undergraduate Admissions for further details.

FTIAC (First Time In Any College)

Andrews Partnership Scholarships are merit scholarships awarded to students who have taken fewer than 25 college semester credits after graduating from high school. The award amounts are based upon a combination of cumulative high school GPA and ACT or SAT and can be calculated at the website www.andrews.edu/aps. The award levels are as follows:

Scholarship	4–Year Total
\$10,000	\$40,000
\$7,500	\$30,000
\$5,000	\$20,000
\$2,500	\$10,000

Special Andrews Partnership Scholarship for FTIAC (First Time In Any College) Students

In addition to the Andrews Partnership Scholarship (based upon the combination of high school cumulative GPA and ACT/SAT scores) freshmen are eligible for an additional annual \$2,000 special APS for either (only one) of the following categories:

- ACT composite of 32 to 36
- SAT Critical Reading + Mathematics combination score of 1400 to 1600 (Writing score not included)
- National Hispanic Recognition Program Scholar

Note: Continuing eligibility and time frames for this scholarship are the same as for the regular APS. Transfer students do not qualify for the additional APS for ACT or SAT scores since their APS is based upon their transfer cumulative college GPA. However, transfer students can qualify for the additional APS if they are a National Hispanic Recognition Program Scholar. Students qualifying for the National Merit Finalist Scholarship or the National Achievement Finalist Scholarship are **not** eligible for this additional APS. All tests must be taken by July 15 to be evaluated to raise their APS.

Transfer Students (transferring 25 or more semester credits taken after graduating from high school) to Andrews University who are full–time undergraduates and in their first degree program may be eligible for an Andrews Partnership Scholarship. Based on their incoming cumulative college GPA, the Office of Undergraduate Admissions will grant an Andrews Partnership Scholarship according to the following:

GPA	Scholarship Amount
3.50 and higher	\$7,500
3.00 to 3.49	\$5,000
2.50 to 2.99	\$3,000
Below 2.50	\$1,500

Named Scholarships

Endowments and other restricted scholarship funds from alumni and friends of the university provide specially named scholarships as part of the Andrews Partnership Scholarship. Selected students are awarded, by their school, a named scholarship based on academic performance, declared major, and career goals. Because of this special recognition a thank–you letter is required to be submitted to the Office of Development by e–mail: development@andrews.edu, regular mail, or bringing it by in person. Receipt of a named scholarship will not increase the total amount of financial aid awarded if an Andrews Partnership Scholarship was already given.

Student Missionary/Taskforce Volunteer Scholarship

This scholarship is awarded to an undergraduate student who has served as a Student Missionary or Taskforce Volunteer and enrolls full-time at Andrews University the year following the year of service. The \$1,500 scholarship is a one-year award divided over two semesters. It is not transferable to any other school nor any other student. Approval for this scholarship is given by the University Chaplain from the Office of Campus Ministries. This scholarship is not part of the Andrews Partnership Scholarship.

Summer Ministries Scholarship Program

Summer camp scholarship will be based on \$170 per week for a maximum of \$2,210. Summer camps that pay minimum wage or higher are not eligible for this scholarship. Student Financial Services will determine the amount of the scholarship based on the information received from camp directors in time for financial clearance.

Magabooks and HHES are matched 50% of the net earnings. The entire net earnings must be placed onto the student's account at Andrews University before the scholarship is given. The scholarship cap is \$2,500.

Summer scholarships for Andrews University Field Evangelism and Church/Conference outreach programs are matched 100% based on the information given to Student Financial Services from each organization. The entire scholarship must be placed onto the student's account at Andrews University. The scholarship cap is \$1,500.

All summer scholarships are awarded to full-time graduate and undergraduate students attending the Berrien Springs campus and require full-time service. The scholarship closing date for consideration is October 31 of the current academic year.

If a student attends Adventist Colleges Abroad, Student Missionary or Task Force that fall, their scholarship will be held until the following year and funds disbursed the next fall semester. If they also work in a summer ministries program that year, the scholarship would be given the following fall semester.

Included and Excluded Funds

Funding for Andrews Partnership Scholarships may include Andrews University grants, named scholarships, and departmental scholarships, as well as the value of spouse free tuition. Funds not included in the Andrews Partnership Scholarship are Summer Ministries, Student Missionary/Taskforce, General Conference Missionary Matching, Undergraduate Research grants, the DeHaan Work Excellence Award, employer-provided scholarship or assistance, music performance, and non-Andrews outside resources.

Continuing Eligibility

To retain the Andrews Partnership Scholarship each student must meet all of the following:

- The university's Satisfactory Academic Progress policy
- Complete a four-year degree in ten semesters or get permission for an APS extension from the associate vice president for Enrollment Management. Students are allowed terms of prorated APS for less-than-full-time attendance (minimum 6 full-price credits, i.e. half time; handled manually upon written request to Student Financial Services). A prorated term counts as one complete term of the ten Andrews Partnership Scholarship terms allowed. 9–11 credits=75% APS; 6–8 credits=50% APS.
- Be a full-time (minimum 12 credit hours) undergraduate completing his/her first degree on the Berrien Springs campus
- Be a full-time (minimum 12 credit hours) student on the Andrews University main campus. Twelve Andrews undergraduate correspondence credits, 12 ELI non-credits, May Express, Sahmyook Top Scholar, and other discounted credits, do not qualify as full-time eligibility for the Andrews Partnership Scholarship.

Summer Enrollment

An Andrews Partnership Scholarship recipient may request the Andrews Partnership Scholarship during the summer term if all of the requirements are met. The summer term will count as one of the 10 semesters for which the Andrews Partnership Scholarship may be available. Usually the only aid available for summer is a student loan.

National Merit/National Achievement Finalist Scholarship

Andrews University rewards National Merit and National Achievement Finalists a special Andrews Partnership Scholarship that covers 100% tuition for four years for incoming freshmen with a cap of 144 credits and limited to a degree. To confirm receipt of the scholarship, submit appropriate records to the Office of Undergraduate Admissions. Gift aid is:

1. All gift aid received by the awardee, including a university scholarship or grant, cannot exceed the cost of full tuition. All gift aid is added in the following order: external scholarships, merit aid, and then need-based aid. Should the external scholarships and merit-aid portions exceed the cost of tuition per

semester, then books, general fee, required course fees and the minimum costs of room and board may be included in the calculation. Gift aid, for the purpose of this policy, is defined as

- a. Any Andrews funds such as, but not limited to Andrews Gift, named scholarships, or honors scholarships.
 - b. Any external aid received by the student for the purpose of school-related expenses such as, but not limited to, State grants, Federal grants, private scholarship grants, or denominational educational allowance.
2. No cash amount is paid directly to the student, nor may any funds be transferred to any other student's account. Tours are not included.
 3. The length of the National Merit and National Achievement Finalist Andrews Partnership Scholarship is nine (9) semesters with a cap of 144 credits and limited to a degree.
 4. All National Merit and National Achievement Finalist Andrews Partnership Scholarships may be renewed yearly if students maintain a 3.25 Andrews cumulative GPA.
 5. Transfer National Merit and National Achievement Finalists are eligible to receive the scholarship according to the general scholarship rules plus the following additional rules:
 - a. The scholar enters the scholarship program at his/her appropriate grade level. In no case is a transfer scholar eligible for a full four-year scholarship.
 - b. The student must meet the GPA requirements as outlined in #5 above at his/her appropriate grade level.

Andrews Gift Aid

In addition to the Andrews Partnership Scholarship, Andrews University makes Andrews Gift monies available to help satisfy the student's need as determined by the financial aid information. To be eligible for Andrews Gift aid, students must file the Free Application for Federal Student Aid (FAFSA), www.fafsa.ed.gov. To complete your financial aid award, you will need to submit the AU Financial Information Sheet and any other documents required for verification by the Student Financial Services Office. If you did not or could not use the IRS data retrieval tool on the FAFSA, we will need an IRS Tax Return Transcript. You can order one at www.irs.gov (select "Tools"). Processing time is approximately 5–10 business days. The priority processing date is March 1. No electronic award letter will be prepared until Student Financial Services receives and processes these forms. Andrews Gift will be recalculated if outside resources are received after initial awarding.

Many of the financial aid programs presented in this bulletin are governed by Federal and State regulations. Every attempt has been made to be accurate in the program description at the time of printing. Changes, however, may be made over which the university has no control.

Undergraduate Financial Assistance

Defining Financial Need

When figuring eligibility for financial aid, need is determined by the following Financial Aid Formula:

Cost of Attendance
Less: Expected Family Contribution
= Educational Need

Cost of Attendance refers to the amount it costs to attend Andrews. This cost includes tuition, estimated cost of books, general fee, room and board, personal and travel allowances.

Expected Family Contribution is determined by taking the information provided by the student on the Free Application for Federal Student Aid (FAFSA) and putting it through the analysis stipulated by the U.S. Congress.

Educational Need is the difference between cost of attendance and expected family contribution. In a few instances, the family contribution is greater than the cost of attendance; thus, aid may be awarded on academic excellence rather than on financial need. In all other cases, the need factor is what Student Financial Services attempts to solve. After determining which sources of aid a student may be eligible for, Student Financial Services brings together funds from these sources to fill as much of the educational need as possible. These resources may be Federal and/or State grants, Andrews gift and scholarships, internal and external scholarships, work-program earnings, loans, and other sources.

General Information

FERPA. Andrews University follows the Family Educational Rights and Privacy Act guidelines.

Financial Aid Documents. To find required documents visit www.andrews.edu/sf. To complete your financial aid award, you will need to submit the Financial Information Sheet and other documents if selected for verification. If you did not or could not use the IRS data retrieval tool on the FAFSA, we will need an IRS Return Transcript. You can order one at www.irs.gov (select "Tools"). Processing time is 5–10 days. No award letter will be prepared until Student Financial Services receives and processes these forms. Priority processing date is March 1.

The United States Department of Education selects some students for whom the school must verify the information submitted on their FAFSAs.

When to do the FAFSA. Students can file the FAFSA online after January 1. If a student files a paper FAFSA, the student must mail it to Federal Student Aid Programs as early as possible after the first of each calendar year. If a student chooses to apply on the web, www.fafsa.ed.gov, the student must mail the signature page with the appropriate signature(s) on it to the Federal Student Aid programs or sign electronically with the student's pin number. The Federal office will process aid eligibility only after receiving either the signed signature page or an electronic signature.

School Name and Federal School Code. The FAFSA must include the name(s) of the college(s) to which the student is applying. Andrews University's Federal School code is 002238.

Federal, State, and Campus Financial Aid. The information on Federal and State-based aid is in accordance with regulations and funding information available at the time this bulletin goes to press. Actual awards depend on Federal and State regulations and funding at the time aid is disbursed.

Aid money is credited to the student account each semester. Any change required in the student's verification process (check to be sure what was entered on the FAFSA matches what was entered on the verification forms) can change the distribution and amount of aid.

Master Promissory Note (MPN). Andrews University follows Federal guidelines for Master Promissory Notes. Students sign electronically a loan note only once indicating their intent to use loans to pay their tuition expenses and their commitment to repay the loans after graduation. Once electronically signed, the loan note remains active for ten years (unless it is canceled by the student). Andrews University uses an in-house loan-request form for students to indicate which loans and how much loan eligibility they will use each year.

Funding Limitations. Should university aid funds become over-committed, Andrews University reserves the right to reduce all previously granted awards, to

discontinue making further awards, and/or to use other appropriate methods to bring aid expenditures into agreement with budgeted aid figures.

Financial Aid Eligibility. To be eligible for financial aid, the student must be:

- Accepted on regular, provisional, or probationary status (PTC acceptance is not recognized for aid purposes).
- Enrolled in a program of study leading toward a degree or a certificate.
- Registered for at least one-half of a full class load each semester.

A full class load is usually required for campus-based aid.

Citizenship Requirements for Federal and State Aid.

- A U.S. citizen or national.
- A U.S. permanent resident.
- Citizens of the Freely Associated States: the Federated States of Micronesia and the republics of Palau and the Marshall Islands. Eligible only for Pell Grant.
- Other eligible non-citizens.
- Only students who meet the Michigan residency requirements and filing dates will be eligible for Michigan aid consideration.

Non-citizen Eligibility. An eligible non-citizen is a student whose status matches one of the following:

- A U.S. permanent resident who has a "green card" (I-151, I-551).
- A person who has an Arrival-Departure Record (I-94) from the Bureau of Citizenship and Immigration Services (BCIS) showing one of the following designations: "Refugee," "Asylee," "Parole," "Cuban-Haitian Entrant, Status Pending," ["Conditional Entrant" (valid only if issued before April 1, 1980)]. They may also have a Refugee Travel Document (Form I-571).
- Victims of human trafficking will have a letter from Health and Human Services or a T-visa. Battered immigrants under the Violence Against Women Act will have an I-797 form or a court order from an immigration judge.
- Persons with a passport with an Arrival/Departure Record (I-94) stamped with the following endorsement: "Processed for I-551. Temporary Evidence of Lawful Admission for Permanent Residence. Valid until _____, Employment Authorized" with an A-number and valid date.
- Persons with an unexpired foreign passport containing a machine readable immigrant visa (MRIV) in the passport, with a Customs and Border Protection inspector admission stamp and the statement "UPON ENDORSEMENT SERVES AS TEMPORARY I-551 EVIDENCING PERMANENT RESIDENCE FOR 1 YEAR." The MRIV must be in an unexpired foreign passport, endorsed, and is valid for one year from the date on the endorsement stamp.
- Persons with a U.S. Travel Document (I-327) or Refugee Travel Document (I-571) annotated with "Permit to Re-enter Form I-327."
- Persons with at least 50% Native American blood born in Canada. They may need to provide proof of both qualifications.

Note: This documentation is acceptable as long as the expiration date has not passed.

Students who have only a Notice of Approval to Apply for Permanent Residence (I-171 or I-464A), students who are in the United States on an F1 or F2 student visa only, or students on a J1 or J2 exchange visitor visa only cannot receive Federal and State aid. Also, persons with G series visas (pertaining to international organizations) are not eligible for Federal and State aid.

Class Loads and Financial Aid. Aid is awarded for an entire academic year (two semesters) and is based on full-time enrollment. The summer session usually is not part of the regular academic year. Students do not receive aid during non-enrollment periods. Most aid programs require students to be enrolled at least half-time. Students who enroll with a half-time class load may receive a maximum of 50% of the full-time award. Three-fourths time enrollment permits students to receive a maximum of 75% of the full-time award. Students who change their course load during a given semester should read the Financial Aid Refund Policy.

The student's continued eligibility for financial aid is also based on his/her academic progress as described in the following chart:

Credit Hours for Class Loads			
Program/Level	Full-load	3/4 Load	Half-load
Undergraduate	12+	9-11	6-8
Physical Therapy	12+	9-11	6-8
Graduate School and Seminary	8+	6-7	4-5
MDiv	9+	6.75-8	4.5-6.74

Cost of Attendance Limitations. The maximum award a student can receive is regulated by Federal and State regulations. The university is required to ensure that the combined financial resources available to students from Federal and non-

Federal sources do not exceed documented educational need. These sources include but are not limited to:

- Federal Perkins Loan Program
- William D. Ford Federal Direct Loan Program (formerly the Federal Stafford Loan Program—and hereafter referred to as the Federal Direct Loan)
- Federal Pell Grant
- Federal Supplementary Educational Opportunity Grant (FSEOG)
- Tuition and fee waivers
- Andrews Partnership Scholarship
- Andrews Gift
- Scholarships or grants from parent’s employer
- State grant and scholarship
- Any grant or scholarship from any source
- Federal work–study earnings

Student Financial Services monitors all aid and is required to adjust awards to conform to Federal, State, and institutional regulations.

Special Circumstances. Under certain situations, the United States Department of Education permits a school’s financial aid office to make adjustments to the parent’s or student’s analysis information (provided on the FAFSA at the time of application). The adjustments permitted take into account changes in the family’s financial situation that occurred since the FAFSA was completed. These special situations include, but are not limited to:

- Loss of employment
- Loss of untaxed income
- Separation or divorce
- Death of a parent
- Illness or excessive out-of-pocket medical expenses
- Tuition paid by parents for student siblings in elementary or secondary school

Students who have completed their financial aid process and later experience one of these special situations should ask their financial advisor to review their aid eligibility. To request this financial aid eligibility review, the independent student or the parent of a dependent student must provide a signed request, with proof of change. Proof may include such documents as a death certificate, employer discharge letter, or last paycheck stub. One or more documents must accompany the Request for Financial Aid Review, available from the Student Financial Services Office. When requesting a review, emphasis should be placed on information that was not available originally to the Student Financial Services Office. Anticipated changes are not grounds for a review. After reviewing the information submitted, Student Financial Services may require additional documentation. When all necessary documentation has been considered, a response may be expected within three days.

Unfortunately, not all circumstances that are considered special by parents and students are permissible by the federal government. Appeals to the initial determination must be received in writing no later than three weeks after receiving the initial determination. Appeals are reviewed by the vice-presidents for Financial Administration and Enrollment Management together with the director of Student Financial Services. All information regarding financial aid in general and special conditions is treated confidentially.

Priority Dates for Financial Aid Applicants. Students desiring financial aid must apply each year and submit the following documents:

- February 15—The Free Application for Federal Student Aid (FAFSA) should be filed on-line at www.fafsa.ed.gov indicating Andrews University (school code 002238) as the first college to which the analysis report should be sent. The U.S. Department of Education may take several weeks to complete an analysis of the form. Therefore, students should comply with the February 15 priority date to make sure the analysis is received in the Office of Student Financial Services by March 1.
- March 1—Submit the AU Financial Information Sheet and other documents if selected for verification. If you did not or could not use the IRS data retrieval tool on the FAFSA, we will need an IRS Tax Return Transcript. You can order one at www.irs.gov (select “Tools”). Processing time is approximately 5–10 business days. Priority processing will be given to students with all completed forms turned in by March 1. Students whose forms arrive after March 1 will be processed as their student files are completed. Some funds may be unavailable after March 15.

Financial Aid Refund Policy. This policy covers changes in the amount of financial aid due to the dropping of classes or withdrawal from school.

Students who receive financial aid from state or Federal funds must be aware that any change in the number of credits taken during each semester may affect the

amount of financial aid they can receive. A smaller number of credits lessens the amount of aid. The amount of aid hereby forfeited must be returned to the aid fund. Likewise, a complete drop means that aid funds be returned, depending on the date of the complete drop. The rules controlling such refunds to the aid fund(s) are determined by the U.S. Department of Education and are used for all Title IV recipients nationwide.

Federal Title IV Aid Programs. After use of the Federal formula, funds are returned in the following order for students who drop all their classes:

William D. Ford Federal Direct Loan
Federal Perkins
Federal Pell
Federal SEOG
Other Title IV student assistance

State Grants and/or Scholarships. Michigan refunds are calculated using the following two–step formula.

- | | |
|----|---|
| 1. | Amount of aid for ÷ Tuition and fees = Percentage enrollment period for same period |
| 2. | Percentage x Tuition and fee = Amount returned adjustment to aid fund |

Michigan Residents are defined as dependent students whose parents have resided in Michigan since June of the year before the enrollment year or as independent students who have resided in Michigan since June of the year before the enrollment year.

Pennsylvania, Vermont, Rhode Island, and other States. Determine grant eligibility following each State’s applicable guidelines.

External Grants and/or Scholarships. Aid is returned to donor organizations according to each organization’s own guidelines. Non–Title IV funds include:
State Grant/Scholarship
External Scholarships/Grants
Educational Allowance/Discounts

Adjustments to Andrews University Funds. To figure the amount of adjustment, use the following two–step formula.

- | | |
|----|---|
| 1. | Amount of aid for ÷ Tuition and fees = Percentage enrollment period for same period |
| 2. | Percentage x Tuition and fee = Amount returned adjustment to aid fund |

Appeal Procedure. Students who think their needs have not been adequately met may follow this appeal procedure:

1. Students present all relevant facts for another evaluation to the Director of Student Financial Services.
2. Students wanting further consideration may appeal to the following administrators in order:
 - a) The academic dean of the school/college in which the student is enrolled.
 - b) The Vice President for Enrollment Management.
 - c) The Vice President for Financial Administration.

All appeal decisions, of course, must conform to State and Federal government regulations.

Federal Perkins Loan Program

Students who are no longer enrolled, have not paid on a Federal Perkins Loan obtained at Andrews University and request their academic transcripts must contact the Perkins Loan Collection Office for more information. This office is part of Student Financial Services on campus and can be contacted by calling 269–471–6271.

Work Study Program

Students employed under the Federal Work Study (FWS) program receive their entire paycheck. However, students who intend to use part of their earnings to pay their student accounts, are expected to deposit at least 60% of their paychecks onto the school account each pay period. In the FWS program, the student’s earnings are paid both by Andrews University and the Federal government. Students must do everything necessary to reach the work earnings that are estimated in their award. Otherwise they must be prepared to pay the difference from personal or parental resources.

Federal Work Study (FWS). To be eligible for assistance under the Federal Work Study program, students must demonstrate financial need and have a minimum overall GPA of 2.00. This program parallels the student labor program of the university. Eligibility for this program is determined through the standard financial

aid application process. Students working under the Federal Work Study Program must be U.S. citizens or eligible non-citizens.

Satisfactory Academic Progress (SAP)

Students must make Satisfactory Academic Progress (SAP) toward the completion of their associate, baccalaureate, or graduate degrees to qualify for financial aid. All students who receive assistance from a financial aid program that requires Satisfactory Academic Progress must follow the university’s financial aid policy. The financial aid recipients’ past academic work at Andrews University is reviewed regularly and must meet the standards of the Satisfactory Academic Progress policies noted below.

SAP Policy for Undergraduate Students with Financial Aid

The Satisfactory Academic Progress policy requires undergraduate students to maintain the following minimum standards:

- Full-time students must register for a minimum of 12 credit hours and must complete a minimum of 8
- Half-time students must register for a minimum of 6 credit hours and complete a minimum of 4

Students must complete at least two thirds of the number of credits with a passing grade regardless of their enrollment status (full-time or half-time). Student Financial Services confirms that the student has met this requirement at the beginning of the student’s new enrollment period. The student may attempt up to one and a half the number of credits required for their degree, over a six-year time frame. Credit grades include A, B, C, and D. Non-credit grades include withdrawal after drop-add date, audit, incomplete, failing, and non-credit.

Grade-Point Average (GPA) Required. To make satisfactory academic progress, students must maintain an Andrews overall GPA at or above the minimum levels listed below according to the number of semesters completed at Andrews University.

Semesters at AU	Minimum AU GPA
1	1.50
2	2.00

Students who do not meet the SAP policy at the beginning of the school year are observed on a semester basis. Changes in GPA due to completion of “incomplete” or “deferred” grades or changes made for any other reason are considered when aid eligibility is reviewed at the next regular monitoring time.

At the beginning of each school year, students are placed into one of the following categories on the basis of the previous year’s academic performance:

Satisfactory Progress. Students who meet all regulations outlined in the Satisfactory Academic Progress policy and new students beginning their academic work at Andrews University with the minimum GPA required for regular acceptance qualify as making SAP.

Financial Aid Warning. Students who fail to meet all regulations outlined in the SAP policy receive a Financial Aid Warning for one semester. During the Financial Aid Warning semester, students are eligible to receive financial aid as awarded. Academic Performance during this semester determines whether financial aid is given in future semesters. If students raise their overall GPA to the required minimum (see minimum AU GPA table above) and reach the minimum number of successfully completed credit hours required (two thirds of all hours attempted), they are returned to satisfactory progress status. Students who fail to reach the minimum required standards are no longer eligible for financial aid and their aid is ended. Students placed on Financial Aid Warning are encouraged to contact their academic department for assistance in planning for academic success.

Termination of Aid. Financial aid benefits are ended after the Financial Aid Warning semester if the student fails to reestablish a satisfactory overall GPA and/or reach the minimum credits required to be returned to satisfactory progress status. To receive financial aid again, the student must register for classes (at his/her own expense), successfully complete the required number of credit hours, and reach the minimum GPA required to meet the SAP criteria.

Financial Aid Probation Appeal. Students who fail to maintain Satisfactory Academic Progress and who lose current semester financial aid may appeal such an action. All appeals must be made in writing. Students must provide Student Financial Services with a copy of their Academic Plan made with their Academic Department. If an appeal is approved, a student will be placed on Financial Aid Probation. Students will be re-evaluated at the end of the probationary semester for continued Financial Aid eligibility.

Repeat Credits. Repeat credits are counted only once as part of the total credits attempted.

Adventist Colleges Abroad (ACA)

Eligibility Criteria. Students planning to attend an institution affiliated with Adventist Colleges Abroad (ACA) may be eligible to obtain Federal and State financial aid under the following conditions:

1. The student registers at the Andrews University Berrien Springs campus for at least two semesters before attending Adventist Colleges Abroad (ACA).
2. The student must meet Andrews University’s Satisfactory Academic Progress policy.
3. Aid-eligible students may receive Federal and/or State financial aid only as long as it takes to complete 25% or less of their total degree program (usually the equivalent of two academic semesters). However, students are not eligible for:
 - Federal campus-based aid (Federal Work Study, Federal Perkins Loan, Federal Supplemental Educational Opportunity Grant)
 - Andrews University scholarships and grants while attending an ACA campus.

Application Procedures. Students should follow the procedure outlined below to apply for financial aid for enrollment at an ACA college:

1. Complete the Free Application for Federal Student Aid (FAFSA) form online at www.fafsa.ed.gov indicating Andrews University as the first college of choice.
2. Complete your financial aid award, you will need to submit the AU Financial Information Sheet and other documents if selected for verification. If you did not or could not use the IRS data retrieval tool on the FAFSA, we will need an IRS Tax Return Transcript. You can order one at www.irs.gov (select “Tools”). Processing time is approximately 5–10 business days.

All students planning to attend an ACA college must meet the University’s **March 1 financial aid priority deadline**. Students who miss the deadline may experience difficulty in having aid posted to their account when they need it. Students are advised to complete the entire financial aid process before leaving the U.S.

Application Process—ACA Affiliated Colleges. A student planning to enroll at an ACA college should submit an ACA application form to Andrews University Enrollment Services.

A student is accepted only when all the necessary financial aid documents are received and Student Financial Services can process an aid application. The student is informed if he/she is eligible for aid.

When the verification process is complete, Student Financial Services credits the student’s aid award(s) directly to his/her student account at Andrews University. A student applying for the Federal Direct Loan must sign a master promissory note before leaving for the ACA school. When a loan is approved, funds are credited directly to the student’s account at Andrews University.

Student Missionary and Taskforce Worker Academic Credit/Loan Deferral Program

To enable students to participate in the Student Missionary and Taskforce volunteer service programs, especially students who have borrowed funds under the William D. Ford Federal Direct Loan or Federal Perkins Loan, Andrews University has a special academic loan deferral program for U.S.–citizen and permanent resident undergraduate students. This program allows student borrowers to remain in loan-deferment status (student loan repayment is postponed) while keeping student status with either a non-credit continuation course or independent study courses arranged before leaving Andrews. The following guidelines apply:

While away, students may choose either Continuation or Independent Study.

1. **Continuation Study**
 - a. All Andrews Student Missionary or Taskforce workers must register (before leaving for service) for IDSC296 or IDSC596 Student Missionary/Taskforce Experience for each semester they plan to be away. Students are charged a semester recording fee of \$69. Students that have not completed any Andrews credits must pay the recording fee up front. (AU students are students that have applied, been accepted and have an AU ID number.)
 - b. Students receive a non-credit continuation entry on their grade for each semester.
 - c. During this time financial aid is not available.
2. **Independent Study, TESOL Certificate, and Preparation for Mission Courses**
 - a. Students that have completed one term at Andrews are eligible to register for 6 undergraduate credits each semester (a total of 12 credits) at the reduced tuition rate of \$44 per credit. Student missionaries are eligible to register for up to 8 credits of mission preparation courses during the summer prior to departure. These courses include: TESOL Certificate Program ENGL435 Topics in Linguistics: TESOL Certificate, ENGL460, ENGL465 and RLP325 Preparation for Mission Service. (Effective summer 2012.)

- b. In consultation with the appropriate academic dean, students must develop an individualized list of courses for which they register that will apply toward general education requirements, majors, minors, emphases, or electives as approved by the dean.
- c. For each course in which they are registered, students work with a teacher before leaving to identify the course requirements. They must remain in regular contact with the teacher during the time spent off-campus.
- d. Students will receive a deferred grade (DG) for each course. Upon their return from service, students must contact the course teacher and complete all requirements within one semester after the date of return from service. (A suggested list of alternative courses is available from the dean's office.)

Both categories of students must complete registration for both semesters before leaving the Andrews University campus for Student Missionary or Taskforce services. Financial Aid is not available for students enrolled in this program. A detailed procedure sheet for these programs may be secured from the Office of Campus Ministries.

3. **Non-Andrews students** do not register for any classes and work directly with Campus Ministries when requesting deferred payment on student loans.

Loan Deferment Regulations. According to U.S. Department of Education rules governing the Federal Direct Loan Program, students who no longer are enrolled on at least a half-time basis must make their first student-loan payment six months from the last date of enrollment. The time limit for Federal Perkins Loan holders is nine months.

The Student Missionary/Taskforce Experience course is designed so students who are registered will not lose their grace period and will not have to begin repayment of their student loan.

Students Ineligible for Program Benefits. The following students would not need to enroll for Student Missionary Experience classes because they do not need the credits to ensure that their loans remain in deferment:

- Students currently making loan payments
- Students in other than full-time enrollment deferment
- Students who have exhausted their grace period would have to make loan payments
- Students who have a Canadian Student Loan

Gift Assistance

Honors Audit Program. Honor students may audit a class each semester if they are enrolled for at least 12 regular credits. Honors audit credits are not taken into account when determining a student's academic progress. Also, honors audit credits do not count for determination of enrollment status for financial aid purposes. The student must complete an Honors Audit form during regular registration. For more information, consult with the Honors office.

Bureau of Indian Affairs. Grants are offered to students who are enrolled members of a federally recognized American Indian tribe and demonstrate financial need. Visit www.bia.gov and click "How do I...." to select your regional contact office.

Veterans' Education Benefits & Services. The University is approved for certification of students eligible to receive educational assistance from the Department of Veterans Affairs (DVA). Eligibility for VA educational assistance is determined by the Department of Veterans Affairs. Our regional office is located in St. Louis, Missouri. University services for students who receive educational assistance through the DVA are located in the Administration Building, first floor, Room 121 in the Office of Student Financial Services. Information concerning VA educational assistance (may be obtained by phone 269- 471-3286, e-mail veterans@andrews.edu, or a visit to the Office of Veterans Services. VA forms used for making application for educational assistance are available at the GI Bill webpage: www.gibill.va.gov. A printed copy of an application submitted online to the VA will be required by the University's Office of Veterans Services.

It is the responsibility of the student to complete a Veterans Registration form every term to continue receiving G.I. Bill money. The form is available in the Office of Veterans Services. Each term the required Certification of Enrollment (VA Form 22-1999) will be electronically submitted by the University's Veterans Certifying Official to the VA Regional Processing Office after the last day to add or drop a course. An earlier date for certification may be requested if the veteran feels certain his schedule will not be changed.

Students receiving benefits are expected to attend all classes and to progress satisfactorily toward their objective. Any change of degree program, change with class registration, or withdrawal from school must be reported immediately to the VCO in the Office of Veterans Services. Failure to comply with VA regulations may result in loss of benefits and/or legal action on the part of the U.S. Department of

Veterans Affairs. If the student does not make satisfactory academic progress and is academically dismissed from the University, the U.S. Department of Veterans Affairs is notified and all veterans' benefits are ended by the USDVA. If a veteran is academically dismissed from the University but is later readmitted, the VA benefits cannot be resumed until the veteran has met the University requirements for reinstatement.

Vocational Rehabilitation Educational Assistance. The University is approved for enrollment certification of veterans with service-connected disabilities who are eligible to receive Chapter 31, Title 38, U.S.C.. educational assistance from the U.S. Department of Veterans Affairs. University services for veterans are coordinated through the Veterans Certifying Official in the Office of Veterans Services which is located in the Administration Building, first floor, in the Office of Student Financial Services. Information concerning educational assistance and campus procedures may be obtained by phone 269-471-3286, e-mail veterans@andrews.edu, website www.andrews.edu/sf or by visiting the Office of Veterans Services.

The veteran should make contact with the Vocational Rehabilitation & Employment Office (28), Battle Creek Medical Center Bldg. 39, Rm 14, 5500 W Armstrong Rd, Battle Creek, MI 49105. The VRE case manager assigned to Andrews University can be called at 269-223-5577. Veterans use VA Form 28-1900 to apply for the Chapter 31 benefit. The form is available online at www.gibill.va.gov. Information and instructions are included on the reverse side of the application form. Following receipt of the application in the regional office, VA will make a determination of eligibility. If the veteran is eligible, VA will schedule an appointment with a Counseling Psychologist (CP) or Rehabilitation Counselor (RC) for an initial evaluation to establish the veteran's entitlement to vocational rehabilitation. Contractors may be utilized to assist in working with the veteran to gather information needed for the CP or RC to make an entitlement determination. The VRE case manager will provide VA Form 28-1905 Authorization and Certification of Entrance or Reentrance into Rehabilitation and Certification of Status. This form is required for certification of enrollment which will be submitted to the VRE by the University Veterans Program Administrator in the Office of Veterans Services.

If the veteran requires academic accommodations due to a disability, he/she should contact the Student Success Center in Nethery Hall to coordinate the University's accommodations with those provided by the Vocational Rehabilitation and Employment Office. Student Success can be contacted at 204 Nethery Hall, success@andrews.edu or 269-471-6096.

It is the responsibility of the student to visit the University's Office of Veterans Services at the beginning of each term for which the student desires to receive VRE educational assistance. All required paperwork must be completed before the Certification of Enrollment (VA Form 28-1905) will be submitted to the Vocational Rehabilitation & Employment Regional Office. Certification will be submitted after the last day to add or drop a course each term. An earlier date for certification may be requested if the veteran feels certain his schedule will not be changed.

A Purchase Request Form that includes VRE purchasing guidelines is available in the Office of Veterans Services. It is required for all purchases at the campus bookstore or computer store. Written approval must be obtained from the VRE case manager for certain purchases. Veterans should plan to make their purchases within thirty (30) days after the first day of classes each term. An invoice for tuition, academic fees, and books/ supplies will be sent to the VRE after that date. Payment will be made to the University and credited to the veterans' student statement.

Students receiving benefits are expected to attend all classes and to progress satisfactorily toward their objective. Any change of degree program, change with class registration, or withdrawal from school must be reported immediately to the VCO in the Office of Veterans Services. Failure to comply with VA regulations may result in loss of benefits and/or legal action on the part of the U.S. Department of Veterans Affairs.

Vocational Rehabilitation State/Federal Programs. Students who have permanent disabilities which may limit their employment (after completion of their study program) should contact the Vocational Rehabilitation Regional Office in their state of residence for possible assistance.

If the veteran requires academic accommodations due to a disability, he/she should contact the Student Success Center in Nethery Hall to coordinate the University's accommodations with those provided by the Vocational Rehabilitation and Employment Office. Student Success can be contacted at 204 Nethery Hall, success@andrews.edu or 269-471-6096.

Tuition Discounts

Affiliated Hospital Nurse—33 Percent Tuition Discount. The university offers registered nurses working in hospitals affiliated with the Andrews Department of Nursing a 33% reduction of their tuition for all classes taken toward the Bachelor of Science in Nursing degree. The nurse must be accepted as a regular student in the BS degree in nursing and request the tuition reduction each semester. Also, the student must provide the Department of Nursing with proof of continued employment at the affiliated hospital. For a list of affiliated hospitals contact the

Department of Nursing. Students eligible for the reduction are not eligible to receive any other Andrews discretionary funds.

Local Business Employee—33 Percent Tuition Discount. Fulltime employees of companies located in Berrien County and the South Bend/Mishawaka area may receive a 33% reduction of tuition for undergraduate courses. Application for the tuition reduction can be obtained at the dean's office and must be completed no later than the first two weeks of each semester. Students eligible for the reduction are not eligible to receive any other Andrews discretionary funds.

Prior Baccalaureate Degree—33 Percent Tuition Discount. Students who have earned a baccalaureate degree may receive a 33% tuition reduction for courses taken for a second baccalaureate degree. This discount applies only to courses required to complete the 2nd degree. Courses included in the package tuition, but are not required for the 2nd degree, will be billed at full tuition.

Application forms are available at the offices of the respective deans. The completed forms must be filed with the respective dean no later than two weeks after the beginning of each semester for which the 33% tuition reduction is requested. An official transcript showing all class work and the awarding of a bachelor's degree must be on file with the Office of Academic Records of the university before the 33% tuition reduction can be applied. Students eligible for the reduction must be enrolled for a second undergraduate degree and are not eligible to receive any other Andrews discretionary funds. Students enrolled in a graduate program but who must complete undergraduate prerequisites are eligible. **Note:** Forms are to be picked up at the dean's office of your appropriate school.

Limitations to the Prior Baccalaureate Degree Tuition Discount. The following limitations apply to this plan:

1. No course taken under this plan may receive graduate credit or apply to a graduate degree.
2. In the School of Health Professions Physical Therapy programs, the plan only applies to students accepted and enrolled for prerequisite requirements under the preferred acceptance guidelines.
3. This tuition reduction does not apply towards architecture degree.
4. In the School of Education, the student must be enrolled in a second baccalaureate degree; however, this plan is not available until one calendar year after graduation and is limited to 16 credits each semester.
5. In the School of Business Administration, the plan does not apply to independent study/readings/research or internship credits. Also, it does not apply to any course not offered as a regularly scheduled class in a given semester.
6. The plan applies to tuition only, not for housing, food and similar charges.
7. The discount does not apply to laboratory fees, surcharges for applicable courses, private music or flight lessons, independent study or reading courses, student teaching, courses in the Center for Intensive English, international languages taught as prerequisites for advanced degrees, courses taken off campus, study tours, May Express classes or private tutoring GNST116.
8. This plan is applicable to classes where space is available and where hiring of additional faculty or staff is not required. In the event a class is not available, notification is given as soon as possible after the end of the drop/add period.

Local Area Educators—33 Percent Tuition Discount. Full-time teachers employed in Michigan and Indiana area schools who are not fully credentialed may receive a 33% reduction of tuition for undergraduate, Master of Arts in Teaching, and Master of Arts in Educational Administration courses taken toward the completion of their teacher certification requirements. Application for the tuition reduction can be obtained in the dean's office and must be completed no later than the first two weeks of each semester. The student must provide proof of area school employment. Students eligible for this reduction are not eligible to receive any other Andrews discounts or any other discretionary funds applied to the program receiving the 33% reduced tuition.

Workers from Overseas Divisions—Tuition Discount. "When any division other than the North American Division sends its workers or their dependent children to attend colleges in the North American Division and makes financial payments from denominational funds on behalf of such students directly to the college concerned, the college will match dollar for dollar with the sending division, up to 25% of undergraduate tuition. If the person also receives a Federal or State scholarship (or grant), the school may reduce this discount in direct proportion to the amount of such scholarship. Such remittance must come through the division and on approval of the division committee" (North American Division Working Policy, F 80 15).

Retiree Tuition Discount. A retired person who has reached age 65 may receive a 50% tuition discount for up to three undergraduate or graduate credits annually.

Former Andrews University employees who have retired may receive a 50% tuition discount. Admission to limited enrollment courses is contingent upon space

available in the class, with preference being given to students paying regular tuition rates. Any additional class fees and/or supply fees are the responsibility of the student.

This discount applies to credit, audit, or non-credit classes. This discount does not apply to independent study, directed reading, private music lessons, practicums, clinical experiences, or any instruction outside of the normal classroom setting. Application for this 50% discount should be made to the dean of the school involved. The dean then authorizes the appropriate discount.

Students eligible for this reduction are not eligible to receive any other Andrews discounts or discretionary funds.

Graduate Financial Assistance

Qualifying Criteria

For financial aid eligibility, graduate students must meet the rules in the following two areas:

- **Enrollment Status**—Students must be accepted into a curriculum authorized by the faculty of their respective school. Students enrolled on PTC status (permission to take classes) are not eligible to receive financial aid.
- **Course Load**—Students are awarded financial aid based on their percentage of full-time enrollment as defined in Class Loads and Financial Aid.

Special regulations apply to students who have completed all course work and are preparing theses, projects, or dissertations.

College of Arts & Sciences

Students who have completed all course work in an approved graduate program may not have completed all work needed to complete a degree. A student may be deemed to be enrolled fulltime provided the student meets one of the following criteria:

1. Is enrolled in one of the following courses:
COMM 589 (Internship)
2. Is enrolled in a Project Continuation, Recital Continuation or Thesis Continuation course. Only students who have enrolled for the required number of project, recital or thesis credits but have not completed the work are eligible.

School of Health Professions

Students who have completed all course work in an approved graduate program may not have completed all work needed to complete a degree. A student may be deemed to be enrolled fulltime provided the student meets one of the following criteria:

1. Is enrolled in one of the following courses:
PTH 881, PTH 882, PTH 883, PTH 884 (Clinical Internship)
NRSG 680 (Internship)
FDNT 594 (Practicum)
2. Is enrolled in a Project Continuation or Thesis Continuation. Only students who have enrolled for the required number of project or thesis credits but have not completed the work are eligible.

Theological Seminary

Doctoral Students. Students who have completed all course work in an approved doctoral program must register for 1–6 credits under GSEM 796 – DMin Project/ Dissertation or 1–12 credits under GSEM 995 PhD–ThD Dissertation, or 1–14 credits under DSRE995 Doctoral Dissertation. If the candidate does not complete the dissertation, he/she must register for GSEM 788 – DMin Project Continuation or GSEM 888 – PhD–ThD Dissertation Continuation until the dissertation is completed to qualify for status as a full-time student. Confirmation by the dissertation chair that full-time work is being done must be sent to Student Financial Services.

Master's Students. To obtain full-time status for the MA degree, the student must register for GSEM 688 Master's Degree Continuation after he/she has registered for the allowable thesis credits but has not finished the work. Confirmation by the dissertation chair that full-time work is being done must be sent to Student Financial Services.

Andrews Graduate Scholarship

Availability

1. The Graduate Scholarship is available for full time students in:
 - All on campus Master programs (except professional master programs).
 - Professional Doctoral level programs: EDS, EDD, DPT.
 - Doctoral programs PhD, ThD.

- The Graduate Scholarship cannot overlap with another discount from an Andrews University budget.
- The Graduate Scholarship will not be available for programs that already have a discounted tuition below the standard tuition rate. If the Graduate Scholarship is greater than the discount provided by the specific program, then the difference will be awarded as an additional scholarship.
- The Graduate Scholarship does not apply for staff members that are using the free class benefit from Andrews University. If the Graduate Scholarship is greater than the discount for which the staff member is eligible for, the difference will be awarded as an additional scholarship.
- The Graduate Scholarship will be assigned by the School of Graduate Studies and Research and applied by the Office of Student Financial Services at the time of a student's registration.

Scores

The Graduate Scholarship is a tuition reduction percentage and is awarded as follows:

Tuition Reduction	Combined Verbal and Quantitative GRE Scores	GMAT Score
10%	≥300	≥500
25%	≥310	≥550
50%	≥320	≥600

Time Limits

The scholarship is available for the following number of semesters:

Master's Level programs	4 Semesters
EDS, EDD, DPT	6 Semesters
PHD, THD	8 Semesters

Eligibility

- New graduate students who meet the appropriate GRE/GMAT scores are eligible for the Graduate Scholarship if:
 - The students took the GRE/GMAT prior to the start of the first semester.
 - For example, students registering for their first semester in the Fall 2013 should have taken the GRE/GMAT prior to the start of that semester.
 - The students took the GRE/GMAT test during their first semester in the graduate program. However, because the GRE/GMAT was taken during their first semester of registration the GRE/GMAT scholarship will be applied in their second semester.
 - For example, students who took the GRE/GMAT during their first semester of Fall 2013 are eligible for the scholarship in their second semester, Spring of 2014. Fall 2013 will count as one of the semesters of the scholarship.
 - The student took the test multiple times in their first semester. In that case, the highest score will count toward the GRE/GMAT scholarship. However, because the GRE/GMAT was taken during their first semester of registration the GRE/GMAT scholarship will be applied in their second semester.
 - For example, if students took the GRE/GMAT multiple times in their first semester of Fall 2013, then the highest GRE/GMAT score will count toward their scholarship for Spring 2014. Fall 2013 will count as one of the semesters of the scholarship.
- In order to retain the Graduate Scholarship, students are required to maintain the minimum GPA for their program. Students whose GPA falls below the required minimum for their program will permanently forfeit the scholarship.
- Scholarship money will not be applied retroactively to any coursework started prior to taking the exam.
- Students applying and accepted to a second graduate degree, who already had received the Graduate Scholarship, will be eligible to the scholarship for the new program if the GRE/GMAT scores are not older than 5 years.

Discount Percentage	Programs
25%	MA Religion
	MA Religious Education
	MA Youth and Young Adult Ministry
	MAPMin
40%	CIDP
33%	MDIV/MSW
	MAYYAM/MSW
38%	MA Youth Ministry
	MAPMin
50%	PhD Counseling Psychology
	EdS School Psychology
	MA School Counseling

	MS Special Education
	MA Clinical Mental Health
	Leadership Certificate
	Post-MS Nursing Education Certificate
	MPH Nutrition & Wellness
Varied	MDIV Credits ≤ 5
Subsidized	MDIV
Reduced Tuition	DPT
	DScPT
	MBA
	MBA Online

Please visit Financial Information section and the program page for more information.

Federal Aid

Students should read the General Information, p. 70, and Satisfactory Academic Progress sections, p. 78, to determine their eligibility for financial aid. Federal Direct Loans are available to graduate students. To apply for this aid, refer to p. 70, General Information, and the Financial Aid Quick Reference.

Institutional Aid

Student Financial Services forms need not be completed for students to apply for the Andrews graduate grant or scholarship; students must apply directly to the graduate dean or department head of the school/program. All aid received by the student (except assistantships), however, is taken into account when determining eligibility for a student loan and a Michigan Tuition Grant.

Grants and Scholarships

Grant, scholarship, and assistantship funds are available through the offices of the various academic deans and department chairs. Grants and scholarships are gift aid; however, if a student is given an assistantship, this is considered to be employment and is processed through the Office of Employment. Application forms, if required, must be requested from and returned to the respective dean's office. The student does not need to complete any application paperwork for Student Financial Services to apply for and receive institutional aid.

Seminary Emergency Aid Fund. This emergency aid fund is available to seminary students for emergency relief only and is not a form of continuous financial aid. Students may apply for assistance through the seminary dean's office.

Student Employment Program

Work opportunities for graduate students are available through the university's Employment Office. Assistantships are available as arranged by the dean or department chairs of the school where the student is enrolled. For information regarding employment contact the Employment Office. The website is www.andrews.edu/hr/.

Travel Equalization Fund

Graduate students coming more than 500 miles to the University from the United States, Canada, or overseas may be reimbursed for part of their travel expenses if certain criteria are met. For information, contact the Office of Student Financial Services.

Federal Loans and Scholarships

Information on the following sources of financial aid may be obtained from Student Financial Services. For details, review the Financial Aid Quick Reference.

Loans

- Federal Direct Loan Program (Unsubsidized)
- Federal Graduate PLUS Loan

Scholarships

- Paul Douglas Teacher Scholarship

SAP Policy for Graduate Students with Financial Aid

Graduate students must meet the Andrews University Satisfactory Academic Progress (SAP) policy. The following minimum standards must be met for Federal and State financial aid purposes. Students must maintain the minimum Andrews University graduate overall GPA required for the degree program in which they are enrolled. The SAP summary below indicates the minimum GPA required to meet the university's SAP policy for each type of degree program.

Degree	School	GPA	Maximum below B
PhD, EdD	SED	3.30	3

PhD, ThD	SEM	3.00	3
DMin	SEM	3.00	No policy
DPT, DScPT	CAS	3.00	See <i>PT Student Handbook</i>
EdS	SED	3.20	3
Master's	ALL	3.00	4
Professional Master's	SEM	2.50	No policy

Compliance with these requirements is monitored by Student Financial Services on a regular basis. Students must complete at least two-thirds of the number of credits attempted, regardless of their enrollment status (full-time or half-time), and maintain a 66% completion ratio. Exception may be made for courses whose requirements have a time-frame by design that extends beyond the limit of the semester in which it is registered.

Financial Aid Warning. Students who fail to meet the required SAP are placed on Financial Aid Warning status during the following semester. During the Financial Aid Warning semester, the student is eligible to receive financial aid as awarded. The student is allowed only one Financial Aid Warning semester for each degree program, except under extenuating circumstances. Academic performance during the warning semester determines the aid given in the following semesters. If the student again meets the minimum required, the student is returned to satisfactory progress status and is eligible to continue receiving aid as awarded. Students who fail to attain satisfactory progress after the Financial Aid Warning semester are no longer eligible for Federal financial aid.

Appeal Procedure. When failure to attain the required GPA is due to extenuating circumstances or circumstances beyond the reasonable control of the student, he/she may appeal for a semester of financial aid probation. All master's-level students may be allowed a maximum of a one semester probation. Doctoral- and specialist-level students may be allowed a maximum of a two-semester probation extension. However, the student must make the appeal for the second probation extension in the same manner as for the first appeal. Students should recognize that appeals are not "automatically" granted. Future financial aid is dependent on meeting SAP standards by the end of the probationary semester(s). All appeals must be made in writing and submitted to the appointed representative of the student's respective school. Proof must support the stated extenuating circumstances. The appropriate authorizing office sends written notification to Student Financial Services of the appeal details.

Financial Aid Quick Reference

Every attempt has been made to assure the accuracy of information in this chart; however, the programs are subject to change. Funds awarded under each program are administered according to the laws and regulations in force at the time funds are applied to the student's account.

Federal Perkins Loan

Who May Apply

Undergraduate students who are U.S. citizens or eligible non-citizens.

Who is Eligible

Students with documented need enrolled at least half-time who are not freshmen. Must have PELL eligibility.

Range of Award

\$1,500–\$5,500 per year.

How to Apply

Complete FAFSA, AU Financial Information Sheet and other documents if needed for verification, Perkins loan request form, sign master promissory note online and loan counseling.

Whom to Contact

www.andrews.edu/SF Student Financial Services—Financial Advisor.

More Info

Deferred payment, 5% loan. Repayment starts nine months after student ceases at least half-time enrollment. Student must apply each year.

Timeline

Priority Processing: March 1, 2013 for the 2013–2014 school year.

Federal Supplemental Educational Grant*

Who May Apply

Undergraduate students who are U.S. citizens or eligible non-citizens.

Who is Eligible

Undergraduate students with documented need enrolled at least halftime. Must have PELL eligibility.

Range of Award

Up to \$1,000 per year.

How to Apply

Complete FAFSA, AU Financial Information Sheet and other documents if selected for verification.

Whom to Contact

www.andrews.edu/SF Student Financial Services—Financial Advisor.

More Info

Student must apply each year.

Timeline

Priority Processing: March 1, 2013 for the 2013–2014 school year.

Federal Work–Study

Who May Apply

Students who are U.S. citizens or eligible non-citizens.

Who is Eligible

Undergraduate Students with documented need enrolled at least half time.

Range of Award

Earnings not to exceed award.

How to Apply

Complete FAFSA, AU Financial Information Sheet and other documents if selected for verification.

Whom to Contact

www.andrews.edu/SF Student Financial Services—Financial Advisor.

More Info

Eligible undergraduate students must apply for jobs at the Employment Office. Student must apply each year.

Timeline

Priority Processing: March 1, 2013 for the 2013–2014 school year.

Andrews Partnership Scholarships

Who May Apply

Undergraduate students. No application required.

Who is Eligible

Incoming freshmen, transfer students with minimum 2.5 college GPA.

Range of Award

Incoming freshmen, \$2,500–\$10,000

Transfer students, \$1,500–\$7,500

How to Apply

Freshmen and transfer students consult with Admissions Office to determine scholarship level.

Whom to Contact

AU Student Financial Services—Financial Advisor, and/or Admissions Office.

More Info

See financial aid section in this bulletin.

Timeline

Priority Processing: March 1, 2013 for the 2013–2014 school year.

Federal Pell Grant

Who May Apply

Undergraduate Students who are U.S. citizens or eligible non-citizens.

Who is Eligible

Students with documented need enrolled at least half time in an eligible program.

Range of Award

\$400–\$5,645 per year

How to Apply

Complete FAFSA, AU Financial Information Sheet and other documents if selected for verification.

Whom to Contact

www.andrews.edu/SF Student Financial Services—Financial Advisor.

More Info

Student must apply each year. Information given on FAFSA must be verified.

Michigan Grants and Scholarships**

Who May Apply

Undergraduate Students who are U.S. citizens or eligible non-citizens and who have been Michigan residents since June of the previous aid year.

Who is Eligible

Students enrolled at least half time in an eligible program.

Range of Award

Up to \$1,512 per year.

How to Apply

Complete FAFSA, AU Financial Information Sheet and other documents if selected for verification.

Whom to Contact

Michigan State Department of Education or AU Financial Advisor.

More Info

Student must apply each year.

Timeline

Priority Processing: March 1, 2013

Federal Direct Loan Program Subsidized**

Who May Apply

Undergraduate Students who are U.S. citizens or eligible non–citizens and demonstrate need. Independent students who are US citizens or eligible non–citizens.

Who is Eligible

Students with documented need enrolled at least half time in an eligible program.

Range of Award

Up to \$3,500 for freshmen; \$4,500 for sophomores; \$5,500 for juniors and seniors.

How to Apply

Complete FAFSA, AU Financial Information Sheet and other documents if selected for verification, sign master promissory note online, loan counseling and loan request form is available at the Student Financial Services Office or online at www.andrews.edu/SF.

Whom to Contact

Student Financial Services—Financial Advisor.

More Info

Variable interest rate, deferred payment on loan. Repayment begins six months after student ceases at least half–time enrollment.

Timeline

Apply at least three months before the time loan is needed.

Federal Direct Loan Program Unsubsidized

Who May Apply

Students who are U.S. Citizens or eligible Non–Citizens.

Who is Eligible

Undergraduate and Graduate Students whose needs are not fully met from other aid sources.

Range of Award

Freshmen/sophomores —\$2,000 plus up to \$4,000 additional. Juniors/seniors—\$2,000 plus up to \$5,000 additional. Graduate students—up to \$20,500.

How to Apply

Complete FAFSA, AU Financial Information Sheet and other documents if selected for verification, sign master promissory note online, loan counseling and Loan request form is available at the Student Financial Services Office or online at www.andrews.edu/SF.

More Info

AU Financial Advisor.

Timeline

Apply at least three months before the loan is needed.

Federal Direct Loan Program Plus and Grad–Plus

Who May Apply

Parents of dependent students, graduate students

Who is Eligible

Parents of dependent students, graduate students

Range of Award

Up to total educational costs less other awarded resources.

How to Apply

Complete FAFSA, AU Financial Information Sheet and other documents if selected for verification, sign master promissory note online, loan counseling and Loan request form is available at SFS or online at www.andrews.edu/SF.

Whom to Contact

www.andrews.edu/SF Student Financial Services—Financial Advisor.

More Info

Visit www.studentloans.gov.

Timeline

Apply at least three months before the loan is needed.

Note:

Programs are described in detail in this bulletin.

*Formerly called Basic Educational Opportunity Grant.

**Graduate students are no longer eligible for Michigan Grants or Subsidized Federal Direct Loans.

***Formerly the Guaranteed Student Loan Program or Federal Stafford Loan Program.

Every attempt has been made to assure the accuracy of information in this chart; however, the programs are subject to change. Funds awarded under each program are administered according to the laws and regulations in force at the time funds are applied to the student’s account.

J.N. Andrews Honors Program

Nethery Hall, Room 108
269-471-3297
honors@andrews.edu
www.andrews.edu/honors/
L. Monique Pittman, *Director*

In 1966 Andrews University determined to offer undergraduate students greater opportunities for intellectual, spiritual, and social development. To reach this goal, it created the honors program to foster an atmosphere that is both intellectually challenging and distinctively Christian.

Starting in 2001-02, the program offered a completely new curriculum. SAGES is a text-based alternative to the standard General Education requirements. It involves 37 semester hours of honors courses and leads to the designation "John Nevins Andrews Scholar" at graduation.

SAGES (Scholars' Alternative General Education Studies)

Reflecting suggestions from students, faculty and alumni for a curriculum based on the study of original texts, independent research, and writing, SAGES provides a series of interdisciplinary courses that REPLACE General Education requirements for the bachelor of arts and bachelor of science degrees. Following a year-long introduction to Western civilization and culture, students pursue a series of thematically-organized seminars similar to a "Great Books" approach, though broader in sources and subjects. The track concludes with independent research resulting in a senior project.

Because SAGES replaces many lower-division courses, admission at the beginning of a college career is advisable. However, transfer and currently enrolled students with demonstrated academic achievement (GPA>3.33) may apply to SAGES and receive individual waivers for some—but not necessarily all—specific courses based on previous academic study. Those admitted as juniors and seniors must complete at least five seminars plus the Research Pro-Seminar and the senior project.

Students wishing to transfer out of SAGES should do so at the end of the first year and apply the courses taken towards a standard General Education track. In the sophomore and junior years, SAGES involves significantly different categories of courses than the standard General Education track. These will not replace many of the freshman and sophomore courses required at most universities.

Progress in SAGES. Students in SAGES who fail to enroll in honors courses, or whose cumulative GPA falls below 3.33, will be asked to withdraw from the program at the end of the academic year.

Graduation as a John Nevins Andrews Honors Scholar

At graduation, the university confers the distinction "John Nevins Andrews Scholar" on students recommended by the Honors Council who display outstanding scholarship, achieve a minimum overall college and honors GPA of 3.50, and complete SAGES. Titles of the senior thesis or project are listed in the graduation bulletin.

SAGES Requirements: Honors Track

Required Registrations

- HONS 105H – Western Heritage Credits: 5
- HONS 106H – Western Heritage Credits: 5
- HONS 115H – Transcribing the Self: Honors Composition Credits: 3
- HONS 215H – Scripture Credits: 3
- HONS 265H – Literature and the Arts Credits: 3
- HONS 345H – What Is "Other?" The Non-Western World Credits: 3
- HONS 365H – Cosmos Credits: 3
- HONS 398H – Research Pro-Seminar Credits: 1
- HONS 415H – Thinking Theologically: Christian Life and Faith Credits: 3
- HONS 497H – Senior Honors Project Credits: 2-4
- Life/Physical Sciences Credits: 8 (see regular General Education science requirements)
- Math Credits: 3 (minimum acceptable level: MATH 145)
- Physical Activity Courses (2) Credits: 2
- 48 hours Service Activity

Plus two courses selected from the following – 6

- HONS 225H – Materialism & Idealism Credits: 3
- HONS 245H – Meanings of America Credits: 3
- HONS 325H – Justice Credits: 3
- HONS 380H – Topics, Independent Study, and Research Credits: 1-3
- HONS 380 – Topic in Physics and Faith Credits: 3
- HONS 380 – Topic in Cognitive Science and Faith Credits: 3
- HONS 380 – Topic in Bioethics & Christian Faith Credits: 3

Total Requirements, Bachelor of Science: 50

Total Requirements, Bachelor of Arts: 50+4

(Intermediate Language)

Note:

These requirements have been altered slightly for students in some of the professional degree programs.

Sages Requirements: Professional Degree Programs		
Degree	Alteration in SAGES	Other Reductions + Cognates
BSA	Reduced by 1 elective (3 cr) Reduced HONS 365H	Math increased—4 cr Science reduced—one course
BBA	Reduced by 1 elective (3 cr) Reduced HONS 365H	Math increased—6 cr Science reduced—one course Required: RELT 390 PSYC 101 & SOCI 119
BSMLS	Reduced by 1 elective (3 cr)	
BHS	Reduced by 1 elective (3 cr)	Required: PSYC 101
BFA	Reduced by 1 science course	
BMus	Reduced by 1 science course	
BSE	Reduced by 6 credits. Take one from HONS 265H or HONS 345H. Take one from HONS 225H, HONS 245H, HONS 265H, HONS 325H, HONS 345H, HONS 380	Science reduced—one course (Life Science)
Pre-Med	Reduced by 1 elective (3 cr)	
Education		
Elementary	Reduced HONS 415H Reduced by 1 elective (3 cr)	Add 5 hours religion required for certification
Secondary	Reduced HONS 415H Reduced by 1 elective (3 cr)	Add 5 hours religion required for certification

Honors Service Requirement

All honors students are required to complete 12 hours of voluntary service per academic year to total 48 hours by graduation.

Replacing General Education Requirements

Because of the integrated and interdisciplinary courses, students completing SAGES will satisfy their General Education requirements for the Bachelor of Science degree with 37 credits of honors courses and 13 credits of mathematics, science, and physical education. The Bachelor of Arts degree requires the identical courses and foreign language proficiency. In each case, the normal requirements are significantly reduced, which frees students' schedules for cognate courses and electives.

Admission to The Honors Program

Each summer the honors program admits a limited number of prospective freshmen whose interests and achievements—as portrayed in part by the application essay—suggest they will benefit from participation in SAGES. Students accepted into honors surpass the following qualifications:

- A minimum overall GPA of 3.50 on all secondary credits
- Scores of 25 on the ACT or 1200 on the SAT mathematics and verbal sections combined.

Recognizing that for some students either high school grades or standardized test scores may not satisfactorily predict the potential for academic success in college, a

small number of students who show considerable promise on one measure but not the other may be admitted to the program upon the director's discretion.

Admission for Transfer and Currently Enrolled Students

Applications are welcomed from currently enrolled students and transfer students who wish to participate in the program. Successful applicants demonstrate an interest in Honors and possess at least a B+ average on all college courses. Application forms are available in the Honors Office and on the Honors website.

Society of Andrews Scholars

Students in Honors form a society dedicated to spiritual, social, and intellectual activities outside the classroom. The society's logo depicts hands sheltering the flame of truth, which symbolizes the search for truth by students and faculty together. Excellence, Commitment, and Service is the society's motto. Membership fees and fees charged as part of the honors application process are used exclusively for student activities by the Society of Andrews Scholars. Annual participation in the service/citizenship/leadership program which is organized by the Society of Andrews Scholars, is required to continue in the J. N. Andrews Honors program.

National Honors Societies

The honors program works with the university's 17 departmental national honor societies to coordinate information and enhance their activities. It also works closely with the prestigious interdisciplinary national honor society Phi Kappa Phi which inducts about 30 junior and senior Andrews students each year who meet the rigorous requirements. See Accreditations, Approvals & Memberships for more information.

Graduation Distinctions

Designations are conferred at graduation on students who, one semester before graduation, have completed 16 semester hours at Andrews University with the following overall GPAs:

3.500– 3.749	Cum Laude
3.750– 3.899	Magna Cum Laude
3.900– 4.000	Summa Cum Laude

Both the Andrews and Cumulative GPAs must be a minimum of 3.50 in order to be considered for the above designations.

Honors Audits

To enhance Andrews Scholars' opportunities to learn for the sake of learning, a scholar enrolled full time (a minimum of 12 regular credits) may attend one course free each semester, registering as an Honors Audit (HN), which is indicated on the transcript. Though no credit is earned, an Honors Audit provides a significant opportunity to broaden one's knowledge at no cost even if it forms an overload. Registration for an Honors Audit (HN) should take place during regular registration, and in no case later than the regular drop/add date. Attendance and other regulations for an audit apply.

Honors (all undergraduate)

HONS 105H – Western Heritage

Credits: 5

A study of significant issues that emerged in Western civilization, approached through the reading of major works. The first semester's topics involve the era from the ancient world to the Reformation; the second, the Enlightenment to the modern world. In both semesters, spiritual and religious themes are emphasized, and the combined semesters replace one 3-credit religion course. Small-group projects and discussions, field trips, and cultural events enrich the lectures. Required for SAGES during the first year. Weekly: 3 lectures and a 2-hour lab \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **College Code:** HONS

HONS 106H – Western Heritage

Credits: 5

A study of significant issues that emerged in Western civilization, approached through the reading of major works. The first semester's topics involve the era from the ancient world to the Reformation; the second, the Enlightenment to the modern world. In both semesters, spiritual and religious themes are emphasized, and the combined semesters replace one 3-credit religion course. Small-group projects and discussions, field trips, and cultural events enrich the lectures. Required for SAGES during the first year. Weekly: 3 lectures and a 2-hour lab \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **College Code:** HONS

HONS 115H – Transcribing the Self: Honors Composition

Credits: 3

What is the entity we call self? How is it formed, reformed, transformed? What role does the "other" play in our determination of self? To what extent is self an independent construct, and to what extent is it socially and ideologically determined? Such questions are addressed through written and oral examination of our own lives and the lives of others as presented in significant texts. Recommended during the first year. **Grade Mode:** Normal (A–F,I,W) **College Code:** HONS

HONS 215H – Scripture

Credits: 3

The reading of Biblical passages chosen for qualities such as centrality to Christian belief, power as literature, and variety of expression. Entire books will be addressed thematically, including Genesis, Job, Romans, and Revelation. A portion of the course will involve the detailed interpretation of a selected section. Required. **Grade Mode:** Normal (A–F,I,W) **College Code:** HONS

HONS 225H – Materialism & Idealism

Credits: 3

Philosophers and prophets often approach wealth with caution or hostility, but modern culture flaunts status symbols and values self-worth by material accumulation. Considering such differences, readings from Plato to contemporary authors will raise questions about the level of wealth we ought to desire, the thoughtful use of that wealth, and reconciling a Christian life of service with professional success today. Elective. **Grade Mode:** Normal (A–F,I,W) **College Code:** HONS

HONS 245H – Meanings of America

Credits: 3

Examines understandings of American society, culture and physical environment by a variety of observers, including native, foreign and minority, through study of prose, poetry, music, film and the visual arts. Core readings will include works by Jefferson, Tocqueville, Martineau, Douglass, Bourne, Friedan and King. Elective. **Grade Mode:** Normal (A–F,I,W) **College Code:** HONS

HONS 265H – Literature and the Arts

Credits: 3

Explores the ways in which visual, musical, and literary arts address the human experience. Through close analysis of primary texts, students become conversant in the distinctive and overlapping discourses of the various art forms. Drawing upon this fine arts literacy, they will examine concerns of primary importance to creative minds from the ancient world to the postmodern era. These themes will include several of the following: the sacred, the quest for knowledge, gender relations, ethnicity and identity, social order and/or violence. \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** HONS 115H Required. **Repeatable:** Repeatable **College Code:** HONS

HONS 325H – Justice

Credits: 3

What is justice? Is it a process, an end result, or both? Using concepts of right and wrong developed by Classical writers, medieval philosophers and recent Christian theologians, this course considers the relationships between justice and religious understandings of human nature and society. It then analyzes selected policies where concepts of justice can or should play a role, and critically examines the practical results of attempts to create greater social justice. **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** HONS 115H. Elective. **Offering:** Odd years **College Code:** HONS

HONS 345H – What Is "Other?" The Non-Western World

Credits: 3

An introduction to the diversity and commonality of the global human experience and world views as expressed in literature, the arts, religion and other intellectual endeavors with special focus on the non-Western world. Small group activities, field trips, guest presenters, films and special projects enrich the discussion of significant texts. **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** HONS 106H, HONS 115H. Required. **College Code:** HONS

HONS 365H – Cosmos

Credits: 3

An interdisciplinary, readings-based course which considers the nature of science and its relationship to other approaches to truth. Selected “key ideas” in science will be examined to explore how science informs our understanding of who we are and our place in the universe. Particular attention will be given to the interplay between Christian faith and science. **Grade Mode:** Normal (A–F,I,W)

Prerequisite(s): HONS 115H. Required. **College Code:** HONS

HONS 380 – Topic in Bioethics & Christian Faith

Credits: 3

A capstone seminar for Honors students in biology and related majors that engages the interface of biology and ethics from a biblical and Seventh-day Adventist perspective. Focused attention on select bioethical issues and their relationship to Scripture and Christian practice, including but not limited to: biblical and environmental stewardship, the molecular revolution, genomics and genetic manipulation, human nature, communication in science, and dilemmas in the health professions. **Prerequisite(s):** BIOL 166, HONS 265H **College Code:** HONS

HONS 380 – Topic in Cognitive Science and Faith

Credits: 3

This topics course will be a readings-based seminar considering the possibility of integrating cognitive science (especially neuroscience and psychological science) and Christian faith in the domain of understanding human nature. The course will focus particularly on Adventist theological understandings of human nature in the context of ongoing debates about human free will in the cognitive sciences.

Prerequisite(s): Elective. **College Code:** HONS

HONS 380 – Topic in Physics and Faith

Credits: 3

An interdisciplinary readings-based course which considers the relationship between Christian faith and science. Developments in physics and cosmology will be examined in light of Adventist Christian theological understanding.

Prerequisite(s): HONS 365H, PHYS 142 or PHYS 242 or consent of instructor.

College Code: HONS

HONS 380H – Topics, Independent Study, and Research

Credits: 1–3

Disciplinary and interdisciplinary topics selected for interest and importance. Typically the course revolves around reading, discussion, and individual projects.

Elective. **Grade Mode:** Normal (A–F,I,W) **Repeatable:** Repeatable **College Code:** HONS

HONS 398H – Research Pro–Seminar

Credits: 1

Preparation for the senior project. Expectations for the senior thesis are addressed, including consideration of alternative topics, refining the thesis proposal, the role of literature review, formal public speaking, presentation software, and evaluation. The letter grade assigned reflects the presentation of the project at the Interdisciplinary Honors Seminar; a DG is assigned until then. Strongly recommended for all sophomores and must be completed prior to beginning Honors Thesis research. **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **College Code:** HONS

HONS 415H – Thinking Theologically: Christian Life and Faith

Credits: 3

A capstone Honors course exploring the intersection of constructive theology and contemporary issues from a distinctly Adventist perspective. Special attention is given to the correlation of God and human flourishing as enunciated through a wide range of pressing questions raised in the postmodern context. The aim of such an exploration is to deepen the faith of the participants and to instill a new appreciation for the conceptual and spiritual richness of the Great Controversy theme central to the Adventist worldview. Students are encouraged to foster critical reasoning and integrative thinking through a seminar-style engagement with selected primary texts in theology and philosophy. **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** HONS 115H, HONS 215H Required. **College Code:** HONS

HONS 495H – Independent Study (in any department)

Credits: 1–6

Individual study or research of an approved topic under the guidance of an appropriate professor and resulting in an essay, critical review, or other gradable demonstration of accomplishment. Implies 45 hours of work per semester credit. Elective. **Grade Mode:** Normal w S/DG (A–F,I,S,U,DG,W) **Repeatable:** Repeatable up to 6 credits **College Code:** HONS

HONS 497H – Senior Honors Project

Credits: 2–4

Independent research or creative work to produce the Honors Thesis, typically supervised by a professor within the student’s major field. The thesis is filed in the James White Library to facilitate wider access. Required. **Grade Mode:** Normal w S/DG (A–F,I,S,U,DG,W) **Repeatable:** Repeatable up to 6 credits **College Code:** HONS

Undergraduate Leadership Program

Campus Center, Main Floor
269-471-6681
ulead@andrews.edu
www.andrews.edu/ulead
David K. Ferguson, *Director*

Why an Undergraduate Leadership Program?

Society often encourages us to think of leadership as reserved for people with charismatic personalities or those in high-profile positions. Many would argue that effective leaders are born rather than made and that those who lack the stereotyped traits associated with leadership must settle to be followers. Andrews University rejects the notion that leadership is only for the few. We define “leadership” as *individualized intentional influence*, believing that a well-trained leader will be better able to affect meaningful change regardless of their career path.

The question is not whether Andrews students are leaders. They are. The question is whether or not they are maximizing their natural leadership potential. While leadership growth is a lifelong process—one that will obviously continue beyond the undergraduate college years—participation in the Andrews Leadership Program provides a vital grounding in leadership thinking and practice that places graduates ahead of their peers in terms of self-knowledge, creativity, positive change, interpersonal teamwork, engaged citizenship and many other traits.

Program participants may pursue any of three tracks in approaching their leadership development, depending on what works best for the individual. Some may wish to take advantage of an individual course, created especially for those seeking a single game-changing elective. Those students who would like a more in-depth leadership experience can opt for the Undergraduate Leadership Certificate. The certificate embeds in their current academic program, allowing for maximum flexibility. Still others will want to pursue the most complete opportunity by accomplishing the Leadership Minor. Any Andrews’s student should be able to take part in this program without adjusting their major.

Undergraduate Leadership Programs

Certificates

Undergraduate Leadership Certificate

Undergraduate Minors

Undergraduate Leadership Minor With Certificate

Leadership Program Standards

The following standards are required for successful completion of the certificate program or minor.

1. Academic Standards:
 - Earn a minimum overall 2.25 GPA.
 - Earn a minimum 2.5 GPA in certificate or minor program coursework.
 - No course with a grade below C may count toward the certificate or minor program coursework.
2. Citizenship Standards:

Certificate program participants placed on suspension or Student Life probation in either of the following categories may be removed from the program:

 - Citizenship Probation
 - Co-curricular Probation

Failure to meet these standards results in possible removal from the program. Students may reapply.

Leadership Electives

Fundamentals of Leadership is a class created with *every* student in mind. Whether a stand-alone, game-changing course or the entryway to a Leadership Certificate, this class is designed to bring immediate and long-term value to any undergraduate degree by exploring basic leadership concepts and why it applies to them, their individualized approach to leadership, team dynamics, and unlocking their creativity.

Creative Problem Solving seeks to dive deeply into the creative and critical thinking process that should prepare students to address new and emerging issues in the world around them.

Theories of Leadership provides students with an understanding of the leadership points of view swirling around them. It will help decode the conversation and

actions of others who may use similar language while intending different things. Finally, this course will facilitate the student’s personalized construction of a practicable theory of leadership.

Introduction to Coaching gives the student theory and practice in impacting those around them to become a better version of themselves. Participants in this class will acquire the coveted skills allowing them to move into groups or teams and increase the performance and engagement of others.

Undergraduate Minors

Undergraduate Leadership Minor with Certificate

Undergraduate Leadership Certificate

The Leadership Certificate is a University-wide collaboration between academic departments and Student Life with the goal to prepare students for meaningful engagement in a global environment. It integrates knowledge and skills from students’ courses of study into a concentration focused on building capacities to influence their surroundings whether in the home, school, church or marketplace. Certificate graduates will learn to lead positive change and recognize their calling.

The certificate requires academic and co-curricular components that work together to develop leadership capacity.

Leadership Certificate Requirements

Application to the Program

Upon successful completion of LEAD 101/LEAD 301, a student may apply to the Certificate program. The program director and Undergraduate Leadership Council (ULC) will process applications.

Academic Requirements

Leadership Certificate (11–12)

Required Courses: LEAD 101 or 301 (minimum 2 cr), 200, 496, 498 (minimum 2 cr) and 6 hours of cognates chosen in consultation with advisor.

Co-Curricular Requirements (LEAD 200)

Leadership development requires more than theoretical understanding. Principles investigated in the classroom can be best experienced through practice, feedback and real-life context. Co-curricular expectations provide an ideal environment for this integration of theory and practice. Therefore, Certificate students are required to register for LEAD 200 each semester in residence. *Fall, Spring*

Graduation as an Andrews University Leadership Certificate Recipient

During the student’s final undergraduate term, the program director will recommend each qualifying candidate to the School of Education Leadership Department who will vote their recommendation to the ULC for review and conferral of certificate. Each recipient will be awarded in the following ways:

- A celebration ceremony focusing on the student’s change project, leadership portfolio and leadership journey.
- The Randall Leadership Medallion, which the student may wear during graduation ceremonies.
- A Leadership Certificate with the Andrews University seal.
- Specific mention or annotation in the University commencement program.
- Notation of Leadership Certificate accomplishment included on transcripts.

Undergraduate Leadership Minor

The Leadership Minor includes the Leadership Certificate with all its requirements and awards while adding coursework giving greater depth in theoretical understanding, advanced practice in problem solving, and introductory principles and training in coaching others.

Minor in Leadership (20)

Required Courses: LEAD 101 or 301 (minimum 2 cr), 200*, 220, 310, 320, 496, 498 (minimum 2 cr) and electives chosen in consultation with advisor. *LEAD 200 is required every semester in the program after taking LEAD 101 or 301. *Fall, Spring*

Certificates

Undergraduate Leadership Certificate

Undergraduate Leadership Certificate

The Leadership Certificate is a University-wide collaboration between academic departments and Student Life with the goal to prepare students for meaningful engagement in a global environment. It integrates knowledge and skills from students' courses of study into a concentration focused on building capacities to influence their surroundings whether in the home, school, church or marketplace. Certificate graduates will learn to lead positive change and recognize their calling.

The certificate requires academic and co-curricular components that work together to develop leadership capacity.

Leadership Certificate Requirements

Application to the Program

Upon successful completion of LEAD 101/LEAD 301, a student may apply to the Certificate program. The program director and Undergraduate Leadership Council (ULC) will process applications.

Academic Requirements

Leadership Certificate (11–12)

Required Courses: LEAD 101 or 301 (minimum 2 cr), 200, 496, 498 (minimum 2 cr) and 6 hours of cognates chosen in consultation with advisor.

Co-Curricular Requirements (LEAD 200)

Leadership development requires more than theoretical understanding. Principles investigated in the classroom can be best experienced through practice, feedback and real-life context. Co-curricular expectations provide an ideal environment for this integration of theory and practice. Therefore, Certificate students are required to register for LEAD 200 each semester in residence. *Fall, Spring*

Graduation as an Andrews University Leadership Certificate Recipient

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- A celebration ceremony focusing on the student's change project, leadership portfolio and leadership journey.
- The Randall Leadership Medallion, which the student may wear during graduation ceremonies.
- A Leadership Certificate with the Andrews University seal.
- Specific mention or annotation in the University commencement program.
- Notation of Leadership Certificate accomplishment included on transcripts.

Leadership

LEAD 101 – Fundamentals of Leadership

Credits: 2–3

An exploration of essential personal and interpersonal qualities of a leader. Emphasis is given to teambuilding, problem solving, strengths discovery and unlocking creativity. Following this course, students may apply to the Undergraduate Leadership Certificate Program. Students may receive credit for only LEAD101 or LEAD 301. **Grade Mode:** Normal (A–F,I,W) **Offering:** Fall, Spring **College Code:** SED

LEAD 200 – Practicum:_____

Credits: 0

Students will create and carry out a leadership development plan for the semester under advisement of the Leadership Program. This plan will focus on one of three impact zones: Self, Others or Organizations (Orgs). It will include a growth strategy for 1) Leadership Theory—expanding the student's knowledge base by attendance and participation in approved instructional co-curricular opportunities; and 2) Leadership in Action—engagement in experiential learning through an individualized leadership action plan, including action steps, goal setting, implementation, journaling and semester-end assessment. Required of all Leadership Certificate students each semester in residence. **Grade Mode:** Satisfactory w/DG (S,U,I,W,DG) **Repeatable:** Repeatable **College Code:** SED

LEAD 220 – Creative Problem Solving

Credits: 3

This course explores how to proceed when confronted by problems too ambiguous, complex and messy to be addressed directly through technical strategies. It seeks to increase the participants' understanding of creativity and critical thinking to improve their problem-solving skills. **Grade Mode:** Normal (A–F,I,W) **Offering:** Spring **College Code:** SED

LEAD 301 – Leadership and Mentoring

Credits: 2–3

In addition to an exploration of essential personal and interpersonal qualities of a leader, this course will place a special focus on mentoring. Emphasis is given to teambuilding, problem solving, strengths discovery and unlocking creativity. Upon completion students may apply to the Undergraduate Leadership Certificate Program. Students may receive credit for only LEAD101 or 301. **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** At least junior class standing. **Offering:** Fall, Spring **College Code:** SED

LEAD 310 – Theories of Leadership

Credits: 3

A study of classical and modern theories of leadership, leadership styles, the role of leadership in changing social reality. It will include a sample research project. **Grade Mode:** Normal (A–F,I,W) **Offering:** Fall **College Code:** SED

LEAD 320 – Introduction to Coaching

Credits: 3

This course will equip students with tools and methods for being successful coaches in their context. The essence of coaching is to help others develop themselves via a purposed relationship. The basis of this relationship is a spirit of partnership and collaboration. **Grade Mode:** Normal (A–F,I,W) **Offering:** Fall, Spring **College Code:** SED

LEAD 496 – Leadership Capstone

Credits: 1

Development and presentation of a leadership portfolio. This includes reflection papers describing personal growth and increasing theoretical understanding and final synthesis papers. Swing course—Approved 400–499 courses qualify for graduate-level credit for graduate students **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** LEAD 101 or LEAD 301, permission of instructor. **College Code:** SED

LEAD 498 – Leadership Change Project

Credits: 1–3

A leadership project in which the student identifies needed change in areas relating to their intended career path; creates a plan, attempts the change and studies the resulting relationships and processes. A written presentation of the project is required. Course limited to undergraduate certificate students. **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **Repeatable:** Repeatable **College Code:** SED

LEAD 499 – Independent Study: Topic

Credits: 1–3

Swing course—Approved 400–499 courses qualify for graduate-level credit for graduate students **Grade Mode:** Normal w S/DG (A–F,I,S,U,DG,W) **Repeatable:** Repeatable **Special Approval:** Permission of curriculum advisor and independent study supervisor required. **College Code:** SED

Department of Agriculture

Smith Hall, Room 109
269-471-6006
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agri@andrews.edu
www.andrews.edu/agriculture/

Faculty

Thomas Chittick, Chair
Stanley Beikmann
Katherine Koudele

Programs

Bachelor of Science. The BS degree prepares individuals to pursue advanced degrees for careers in teaching or research. Students may major in agriculture, animal science, horticulture or landscape design with a minor to complement their intended purpose.

Bachelor of Technology. The BT degree is a career specialist's degree. Graduates are prepared for supervisory and management positions in production agriculture such as crops or dairy herd management, horticulture or the landscape industry.

Associate of Technology. The two-year AT degree programs provide students with adequate skills and working knowledge to apply for entry-level positions in their area of specialization.

Agriculture, Crop Production Emphasis AT

Associate of Technology

The two-year AT degree programs provide students with adequate skills and working knowledge to apply for entry-level positions in their area of specialization.

AT: Agriculture – 60

Major Requirements

- ANSI 114 – Introduction to Animal Science Credits: 3
- ANSI 205 – Animal Feeds and Feeding Credits: 3 **OR** ANSI 305 – Animal Nutrition Credits: 3
- ANSI 340 – Production/Management of _____ Credits: 3
- Plus 0–4 credits in a special area of emphasis (see below) and 2–5 major elective credits chosen in consultation with advisor.

Crop Production — 22

- AGRI 118 – Soil Science Credits: 4
- AGRI 206 – Farm Machinery Credits: 3
- AGRI 240 – Fundamentals of Irrigation Credits: 3
- AGRI 300 – Field Crop Production Credits: 3
- AGRI 395 – Internship in _____ Credits: 1–4
- HORT 105 – Plant Science Credits: 5

Cognate Requirement – 4

- CHEM 100 – Consumer Chemistry Credits: 4 **OR** CHEM 110 – Introduction to Inorganic and Organic Chemistry Credits: 4

General Education Requirements

See professional program requirements and note the following **specific** requirements:

Religion:

professional degree requirements

Language/Communication:

professional degree requirements

History:

professional degree requirements

Fine Arts/Humanities:

professional degree requirements

Life/Physical Sciences:

professional degree requirements

Social Sciences:

- ECON 225 – Principles of Macroeconomics Credits: 3 required for BT International Agriculture Development.
- Other BT degrees follow professional degree requirements.

Mathematics:

professional degree requirements

Computer Literacy:

- INFS 120 – Foundations of Information Technology Credits: 3 or pass competency test

Fitness Education:

professional degree requirements

Service:

- BHSC 100 – Philosophy of Service Credits: 2

Agriculture, Dairy Herd Management Emphasis AT

Associate of Technology

The two-year AT degree programs provide students with adequate skills and working knowledge to apply for entry-level positions in their area of specialization.

AT: Agriculture – 35

Major Requirements

- ANSI 114 – Introduction to Animal Science Credits: 3
- ANSI 205 – Animal Feeds and Feeding Credits: 3 **OR** ANSI 305 – Animal Nutrition Credits: 3
- ANSI 340 – Production/Management of _____ Credits: 3
- Plus 0–7 major elective credits chosen in consultation with advisor.

Dairy Herd Management — 19

- AGRI 270 – Management of Agriculture Enterprises Credits: 3
- AGRI 304 – Forage Crop Production Credits: 3
- AGRI 395 – Internship in _____ Credits: 1–4
- ANSI 250 – Dairy Facilities Credits: 3
- ANSI 278 – Dairy Health and Disease Credits: 3
- ANSI 340 – Production/Management of _____ Credits: 3

Cognate Requirement – 4

- CHEM 100 – Consumer Chemistry Credits: 4 **OR** CHEM 110 – Introduction to Inorganic and Organic Chemistry Credits: 4

General Education Requirements

See professional program requirements and note the following **specific** requirements:

Religion:

professional degree requirements

Language/Communication:

professional degree requirements

History:

professional degree requirements

Fine Arts/Humanities:

professional degree requirements

Life/Physical Sciences:

professional degree requirements

Social Sciences:

- ECON 225 – Principles of Macroeconomics Credits: 3 required for BT International Agriculture Development.
- Other BT degrees follow professional degree requirements.

Mathematics:

professional degree requirements

Computer Literacy:

- INFS 120 – Foundations of Information Technology Credits: 3 or pass competency test

Fitness Education:

professional degree requirements

Service:

- BHSC 100 – Philosophy of Service Credits: 2

Horticulture, Landscape Design Emphasis AT

Associate of Technology

The two-year AT degree programs provide students with adequate skills and working knowledge to apply for entry-level positions in their area of specialization.

AT: Horticulture – 60

Major Requirements

- AGRI 118 – Soil Science Credits: 4
- AGRI 395 – Internship in _____ Credits: 1–4
- AGRI 405 – Research Seminar Credits: 1
- HORT 105 – Plant Science Credits: 5
- HORT 226 – Woody Plant Identification I Credits: 3
- HORT 227 – Woody Plant Identification II Credits: 3
- HORT 228 – Herbaceous Plant Identification Credits: 3
- Plus 0–2 major electives chosen in consultation with an advisor.

Landscape Design — 11

- HORT 136 – Landscape Drafting and Graphics Credits: 4
- HORT 137 – Fundamentals of Landscape Design Credits: 4
- HORT 350 – History of Landscape Architecture Credits: 3

Cognate Requirements – 4

- CHEM 100 – Consumer Chemistry Credits: 4 **OR** CHEM 110 – Introduction to Inorganic and Organic Chemistry Credits: 4

General Education Requirements

See professional program requirements and note the following **specific** requirements:

Religion:

professional degree requirements

Language/Communication:

professional degree requirements

History:

professional degree requirements

Fine Arts/Humanities:

professional degree requirements

Life/Physical Sciences:

professional degree requirements

Social Sciences:

- ECON 225 – Principles of Macroeconomics Credits: 3 required for BT International Agriculture Development.
- Other BT degrees follow professional degree requirements.

Mathematics:

professional degree requirements

Computer Literacy:

- INFS 120 – Foundations of Information Technology Credits: 3 or pass competency test

Fitness Education:

professional degree requirements

Service:

- BHSC 100 – Philosophy of Service Credits: 2

Horticulture, Landscape Management Emphasis AT

Associate of Technology

The two-year AT degree programs provide students with adequate skills and working knowledge to apply for entry-level positions in their area of specialization.

AT: Horticulture – 35

Major Requirements

- AGRI 118 – Soil Science Credits: 4
- AGRI 395 – Internship in _____ Credits: 1–4
- AGRI 405 – Research Seminar Credits: 1
- HORT 105 – Plant Science Credits: 5
- HORT 226 – Woody Plant Identification I Credits: 3
- HORT 227 – Woody Plant Identification II Credits: 3
- HORT 228 – Herbaceous Plant Identification Credits: 3
- Plus 7–10 major electives chosen in consultation with an advisor.

Landscape Management — 5

- HORT 208 – Propagation of Horticultural Plants Credits: 3
- HORT 211 – Landscape Equipment Credits: 2

Cognate Requirements – 4

- CHEM 100 – Consumer Chemistry Credits: 4 **OR** CHEM 110 – Introduction to Inorganic and Organic Chemistry Credits: 4

General Education Requirements

See professional program requirements and note the following **specific** requirements:

Religion:

professional degree requirements

Language/Communication:

professional degree requirements

History:

professional degree requirements

Fine Arts/Humanities:

professional degree requirements

Life/Physical Sciences:

professional degree requirements

Social Sciences:

- ECON 225 – Principles of Macroeconomics Credits: 3 required for BT International Agriculture Development.
- Other BT degrees follow professional degree requirements.

Mathematics:

professional degree requirements

Computer Literacy:

- INFS 120 – Foundations of Information Technology Credits: 3 or pass competency test

Fitness Education:

professional degree requirements

Service:

- BHSC 100 – Philosophy of Service Credits: 2

Bachelors

Agriculture BS

Bachelor of Science

The BS degree prepares individuals to pursue advanced degrees for careers in teaching or research. Students may major in agriculture, animal science, horticulture or landscape design with a minor to complement their intended purpose.

BS: Agriculture

Major Requirements — 40

- AGRI 118 – Soil Science Credits: 4
- AGRI 206 – Farm Machinery Credits: 3
- AGRI 300 – Field Crop Production Credits: 3
- AGRI 304 – Forage Crop Production Credits: 3
- AGRI 308 – Principles of Weed Control Credits: 3
- AGRI 405 – Research Seminar Credits: 1
- ANSI 114 – Introduction to Animal Science Credits: 3
- HORT 105 – Plant Science Credits: 5
- plus 15 major elective credits chosen in consultation with advisor.

Cognate Requirements — 18

- BIOL 165 – Foundations of Biology Credits: 5 or 4
- BIOL 166 – Foundations of Biology Credits: 5 or 4
- CHEM 131 – General Chemistry I Credits: 4
- CHEM 132 – General Chemistry II Credits: 4

General Education Requirements

See professional program requirements and note the following **specific** requirements:

Religion:

professional degree requirements

Language/Communication:

professional degree requirements

History:

professional degree requirements

Fine Arts/Humanities:

professional degree requirements

Life/Physical Sciences:

professional degree requirements

Social Sciences:

- ECON 225 – Principles of Macroeconomics Credits: 3 required for BT International Agriculture Development.
- Other BT degrees follow professional degree requirements.

Mathematics:

professional degree requirements

Computer Literacy:

- INFS 120 – Foundations of Information Technology Credits: 3 or pass competency test

Fitness Education:

professional degree requirements

Service:

- BHSC 100 – Philosophy of Service Credits: 2

Agriculture, Agribusiness Emphasis BT

Bachelor of Technology

The BT degree is a career specialist's degree. Graduates are prepared for supervisory and management positions in production agriculture such as Agribusiness, crops, dairy herd management, horticulture or the landscape industry.

BT: Agriculture – 60

Major Requirements

- AGRI 137 – Practicum in _____ Credits: 1–3 (2 credits needed)
- AGRI 270 – Management of Agriculture Enterprises Credits: 3
- AGRI 395 – Internship in _____ Credits: 1–4 (3 credits needed)
- AGRI 405 – Research Seminar Credits: 1

Agribusiness Emphasis — 33

- ACCT 121 – Fundamentals of Accounting Credits: 3
- ACCT 122 – Fundamentals of Accounting Credits: 3

- BSAD 341 – Business Law Credits: 3
- BSAD 355 – Management and Organization Credits: 3
- ECON 226 – Principles of Microeconomics Credits: 3
- FNCE 317 – Business Finance Credits: 3
- Agriculture major credits selected in consultation with an advisor from AGRI, ANSI, and HORT courses.

Cognates – 4

- CHEM 100 – Consumer Chemistry Credits: 4 **OR** CHEM 110 – Introduction to Inorganic and Organic Chemistry Credits: 4

General Education Requirements

See professional program requirements and note the following **specific** requirements:

Religion:

professional degree requirements

Language/Communication:

professional degree requirements

History:

professional degree requirements

Fine Arts/Humanities:

professional degree requirements

Life/Physical Sciences:

professional degree requirements

Social Sciences:

- ECON 225 – Principles of Macroeconomics Credits: 3 required for BT International Agriculture Development.
- Other BT degrees follow professional degree requirements.

Mathematics:

professional degree requirements

Computer Literacy:

- INFS 120 – Foundations of Information Technology Credits: 3 or pass competency test

Fitness Education:

professional degree requirements

Service:

- BHSC 100 – Philosophy of Service Credits: 2

Agriculture, Animal Husbandry Emphasis BT

Bachelor of Technology

The BT degree is a career specialist's degree. Graduates are prepared for supervisory and management positions in production agriculture such as Agribusiness, crops, dairy herd management, horticulture or the landscape industry.

BT: Agriculture – 60

Major Requirements

- AGRI 137 – Practicum in _____ Credits: 1–3 (2 credits needed)
- AGRI 270 – Management of Agriculture Enterprises Credits: 3

- AGRI 395 – Internship in _____ Credits: 1–4 (3 credits needed)
- AGRI 405 – Research Seminar Credits: 1
- plus 33 (credits) major electives chosen in consultation with an advisor.

Animal Husbandry — 18

- ANSI 114 – Introduction to Animal Science Credits: 3
- ANSI 205 – Animal Feeds and Feeding Credits: 3 **OR** ANSI 305 – Animal Nutrition Credits: 3
- ANSI 245 – Animal Breeding and Genetics Credits: 3 **OR** ANSI 440 – Animal Reproduction Credits: 3
- ANSI 325 – Domestic Animal Behavior Credits: 3
- ANSI 340 – Production/Management of _____ Credits: 3
- ANSI 425 – Issues in Animal Agriculture, Research and Medicine Credits: 3

Cognate requirement — 4

- CHEM 100 – Consumer Chemistry Credits: 4 **OR** CHEM 110 – Introduction to Inorganic and Organic Chemistry Credits: 4

General Education Requirements

See professional program requirements and note the following **specific** requirements:

Religion:

professional degree requirements

Language/Communication:

professional degree requirements

History:

professional degree requirements

Fine Arts/Humanities:

professional degree requirements

Life/Physical Sciences:

professional degree requirements

Social Sciences:

- ECON 225 – Principles of Macroeconomics Credits: 3 required for BT International Agriculture Development.
- Other BT degrees follow professional degree requirements.

Mathematics:

professional degree requirements

Computer Literacy:

- INFS 120 – Foundations of Information Technology Credits: 3 or pass competency test

Fitness Education:

professional degree requirements

Service:

- BHSC 100 – Philosophy of Service Credits: 2

Service Note:

- ANSI 425 – Issues in Animal Agriculture, Research and Medicine Credits: 3

Agriculture, Crop Production Emphasis BT

Bachelor of Technology

The BT degree is a career specialist's degree. Graduates are prepared for supervisory and management positions in production agriculture such as Agribusiness, crops, dairy herd management, horticulture or the landscape industry.

BT: Agriculture – 60

Major Requirements

- AGRI 137 – Practicum in _____ Credits: 1–3 (2 credits needed)
- AGRI 270 – Management of Agriculture Enterprises Credits: 3
- AGRI 395 – Internship in _____ Credits: 1–4 (3 credits needed)
- AGRI 405 – Research Seminar Credits: 1
- Plus 23 major electives chosen in consultation with an advisor

Crop Production Emphasis — 28

- AGRI 118 – Soil Science Credits: 4
- AGRI 206 – Farm Machinery Credits: 3
- AGRI 240 – Fundamentals of Irrigation Credits: 3
- AGRI 300 – Field Crop Production Credits: 3
- AGRI 304 – Forage Crop Production Credits: 3
- AGRI 308 – Principles of Weed Control Credits: 3
- HORT 105 – Plant Science Credits: 5
- HORT 378 – Integrated Pest/Disease Management Credits: 4

Cognate requirement — 4

- CHEM 100 – Consumer Chemistry Credits: 4 **OR** CHEM 110 – Introduction to Inorganic and Organic Chemistry Credits: 4

General Education Requirements

See professional program requirements and note the following **specific** requirements:

Religion:

professional degree requirements

Language/Communication:

professional degree requirements

History:

professional degree requirements

Fine Arts/Humanities:

professional degree requirements

Life/Physical Sciences:

professional degree requirements

Social Sciences:

- ECON 225 – Principles of Macroeconomics Credits: 3 required for BT International Agriculture Development.
- Other BT degrees follow professional degree requirements.

Mathematics:

professional degree requirements

Computer Literacy:

- INFS 120 – Foundations of Information Technology Credits: 3 or pass competency test

Fitness Education:

professional degree requirements

Service:

- BHSC 100 – Philosophy of Service Credits: 2

Animal Science, Equine Science Emphasis BS

Bachelor of Science

The BS degree prepares individuals to pursue advanced degrees for careers in teaching or research. Students may major in agriculture, animal science, horticulture or landscape design with a minor to complement their intended purpose.

BS: Animal Science – 40

Major Requirements

- AGRI 405 – Research Seminar Credits: 1
- ANSI 114 – Introduction to Animal Science Credits: 3
- ANSI 305 – Animal Nutrition Credits: 3
- ANSI 425 – Issues in Animal Agriculture, Research and Medicine Credits: 3
- Plus 0–9 major electives chosen in consultation with an advisor.

Equine Science — 21

- ANSI 340 – Production/Management of _____ Credits: 3 (Equine Management)
- ANSI 440 – Animal Reproduction Credits: 3
- ANSI 445 – Physiology of Farm Animals Credits: 4
- ANSI 450 – Equine Exercise Anatomy & Physiology Credits: 3
- ANSI 455 – Equine Health and Disease Credits: 3
- AGRI 137 – Practicum in _____ Credits: 1–3 (1–2 credits needed)
- AGRI 395 – Internship in _____ Credits: 1–4 (1–2 credits needed)

Cognate Requirements – 18

- BIOL 165 – Foundations of Biology Credits: 5 or 4
- BIOL 166 – Foundations of Biology Credits: 5 or 4
- CHEM 131 – General Chemistry I Credits: 4
- CHEM 132 – General Chemistry II Credits: 4

General Education Requirements

See professional program requirements and note the following **specific** requirements:

Religion:

professional degree requirements

Language/Communication:

professional degree requirements

History:

professional degree requirements

Fine Arts/Humanities:

professional degree requirements

Life/Physical Sciences:

professional degree requirements

Social Sciences:

- ECON 225 – Principles of Macroeconomics Credits: 3 required for BT International Agriculture Development.
- Other BT degrees follow professional degree requirements.

Mathematics:

professional degree requirements

Computer Literacy:

- INFS 120 – Foundations of Information Technology Credits: 3 or pass competency test

Fitness Education:

professional degree requirements

Service:

- BHSC 100 – Philosophy of Service Credits: 2

Animal Science, Management Emphasis BS

Bachelor of Science

The BS degree prepares individuals to pursue advanced degrees for careers in teaching or research. Students may major in agriculture, animal science, horticulture or landscape design with a minor to complement their intended purpose.

BS: Animal Science – 40

Major Requirements

- AGRI 405 – Research Seminar Credits: 1
- ANSI 114 – Introduction to Animal Science Credits: 3
- ANSI 305 – Animal Nutrition Credits: 3
- ANSI 425 – Issues in Animal Agriculture, Research and Medicine Credits: 3
- Plus 0–11 major electives chosen in consultation with an advisor.

Management — 19

- AGRI 137 – Practicum in _____ Credits: 1–3 (2)
- AGRI 395 – Internship in _____ Credits: 1–4
- ANSI 340 – Production/Management of _____ Credits: 3 (2 species)
- ACCT 121 – Fundamentals of Accounting Credits: 3
- AGRI 270 – Management of Agriculture Enterprises Credits: 3

Cognate Requirements – 18

- BIOL 165 – Foundations of Biology Credits: 5 or 4
- BIOL 166 – Foundations of Biology Credits: 5 or 4
- CHEM 131 – General Chemistry I Credits: 4
- CHEM 132 – General Chemistry II Credits: 4

General Education Requirements

See professional program requirements and note the following **specific** requirements:

Religion:

professional degree requirements

Language/Communication:

professional degree requirements

History:

professional degree requirements

Fine Arts/Humanities:

professional degree requirements

Life/Physical Sciences:

professional degree requirements

Social Sciences:

- ECON 225 – Principles of Macroeconomics Credits: 3 required for BT International Agriculture Development.
- Other BT degrees follow professional degree requirements.

Mathematics:

professional degree requirements

Computer Literacy:

- INFS 120 – Foundations of Information Technology Credits: 3 or pass competency test

Fitness Education:

professional degree requirements

Service:

- BHSC 100 – Philosophy of Service Credits: 2

Animal Science, Pre–Veterinary Medicine Emphasis BS

Bachelor of Science

The BS degree prepares individuals to pursue advanced degrees for careers in teaching or research. Students may major in agriculture, animal science, horticulture or landscape design with a minor to complement their intended purpose.

BS: Animal Science – 40

Major Requirements

- AGRI 405 – Research Seminar Credits: 1
- ANSI 114 – Introduction to Animal Science Credits: 3
- ANSI 305 – Animal Nutrition Credits: 3
- ANSI 425 – Issues in Animal Agriculture, Research and Medicine Credits: 3
- Plus 0–9 major electives chosen in consultation with an advisor.

Pre–Veterinary Medicine — 21

- AGRI 137 – Practicum in _____ Credits: 1–3
- ANSI 340 – Production/Management of _____ Credits: 3 (1 species)
- ANSI 379 – Small Animal Health and Disease Credits: 3
- ANSI 420 – Canine Gross Anatomy Credits: 4
- ANSI 435 – Animal Genetics Credits: 3
- ANSI 440 – Animal Reproduction Credits: 3
- ANSI 445 – Physiology of Farm Animals Credits: 4

Cognate Requirements – 18

- BIOL 165 – Foundations of Biology Credits: 5 or 4
- BIOL 166 – Foundations of Biology Credits: 5 or 4
- CHEM 131 – General Chemistry I Credits: 4
- CHEM 132 – General Chemistry II Credits: 4

Recommended Pre–Veterinary Courses

Courses may vary depending on entrance requirements of the veterinary college of choice.

- BCHM 421 – Biochemistry I Credits: 4
- CHEM 231 – Organic Chemistry I Credits: 3
- CHEM 232 – Organic Chemistry II Credits: 3
- MATH 166 – College Algebra for Business Credits: 3
- MATH 167 – Precalculus Trigonometry Credits: 1 **OR** MATH 168 – Precalculus Credits: 4
- PHYS 141 – General Physics I Credits: 4

- PHYS 142 – General Physics II Credits: 4

General Education Requirements

See professional program requirements and note the following **specific** requirements:

Religion:

professional degree requirements

Language/Communication:

professional degree requirements

History:

professional degree requirements

Fine Arts/Humanities:

professional degree requirements

Life/Physical Sciences:

professional degree requirements

Social Sciences:

- ECON 225 – Principles of Macroeconomics Credits: 3 required for BT International Agriculture Development.
- Other BT degrees follow professional degree requirements.

Mathematics:

professional degree requirements

Computer Literacy:

- INFS 120 – Foundations of Information Technology Credits: 3 or pass competency test

Fitness Education:

professional degree requirements

Service:

- BHSC 100 – Philosophy of Service Credits: 2

Horticulture, Horticultural Crop Production Emphasis BT

Bachelor of Technology

The BT degree is a career specialist's degree. Graduates are prepared for supervisory and management positions in production agriculture such as Agribusiness, crops, dairy herd management, horticulture or the landscape industry.

BT: Horticulture – 60

Major Requirements

- AGRI 118 – Soil Science Credits: 4
- AGRI 395 – Internship in _____ Credits: 1–4
- AGRI 405 – Research Seminar Credits: 1
- AGRI 499 – Project in _____ Credits: 1–5
- HORT 105 – Plant Science Credits: 5
- HORT 226 – Woody Plant Identification I Credits: 3
- HORT 227 – Woody Plant Identification II Credits: 3
- HORT 228 – Herbaceous Plant Identification Credits: 3
- HORT 350 – History of Landscape Architecture Credits: 3
- Plus 3 major electives chosen in consultation with advisor.

Horticultural Crop Production — 33

- AGRI 206 – Farm Machinery Credits: 3
- AGRI 240 – Fundamentals of Irrigation Credits: 3
- AGRI 270 – Management of Agriculture Enterprises Credits: 3
- AGRI 308 – Principles of Weed Control Credits: 3
- AGRI 345 – Topics in _____ Credits: 1–4
- HORT 208 – Propagation of Horticultural Plants Credits: 3
- HORT 211 – Landscape Equipment Credits: 2
- HORT 360 – Arboriculture Credits: 3
- HORT 369 – Greenhouse Environment and Production Credits: 3
- HORT 378 – Integrated Pest/Disease Management Credits: 4
- The horticultural crop production emphasis prepares students for careers in the greenhouse/nursery industry or vegetable/fruit production industry.

Cognate Requirements – 4

- CHEM 100 – Consumer Chemistry Credits: 4 **OR** CHEM 110 – Introduction to Inorganic and Organic Chemistry Credits: 4

General Education Requirements

See professional program requirements and note the following **specific** requirements:

Religion:

professional degree requirements

Language/Communication:

professional degree requirements

History:

professional degree requirements

Fine Arts/Humanities:

professional degree requirements

Life/Physical Sciences:

professional degree requirements

Social Sciences:

- ECON 225 – Principles of Macroeconomics Credits: 3 required for BT International Agriculture Development.
- Other BT degrees follow professional degree requirements.

Mathematics:

professional degree requirements

Computer Literacy:

- INFS 120 – Foundations of Information Technology Credits: 3 or pass competency test

Fitness Education:

professional degree requirements

Service:

- BHSC 100 – Philosophy of Service Credits: 2

Horticulture, Landscape Construction Management Emphasis BT

Bachelor of Technology

The BT degree is a career specialist's degree. Graduates are prepared for supervisory and management positions in production agriculture such as

Agribusiness, crops, dairy herd management, horticulture or the landscape industry.

BT: Horticulture – 60

Major Requirements

- AGRI 118 – Soil Science Credits: 4
- AGRI 395 – Internship in _____ Credits: 1–4
- AGRI 405 – Research Seminar Credits: 1
- AGRI 499 – Project in _____ Credits: 1–5
- HORT 105 – Plant Science Credits: 5
- HORT 226 – Woody Plant Identification I Credits: 3
- HORT 227 – Woody Plant Identification II Credits: 3
- HORT 228 – Herbaceous Plant Identification Credits: 3
- HORT 350 – History of Landscape Architecture Credits: 3

Landscape Construction Management – 36

- AGRI 240 – Fundamentals of Irrigation Credits: 3
- AGRI 270 – Management of Agriculture Enterprises Credits: 3
- HORT 136 – Landscape Drafting and Graphics Credits: 4
- HORT 137 – Fundamentals of Landscape Design Credits: 4
- HORT 208 – Propagation of Horticultural Plants Credits: 3
- HORT 211 – Landscape Equipment Credits: 2
- HORT 315 – Landscape Structures and Materials Credits: 4
- HORT 340 – Land Surveying Credits: 2
- HORT 375 – Landscape Estimating Credits: 3
- HORT 378 – Integrated Pest/Disease Management Credits: 4
- HORT 429 – Computer Landscape Design Credits: 3
- The landscape construction and management emphasis features proper horticultural practice, identification of landscape plants, selection of appropriate equipment, and the concept of total maintenance.

Cognate Requirement – 4

- CHEM 100 – Consumer Chemistry Credits: 4 **OR** CHEM 110 – Introduction to Inorganic and Organic Chemistry Credits: 4

General Education Requirements

See professional program requirements and note the following **specific** requirements:

Religion:

professional degree requirements

Language/Communication:

professional degree requirements

History:

professional degree requirements

Fine Arts/Humanities:

professional degree requirements

Life/Physical Sciences:

professional degree requirements

Social Sciences:

- ECON 225 – Principles of Macroeconomics Credits: 3 required for BT International Agriculture Development.
- Other BT degrees follow professional degree requirements.

Mathematics:

professional degree requirements

Computer Literacy:

- INFS 120 – Foundations of Information Technology Credits: 3 or pass competency test

Fitness Education:

professional degree requirements

Service:

- BHSC 100 – Philosophy of Service Credits: 2

Horticulture, Landscape Design Emphasis BS

Bachelor of Science

The BS degree prepares individuals to pursue advanced degrees for careers in teaching or research. Students may major in agriculture, animal science, horticulture or landscape design with a minor to complement their intended purpose.

BS: Horticulture – 60

Major Requirements

- AGRI 118 – Soil Science Credits: 4
- AGRI 240 – Fundamentals of Irrigation Credits: 3
- AGRI 308 – Principles of Weed Control Credits: 3
- AGRI 405 – Research Seminar Credits: 1
- HORT 105 – Plant Science Credits: 5
- HORT 378 – Integrated Pest/Disease Management Credits: 4
- Plus 20 credits in a special area of emphasis.

Landscape Design — 20

Select from the following:

- HORT 136 – Landscape Drafting and Graphics Credits: 4
- HORT 137 – Fundamentals of Landscape Design Credits: 4
- HORT 226 – Woody Plant Identification I Credits: 3
- HORT 227 – Woody Plant Identification II Credits: 3
- HORT 228 – Herbaceous Plant Identification Credits: 3
- HORT 315 – Landscape Structures and Materials Credits: 4
- HORT 350 – History of Landscape Architecture Credits: 3
- HORT 365 – Urban Landscape Design Credits: 3
- HORT 375 – Landscape Estimating Credits: 3
- HORT 429 – Computer Landscape Design Credits: 3
- HORT 441 – Advanced Landscape Graphics Credits: 4
- HORT 442 – Advanced Site Design Credits: 4

Cognate Requirements – 18

Select credits from the following

- BIOL 165 – Foundations of Biology Credits: 5 or 4
- BIOL 166 – Foundations of Biology Credits: 5 or 4
- BIOL 208 – Environmental Science Credits: 4
- BIOL 475 – Biology of Bacteria Credits: 3
- CHEM 131 – General Chemistry I Credits: 4
- CHEM 132 – General Chemistry II Credits: 4
- FDNT 230 – Nutrition Credits: 3
- FDNT 240 – Nutrition Laboratory Credits: 1

General Education Requirements

See professional program requirements and note the following **specific** requirements:

Religion:

professional degree requirements

Language/Communication:

professional degree requirements

History:

professional degree requirements

Fine Arts/Humanities:

professional degree requirements

Life/Physical Sciences:

professional degree requirements

Social Sciences:

- ECON 225 – Principles of Macroeconomics Credits: 3 required for BT International Agriculture Development.
- Other BT degrees follow professional degree requirements.

Mathematics:

professional degree requirements

Computer Literacy:

- INFS 120 – Foundations of Information Technology Credits: 3 or pass competency test

Fitness Education:

professional degree requirements

Service:

- BHSC 100 – Philosophy of Service Credits: 2

Horticulture, Landscape Design Emphasis BT

Bachelor of Technology

The BT degree is a career specialist's degree. Graduates are prepared for supervisory and management positions in production agriculture such as Agribusiness, crops, dairy herd management, horticulture or the landscape industry.

BT: Horticulture – 60

Major Requirements

- AGRI 118 – Soil Science Credits: 4
- AGRI 395 – Internship in _____ Credits: 1–4 (3 credits needed)
- AGRI 405 – Research Seminar Credits: 1
- AGRI 499 – Project in _____ Credits: 1–5
- HORT 105 – Plant Science Credits: 5
- HORT 226 – Woody Plant Identification I Credits: 3
- HORT 227 – Woody Plant Identification II Credits: 3
- HORT 228 – Herbaceous Plant Identification Credits: 3
- HORT 350 – History of Landscape Architecture Credits: 3
- Plus 3 major elective credits chosen in consultation with advisor.

Landscape Design Emphasis – 31

The landscape design program emphasizes the development of technical drawing skills, CAD application, an understanding of the principles of design and knowledge of plants.

- HORT 136 – Landscape Drafting and Graphics Credits: 4
- HORT 137 – Fundamentals of Landscape Design Credits: 4

- HORT 315 – Landscape Structures and Materials Credits: 4
- HORT 340 – Land Surveying Credits: 2
- HORT 365 – Urban Landscape Design Credits: 3
- HORT 375 – Landscape Estimating Credits: 3
- HORT 429 – Computer Landscape Design Credits: 3
- HORT 441 – Advanced Landscape Graphics Credits: 4
- HORT 442 – Advanced Site Design Credits: 4

Cognate Requirements – 4

- CHEM 100 – Consumer Chemistry Credits: 4 **OR** CHEM 110 – Introduction to Inorganic and Organic Chemistry Credits: 4

General Education Requirements

See professional program requirements and note the following **specific** requirements:

Religion:

professional degree requirements

Language/Communication:

professional degree requirements

History:

professional degree requirements

Fine Arts/Humanities:

professional degree requirements

Life/Physical Sciences:

professional degree requirements

Social Sciences:

- ECON 225 – Principles of Macroeconomics Credits: 3 required for BT International Agriculture Development.
- Other BT degrees follow professional degree requirements.

Mathematics:

professional degree requirements

Computer Literacy:

- INFS 120 – Foundations of Information Technology Credits: 3 or pass competency test

Fitness Education:

professional degree requirements

Service:

- BHSC 100 – Philosophy of Service Credits: 2

Horticulture, Landscape Management Emphasis BS

Bachelor of Science

The BS degree prepares individuals to pursue advanced degrees for careers in teaching or research. Students may major in agriculture, animal science, horticulture or landscape design with a minor to complement their intended purpose.

BS: Horticulture – 40

Major Requirements

- AGRI 118 – Soil Science Credits: 4
- AGRI 240 – Fundamentals of Irrigation Credits: 3
- AGRI 308 – Principles of Weed Control Credits: 3
- AGRI 405 – Research Seminar Credits: 1
- HORT 105 – Plant Science Credits: 5
- HORT 378 – Integrated Pest/Disease Management Credits: 4

Landscape Management — 20

Select from the following:

- HORT 136 – Landscape Drafting and Graphics Credits: 4
- HORT 137 – Fundamentals of Landscape Design Credits: 4
- HORT 208 – Propagation of Horticultural Plants Credits: 3
- HORT 211 – Landscape Equipment Credits: 2
- HORT 226 – Woody Plant Identification I Credits: 3
- HORT 227 – Woody Plant Identification II Credits: 3
- HORT 228 – Herbaceous Plant Identification Credits: 3
- HORT 315 – Landscape Structures and Materials Credits: 4
- HORT 350 – History of Landscape Architecture Credits: 3
- HORT 360 – Arboriculture Credits: 3

Cognate Requirements – 18

Select credits from

- BIOL 165 – Foundations of Biology Credits: 5 or 4
- BIOL 166 – Foundations of Biology Credits: 5 or 4
- BIOL 208 – Environmental Science Credits: 4
- BIOL 475 – Biology of Bacteria Credits: 3
- CHEM 131 – General Chemistry I Credits: 4
- CHEM 132 – General Chemistry II Credits: 4
- FDNT 230 – Nutrition Credits: 3
- FDNT 240 – Nutrition Laboratory Credits: 1

General Education Requirements

See professional program requirements and note the following **specific** requirements:

Religion:

professional degree requirements

Language/Communication:

professional degree requirements

History:

professional degree requirements

Fine Arts/Humanities:

professional degree requirements

Life/Physical Sciences:

professional degree requirements

Social Sciences:

- ECON 225 – Principles of Macroeconomics Credits: 3 required for BT International Agriculture Development.
- Other BT degrees follow professional degree requirements.

Mathematics:

professional degree requirements

Computer Literacy:

- INFS 120 – Foundations of Information Technology Credits: 3 or pass competency test

Fitness Education:

professional degree requirements

Service:

- BHSC 100 – Philosophy of Service Credits: 2

International Agriculture Development BT

Bachelor of Technology

The BT degree is a career specialist's degree. Graduates are prepared for supervisory and management positions in production agriculture such as Agribusiness, crops, dairy herd management, horticulture or the landscape industry.

BT: International Agriculture Development

The Bachelor of Technology in International Agriculture Development is designed to provide students with knowledge, skills and experience to prepare them for entry-level positions in agriculture or international development or to pursue an advanced degree. Students who complete this degree will be eligible to enter the MS Community & International Development program at Andrews University with Advanced Standing.

Major requirements — 59

- ANSI 114 – Introduction to Animal Science Credits: 3
- AGRI 118 – Soil Science Credits: 4
- AGRI 240 – Fundamentals of Irrigation Credits: 3
- AGRI 270 – Management of Agriculture Enterprises Credits: 3
- AGRI 390 – Agriculture Study Tour Credits: 1–4
- AGRI 395 – Internship in _____ Credits: 1–4
- AGRI 498 – International Internship in _____ Credits: 1–6
- HORT 105 – Plant Science Credits: 5
- HORT 208 – Propagation of Horticultural Plants Credits: 3

Select 12 Credits From

- ANSI 305 – Animal Nutrition Credits: 3
- ANSI 340 – Production/Management of _____ Credits: 3
- ANSI 440 – Animal Reproduction Credits: 3
- AGRI 300 – Field Crop Production Credits: 3
- AGRI 308 – Principles of Weed Control Credits: 3
- HORT 150 – Home Horticulture Credits: 3
- HORT 310 – Commercial Vegetable Production Credits: 3

Select 9 Credits From

- AGRI 345 – Topics in _____ Credits: 1–4
- AGRI 467 – Concepts of International Agriculture Credits: 3
- AGRI 468 – International Agricultural Implementation Credits: 3
- AGRI 498 – International Internship in _____ Credits: 1–6

Cognate requirement — 25

- ACCT 121 – Fundamentals of Accounting Credits: 3
- BHSC 230 – Research Methods I: Statistics for the Behavioral Sciences Credits: 3
- ECON 225 – Principles of Macroeconomics Credits: 3
- SOCI 160 – Introduction to International Development Credits: 3
- SOCI 350 – Social Policy Credits: 2
- SOCI 408 – Emergency Preparedness Credits: 2
- SOCI 421 – Development Theory & Practice Credits: 3
- SOCI 431 – Needs Assessment and Social Policy Credits: 3
- SOCI 432 – Research Methods II: Introduction Credits: 3

General Education Requirements

See professional program requirements and note the following **specific** requirements:

Religion:

professional degree requirements

Language/Communication:

professional degree requirements

History:

professional degree requirements

Fine Arts/Humanities:

professional degree requirements

Life/Physical Sciences:

professional degree requirements

Social Sciences:

- ECON 225 – Principles of Macroeconomics Credits: 3 required for BT International Agriculture Development.
- Other BT degrees follow professional degree requirements.

Mathematics:

professional degree requirements

Computer Literacy:

- INFS 120 – Foundations of Information Technology Credits: 3 or pass competency test

Fitness Education:

professional degree requirements

Service:

- BHSC 100 – Philosophy of Service Credits: 2

Undergraduate Minors

Agriculture Minor

Total Credits: 20

Selected from AGRI, ANSI or HORT courses in consultation with advisor.

Animal Science Minor

Total Credits: 20

Selected from AGRI, ANSI or HORT courses in consultation with advisor.

Horticulture Minor

Total Credits: 20

Selected from AGRI, ANSI or HORT courses in consultation with advisor.

Pre–Professional

Pre–Professional Program in Veterinary Medicine

Katherine Koudele, *Coordinator*
269–471–6299
Smith Hall 112

Entrance requirements vary among veterinary medical colleges. Students should check the websites of their choice for the most current requirements. Accredited veterinary schools are listed on the website of the American Veterinary Medical Association (www.avma.org). Students, in consultation with their departmental advisor, can develop individualized programs to meet the entrance requirements for their preferred veterinary schools.

Agriculture

AGRI 118 – Soil Science

Credits: 4

Factors affecting soil formation, soil texture, particle size, pore space and their impact on soil air/water relations, and chemical characteristics of soils, including pH, ion exchange, and maintenance of soil fertility. Weekly: 3 lectures and a 3–hour lab \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **Offering:** Alternate years **College Code:** DAA

AGRI 137 – Practicum In_____

Credits: 1–3

Fifty hours per credit of supervised practical experience in one area of concentration. May be repeated in different areas for a maximum of 6 credits. Topics to be chosen in consultation with an advisor. **Grade Mode:** Normal w S/DG (A–F,I,S,U,DG,W) **Repeatable:** Repeatable up to 6 credits **Offering:** Fall, Spring **College Code:** DAA

AGRI 206 – Farm Machinery

Credits: 3

Selection and operation of farm equipment, based on the initial cost and economic performance, including factors governing the site and type of farm machines, their capacity, efficient use, adjustment and repair. Weekly: 2 lectures and a 3–hour lab \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **Offering:** Alternate years **College Code:** DAA

AGRI 240 – Fundamentals of Irrigation

Credits: 3

Design, installation, drawing, interpretation and maintenance of plastic or metal irrigation systems and control devices for proper sprinkler coverage. **Grade Mode:** Normal (A–F,I,W) **Offering:** Fall, alternate years **College Code:** DAA

AGRI 270 – Management of Agriculture Enterprises

Credits: 3

An introduction to acquiring and analysis of management information for decision making; an understanding of basic economic principles that impact biological production systems and implementation of the principles for total quality management for increased productivity. **Grade Mode:** Normal (A–F,I,W) **Offering:** Alternate years **College Code:** DAA

AGRI 300 – Field Crop Production

Credits: 3

Importance, distribution, economic adaptation, and botany of leading farm crops, emphasizing rotation, seedbed preparation, and economic production. **Grade Mode:** Normal (A–F,I,W) **Offering:** Alternate years **College Code:** DAA

AGRI 304 – Forage Crop Production

Credits: 3

Basic principles of forage crop production, emphasizing choice of crop, establishment, growth, maintenance, harvesting, storage and feeding. **Grade Mode:** Normal (A–F,I,W) **Offering:** Alternate years **College Code:** DAA

AGRI 308 – Principles of Weed Control

Credits: 3

Control of weeds in horticultural and field crops, utilizing biological, cultural, mechanical, and chemical practices. Class study also involves preparation and testing for pesticide applicator's license. Weekly: 2 lectures and a 3–hour lab \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **Offering:** Alternate years **College Code:** DAA

AGRI 345 – Topics in _____

Credits: 1–4

A class based on selected topics of current interest in agriculture. **Grade Mode:** Normal (A–F,I,W) **Repeatable:** Repeatable with different topics **College Code:** DAA

AGRI 390 – Agriculture Study Tour

Credits: 1–4

Agriculture study tours are designed to enhance and broaden the on-campus learning experience by visiting areas of horticultural and agricultural interest and their impact on the local culture and society. Students will be expected to conduct pre-tour research on a specific topic related to the purpose of the tour and a post-tour analysis and synopsis of the tour experience. \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **Repeatable:** Repeatable up to 4 credits **College Code:** DAA

AGRI 395 – Internship in _____

Credits: 1–4

Supervised internship of on-the-job work experience in some field of agriculture under the direction of the employer and evaluated by a departmental faculty member. Students submit a report of their experience and must complete a minimum of 120 hours of work experience for each credit earned. **Grade Mode:** Normal w S/DG (A–F,I,S,U,DG,W) **Repeatable:** Repeatable up to 6 credits **College Code:** DAA

AGRI 405 – Research Seminar

Credits: 1

Research results or internship reports in agriculture and related fields; presentations given by students, faculty and visiting lecturers. **Grade Mode:** Normal (A–F,I,W) **Repeatable:** Repeatable up to 4 credits **Offering:** Spring **College Code:** DAA

AGRI 467 – Concepts of International Agriculture

Credits: 3

A study of the relative significance of the role of external institutions and agency, financial programs for agricultural development, human resource development and agricultural education as a means of fostering worldwide agricultural development to counter-balance the threat to global food security and to overcome food deficits. **Grade Mode:** Normal (A–F,I,W) **Offering:** Alternate years **College Code:** DAA

AGRI 468 – International Agricultural Implementation

Credits: 3

The application of scientific agricultural principles of food production, utilizing cultural practices based on appropriate agricultural technologies that support a philosophy of sustainability for future generations. **Grade Mode:** Normal (A–F,I,W) **Offering:** Alternate years **College Code:** DAA

AGRI 498 – International Internship in _____

Credits: 1–6

Supervised internship of on the job international work experience in agriculture/horticulture. Students submit a report of their experience to be evaluated by a departmental faculty member and must complete 120 hours of work experience for each credit earned. **Grade Mode:** Normal w S/DG (A–F,I,S,U,DG,W) **Repeatable:** Repeatable up to 6 credits **College Code:** DAA

AGRI 499 – Project in _____

Credits: 1–5

Individual research in some field of agriculture under the direction of the faculty. **Grade Mode:** Normal w S/DG (A–F,I,S,U,DG,W) **Prerequisite(s):** AGRI 405 or permission of the instructor. **Repeatable:** Repeatable up to 10 credits **College Code:** DAA

Animal Science

ANSI 114 – Introduction to Animal Science

Credits: 3

Farm animal anatomy, reproductive and digestive physiology, nutrition, genetics, housing, health management and production of animal products. **Grade Mode:** Normal (A–F,I,W) **Offering:** Fall **College Code:** DAA

ANSI 125 – Livestock Handling Methods

Credits: 3

Principles and practices of handling livestock including proper catching, restraint, injections, tagging, grooming and hoof trimming. Weekly: 2 lectures and a 3-hour lab \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **Offering:** Fall, alternate years **College Code:** DAA

ANSI 150 – Companion Animal Care

Credits: 3

Principles and practices on how to choose the right pet, keep it healthy, pet grooming, training and correcting behavioral problems. Animal species covered are dogs, cats, small caged pets, birds, fish, reptiles and amphibians. Weekly: 2 lectures and a 3-hour lab \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **Offering:** Fall, alternate years **College Code:** DAA

ANSI 205 – Animal Feeds and Feeding

Credits: 3

Classification and function of nutrients, deficiency symptoms, digestive processes, characterization of feedstuffs, and formulation of diets for domestic animals. Weekly: 2 lectures and a 3-hour lab \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **Recommended:** Recommended CHEM100. **Offering:** Fall, alternate years **College Code:** DAA

ANSI 245 – Animal Breeding and Genetics

Credits: 3

Basic anatomy and physiology of the reproductive systems of domestic animals, basic principles of genetics in order to make sound genetics and breeding decisions, including the manipulation of reproductive cycle, artificial insemination. Weekly: 2 lectures and a 3-hour lab \$ – Course or lab fee **Course Attribute:** Service course **Grade Mode:** Normal (A–F,I,W) **Offering:** Spring **College Code:** DAA

ANSI 250 – Dairy Facilities

Credits: 3

A study of various types of milking systems, housing and manure handling systems of dairy cattle of all ages and production levels. Ventilation, stall and barn dimensions, and bedding will be some of the topics covered. Weekly: 2 lectures and a 3-hour lab \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **Offering:** Alternate years **College Code:** DAA

ANSI 278 – Dairy Health and Disease

Credits: 3

Principles and practice of physical examination of dairy cattle and the causes, preventions and treatment of infectious and metabolic diseases by system. Also included are dairy cattle breeding and genetics. Weekly: one 2-hour lecture and one 3-hour lab \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **Offering:** Spring **College Code:** DAA

ANSI 305 – Animal Nutrition

Credits: 3

Principles of feed chemistry and nutrient utilization, digestive tract anatomy and physiology including digestion, absorption, metabolism of feeds by domestic species, nutrition related diseases/ deficiencies and ration formulation. Weekly: 3 lectures **Grade Mode:** Normal (A–F,I,W) **Recommended:** CHEM 131 or higher. **Offering:** Fall, alternate years **College Code:** DAA

ANSI 325 – Domestic Animal Behavior

Credits: 3

Physiological basis for each type of behavior and its development, communication methods, normal and aberrant behavior in each domestic animal species as well as treatments for problem situations. Weekly: 2 lectures and 1 lab \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **Offering:** Fall, alternate years **College Code:** DAA

ANSI 340 – Production/Management of _____

Credits: 3

Production methods and management practices of domesticated livestock species including nutrition, reproduction, housing, health and specialized care of a particular species. Course is repeatable for study of dairy cattle, equine, poultry and small livestock. Weekly: 2 lectures and 1 lab \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **Repeatable:** Repeatable **Offering:** Fall, Spring **College Code:** DAA

ANSI 379 – Small Animal Health and Disease

Credits: 3

Proper handling and care, nutritional needs, and common health problems of companion animals such as dogs, cats, birds, pocket pets, reptiles. **Grade Mode:** Normal (A–F,I,W) **Offering:** Fall, alternate years **College Code:** DAA

ANSI 420 – Canine Gross Anatomy

Credits: 4

Study of macroscopic skeleton, muscles, internal organs, blood vessels and nerves using preserved, latex-injected specimens. Comparisons made with the live dog through palpation. Weekly: 2 lectures and two 3-hour labs \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **Recommended:** BIOL166. **Offering:** Fall, alternate years **College Code:** DAA

ANSI 425 – Issues in Animal Agriculture, Research and Medicine

Credits: 3

Study of the ethical issues that challenge animal researchers, producers, caretakers, and veterinarians to treat and raise animals humanely yet effectively. \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **Offering:** Spring **College Code:** DAA

ANSI 430 – Lactation Physiology

Credits: 3

Anatomy and physiology of the udder, milk secretion, disease prevention and treatment, milking management and milking systems. Weekly: 2 lectures and 1 lab \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **Recommended:** BIOL166. **Offering:** Spring **College Code:** DAA

ANSI 435 – Animal Genetics

Credits: 3

Basic genetics principles, cytogenetics, immunogenetics, population genetics and quantitative genetics, biotechnology, gene mapping and the use of molecular tools to research inherited disorders using examples of veterinary medicine. **Grade Mode:** Normal (A–F,I,W) **Recommended:** BIOL166. **Offering:** Spring **College Code:** DAA

ANSI 440 – Animal Reproduction

Credits: 3

Anatomy and physiology of farm animal reproduction including the cellular and endocrine components as well as management aspects. Weekly: 2 lectures and 1 lab \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **Recommended:** BIOL166. **Offering:** Spring **College Code:** DAA

ANSI 445 – Physiology of Farm Animals

Credits: 4

Physiology of digestive, cardiovascular, pulmonary, excretory, nervous, and skeletomuscular systems in domesticated ruminants and monogastrics. Weekly: 3 lectures and a 3-hour lab \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **Recommended:** BIOL166. **Offering:** Fall, alternate years **College Code:** DAA

ANSI 450 – Equine Exercise Anatomy & Physiology

Credits: 3

The anatomy and physiology of the limbs (shoulder and pelvic girdles, legs, feet) as well as the respiratory tract, all of which are vital to a horse's usefulness. **Grade Mode:** Normal (A–F,I,W) **Offering:** Spring **College Code:** DAA

ANSI 455 – Equine Health and Disease

Credits: 3

Topics covered in depth are: the causes of infectious (e.g. tetanus, strangles) and non-infectious (e.g. laminitis, colic, injury), diseases of horses, their prevention, diagnosis and treatment. **Grade Mode:** Normal (A–F,I,W) **Offering:** Fall, alternate years **College Code:** DAA

Horticulture

HORT 105 – Plant Science

Credits: 5

Introduces students to the requirements of plant growth and development. Understanding of these processes is gained by studying topics such as plant cells, tissue, and organ structure; photosynthesis, cellular respiration, plant reproduction, including flowering, fruit development, seed set, the role of hormones, and plant nutrition. Weekly: 4 lectures and a 3-hour lab \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **Offering:** Fall **College Code:** DAA

HORT 136 – Landscape Drafting and Graphics

Credits: 4

Introduces and develops proficiency in technical drafting for landscape design including symbols, 2–D and 3–D drawings, sections and elevations, title blocks, legends and plan organization. Studio puts graphics to work with a broad range of landscape projects represented. Studio \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **Offering:** Fall **College Code:** DAA

HORT 137 – Fundamentals of Landscape Design

Credits: 4

Introduces and develops the principles of design, design theory, site analysis, functional diagramming, circulation, spatial planes and design schematics. Course will explore both hardscape and softscape principles. Class integrates the design process in drawing plans of all sizes. Studio \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **Recommended:** HORT136 **Offering:** Spring **College Code:** DAA

HORT 150 – Home Horticulture

Credits: 3

An introduction to the horticultural and landscape field for majors and homeowners alike, this class offers basic care of the home landscape. Landscaping with ornamental trees and shrubs, perennials and annuals or growing fruits and vegetables for the garden are included. Become skilled at pruning and training plants, diagnosing and treating insect and disease problems, fertilizing techniques, and more. Course prepares you for home ownership and teaches life skills for creating a productive and beautiful home environment. **Grade Mode:** Normal (A–F,I,W) **College Code:** DAA

HORT 208 – Propagation of Horticultural Plants

Credits: 3

Intended to acquaint students with the processes of asexual reproduction, especially as it applies to the horticultural industry. Asexual reproduction investigates methods of clonal reproduction utilizing non-flowering plant parts such as cutting, grafting, layering, and micro propagation (tissue culture). Weekly: 2 lectures and a 3-hour lab \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **Recommended:** HORT105. **Offering:** Spring **College Code:** DAA

HORT 211 – Landscape Equipment

Credits: 2

Assessment of and exposure to current equipment needed to run a landscape installation and maintenance business. Experience in physical operation of equipment, preventative maintenance and minor repair is practiced. Weekly: 1-hour lecture and a 3-hour lab \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **Offering:** Fall, alternate years **College Code:** DAA

HORT 226 – Woody Plant Identification I

Credits: 3

Introduction to the identification and recognition of deciduous and evergreen trees. Focus will be on shape, size, color, texture, environmental requirements and the landscape value of native and cultivated trees of the northern temperate zone. **Grade Mode:** Normal (A–F,I,W) **Offering:** Fall, alternate years **College Code:** DAA

HORT 227 – Woody Plant Identification II

Credits: 3

Introduction to the identification and recognition of the deciduous, evergreen and broad leafed evergreen shrubs and vines of the northern. Focus will be on shape, color, size, texture, environmental requirements and the landscape value of native and cultivated shrubs and vines of the northern temperate zone. **Grade Mode:** Normal (A–F,I,W) **Offering:** Alternate years **College Code:** DAA

HORT 228 – Herbaceous Plant Identification

Credits: 3

Identification and recognition of shape, size, color, texture, and environmental requirements of the nonwoody plants providing color and ground cover in the landscape. **Grade Mode:** Normal (A–F,I,W) **Offering:** Fall, alternate years **College Code:** DAA

HORT 310 – Commercial Vegetable Production

Credits: 3

Production and management of commercial vegetable crops; includes planting, cultural care, harvesting and post-harvesting procedures and marketing. **Grade Mode:** Normal (A–F,I,W) **College Code:** DAA

HORT 315 – Landscape Structures and Materials

Credits: 4

Course combines lecture, drawing and hands-on labs covering an array of hardscape materials including retaining walls, decks and arbors, patios, fencing, edging, pools and more. Weekly: 2 lectures and 3 hours of lab \$ – Course or lab fee
Grade Mode: Normal (A–F,I,W) **Offering:** Spring **College Code:** DAA

HORT 340 – Land Surveying

Credits: 2

Course introduces the principles of land surveying such as measurements of distance, elevation and angles, instrumentation and mapping, and GIS. Weekly: 1 lecture and 2 hours of lab \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W)
Offering: Fall **College Code:** DAA

HORT 350 – History of Landscape Architecture

Credits: 3

A study of landscape history throughout civilization and its impact upon society and the environment. Course will look at the origin of landscape architectural styles and characteristics, and explore the influence of historical landscape design personalities upon the American landscape. **Course Attribute:** Art History course
Grade Mode: Normal (A–F,I,W) **Offering:** Spring **College Code:** DAA

HORT 360 – Arboriculture

Credits: 3

Care of shade and ornamental trees living under environmental stress of urbanization, their legal protection and value. Includes tree anatomy and physiology, soils, nutrition and water relationships, transplanting, disease and insect control, mechanical injury and pruning to develop a healthy tree. Weekly: 2 lectures and a 3-hour lab \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W)
Offering: Fall, alternate years **College Code:** DAA

HORT 365 – Urban Landscape Design

Credits: 3

Designing landscapes to meet the environmental challenges and conditions of urban spaces. Circulation patterns for conducting business, aesthetic and functional aspects of design for corporate/institutional, governmental agencies and municipal areas. Studio \$ – Course or lab fee **Course Attribute:** Service course
Grade Mode: Normal (A–F,I,W) **Recommended:** HORT136, 137. **Offering:** Spring, alternate years **College Code:** DAA

HORT 369 – Greenhouse Environment and Production

Credits: 3

Concepts and principles of commercial plant production in the greenhouse environment. Topics include structure and environment of the greenhouse, production of bedding and potting plants and cut flowers. Weekly: 2 lectures and a 3-hour lab \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **Offering:** Alternate years **College Code:** DAA

HORT 375 – Landscape Estimating

Credits: 3

An introduction to the estimating process for landscape design, construction and maintenance work. Various schedules and forms are used to assign costs of equipment, plants, hardscape materials, labor and overhead. The many variables from project to project are explored and then formulas are applied to arrive at making landscape installations an efficient and profitable business. **Grade Mode:** Normal (A–F,I,W) **Offering:** Spring **College Code:** DAA

HORT 378 – Integrated Pest/Disease Management

Credits: 4

Study of significant diseases and pests of agricultural and horticultural plant materials, including life cycles and influence of environmental conditions; determination of effective control methods for crop, ornamental and turfgrass production. **Grade Mode:** Normal (A–F,I,W) **Offering:** Spring **College Code:** DAA

HORT 429 – Computer Landscape Design

Credits: 3

Principles and practices of computer-aided landscape design, including creating scale perimeter plot plans, using drawing tools, plant/site relationships, and graphic imaging leading to a computer-generated landscape drawing. Laboratory emphasizes skill development and proficiency in integrating software and hardware to create CAD-generated landscape designs. Prior landscape drawing course work is recommended. \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W)
Offering: Spring **College Code:** DAA

HORT 441 – Advanced Landscape Graphics

Credits: 4

Advanced exploration and application of graphics applying to all aspects of landscape architecture. Working in multiple environments and media. Work will include plan view, 2D and 3D hand graphics. Products will be professional quality presentations including both artistic and verbal communication skills. Studio \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **Recommended:** HORT136 and 137 **College Code:** DAA

HORT 442 – Advanced Site Design

Credits: 4

Landscape Architecture concepts relating to the challenging problems of design. Field application through live projects encompassing all aspects of landscape architecture and presentation. This class is focused on synthesizing significant previous class work and applying it to a real customer setting. Studio \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **Recommended:** HORT136, 137, 226, 227, 228 and 441 **College Code:** DAA

Department of Aviation

Seamount Building (Airpark)
269–471–3547
Fax: 269–471–6004
airinfo@andrews.edu
www.andrews.edu/aviation/

Faculty
Dina M. Simmons, *Chair*
James H. Doran
Duane E. Habenicht
Darryl V. Penney
Randall D. Robertson
Caleb M. Sigua

Programs

Andrews University’s Department of Aviation develops aviation professionals, empowered to engage and lead in the adventure of industry and Christ’s worldwide mission.

For the aviation professional, the most competitive aviation program emphasizes both flight and maintenance. Therefore, the Department of Aviation strongly recommends completing a degree with both Flight and Aviation Maintenance emphases. Students wishing to enter a non–flying aviation career, may limit their specialization to Aviation Maintenance. Two programs are available: A four–year Bachelor in Aviation, and a two–year Associate in Aviation. Students may select from available emphases for their area of study.

The Airpark is located about 1.2 miles from the central campus. Students should plan to arrange their own transportation to and from the airport.

Associates

Aviation, Aviation Maintenance Emphasis AT

AT: Aviation

Students may earn an Associate of Technology degree by taking courses beyond those required for the certificate in either the flight or maintenance area. The additional courses give students a broader General Education base, prepare them better to perform the activities acquired by the certificate program, and facilitate study for an advanced degree.

Major*	40–52
General Education requirements	20–25
General electives	<u>6–0</u>
Total credits for degree	66–77
*Emphasis Options	

Aviation Maintenance

Aviation Maintenance — 52

Total Credits: 52

Aviation Maintenance Area Courses

An Aviation Maintenance Certificate with Airframe and Powerplant ratings is required for any BT or AT maintenance option. Lab fees apply to all AVMT courses. Students are required to have a Windows–compatible PC laptop and tool set (see Department of Aviation Charges).

Status as an aviation major is provisional until the student demonstrates satisfactory academic and performance skills. Students must maintain minimum GPA of 2.5 in all aviation coursework and 2.25 cumulative overall. All first year students must pass the FAA Aviation Maintenance General test prior to entry into the Airframe or Powerplant curriculum, unless waived by the department. This and other program requirements and procedures can be referenced in the department student handbook.

Required Courses — 52

- AVMT 108 – Applied Science for Aerospace Technicians Credits: 4
- AVMT 114 – Aircraft Basic Electricity Credits: 2
- AVMT 116 – Federal Regulations, Publications, Forms and Records Credits: 2
- AVMT 120 – Materials and Processes for Aircraft Structures Credits: 4

- AVMT 204 – Aircraft Electrical Systems Credits: 2
- AVMT 206 – Powerplant Electrical Systems Credits: 4
- AVMT 210 – Aircraft Systems Credits: 4
- AVMT 220 – Aircraft Fuels and Fuel Systems Credits: 2
- AVMT 226 – Engine Fuel Metering Systems Credits: 2
- AVMT 237 – Aircraft Hydraulic, Pneumatic, and Landing Gear Systems Credits: 4
- AVMT 304 – Aircraft Metal Structures Credits: 4
- AVMT 306 – Aircraft Non–metal Structures Credits: 2
- AVMT 308 – Aircraft Assembly, Rigging and Inspections Credits: 2
- AVMT 310 – Gas Turbine Engines Credits: 4
- AVMT 314 – Aircraft Propellers and Engine Inspections Credits: 3
- AVMT 316 – Reciprocating Engine Systems and Overhaul Credits: 7

Note:

Credit by exam will only be approved for new students transferring in with previous FAA certificates subject to departmental approval.

Aviation, Flight Emphasis AT

AT: Aviation

Students may earn an Associate of Technology degree by taking courses beyond those required for the certificate in either the flight or maintenance area. The additional courses give students a broader General Education base, prepare them better to perform the activities acquired by the certificate program, and facilitate study for an advanced degree.

Major*	40–52
General Education requirements	20–25
General electives	<u>6–0</u>
Total credits for degree	66–77
*Emphasis Options	

Flight

Flight — 36
Departmental electives — 4

Total Credits: 40

Flight Area Courses

A Private Pilot Certificate, Instrument Rating, and a Commercial Certificate with Single and Multi–Engine Ratings are required for any BT or AT flight option. In addition to tuition, flight lab fees apply to all flight training courses (see Department of Aviation Charges). Students are required to produce proof of citizenship (passport or birth certificate) and 1st Class FAA medical with Student Pilot Certificate prior to entry into the Flight program, or petition the department for a waiver.

For all non–U.S. citizens planning to receive flight training as part of their degree program, an additional government application to the Transportation Security Administration (TSA), which includes an FBI background check, is required. Contact the Department of Aviation for more details.

Status as an aviation major is provisional until the student demonstrates satisfactory academic and performance skills. Students must maintain minimum GPA of 2.5 in all aviation coursework and 2.25 cumulative overall. Flight students will be reviewed at the end of each training module, and must be approved by the department in order to continue in the flight degree program. This and other program requirements and procedures can be referenced in the department student handbook.

Required Courses — 42

- AFLT 115 – Private Pilot Ground School Credits: 4
- AFLT 118 – Flight Training 1 Credits: 3
- AFLT 120 – Applied Science for Aviation Credits: 4
- AFLT 124 – Aircraft Electricity Credits: 2
- AFLT 126 – Federal Aviation Regulations, Publications, Forms and Records Credits: 2
- AFLT 210 – Aircraft Systems Credits: 4
- AFLT 215 – Instrument Pilot Ground School Credits: 4

- AFLT 218 – Flight Training II Credits: 3
- AFLT 225 – Aircraft Fuels and Fuel Systems Credits: 2
- AFLT 305 – Commercial Pilot Ground School Credits: 4
- AFLT 316 – Turbine Engines Credits: 2
- AFLT 318 – Flight Training III Credits: 3
- AFLT 326 – Flight Training IV Credits: 3

Note:

Aviation electives are to be chosen in consultation with an advisor. These electives are added to the required core classes that make up the total hours required by the major.

Credit by exam will only be approved for new students transferring in with previous FAA certificates subject to departmental approval.

Bachelors

Aviation, Aviation Maintenance and Business Emphasis BT

BT: Aviation

Major*	60–88
General Education requirements	41–44
General electives	<u>23–0</u>
Total credits for degree	124–132
*Emphasis Options	

General Education Requirements

See professional program requirements, see here, and note the following **specific** requirements:

Religion:

professional degree requirements

Language/Communication:

professional degree requirements

History:

professional degree requirements

Fine Arts/Humanities:

professional degree requirements

Life/Physical Sciences:

professional degree requirements

Mathematics:

professional degree requirements

Computer Literacy:

- INFS 120 – Foundations of Information Technology Credits: 3 **or**
- ART 130 – Introduction to Digital Media Credits: 3 **or**
- pass a college–level competency exam of equivalent skills

Service:

- BHSC 100 – Philosophy of Service Credits: 2 **or**
- BHSC 300 – Philosophy of Service Fieldwork Credits: 1–2 "S" designated major course or service plan or 2 credits of fieldwork (0–2 cr)

Social Sciences:

professional degree requirements

Fitness Education:

professional degree requirements

Aviation Maintenance and Business

Aviation Maintenance — 52

Business — 21 min.

Total Credits: 73

Aviation Maintenance Area Courses

An Aviation Maintenance Certificate with Airframe and Powerplant ratings is required for any BT or AT maintenance option. Lab fees apply to all AVMT courses. Students are required to have a Windows–compatible PC laptop and tool set (see Department of Aviation Charges).

Status as an aviation major is provisional until the student demonstrates satisfactory academic and performance skills. Students must maintain minimum GPA of 2.5 in all aviation coursework and 2.25 cumulative overall. All first year students must pass the FAA Aviation Maintenance General test prior to entry into the Airframe or Powerplant curriculum, unless waived by the department. This and other program requirements and procedures can be referenced in the department student handbook.

Required Courses — 52

- AVMT 108 – Applied Science for Aerospace Technicians Credits: 4
- AVMT 114 – Aircraft Basic Electricity Credits: 2
- AVMT 116 – Federal Regulations, Publications, Forms and Records Credits: 2
- AVMT 120 – Materials and Processes for Aircraft Structures Credits: 4
- AVMT 204 – Aircraft Electrical Systems Credits: 2
- AVMT 206 – Powerplant Electrical Systems Credits: 4
- AVMT 210 – Aircraft Systems Credits: 4
- AVMT 220 – Aircraft Fuels and Fuel Systems Credits: 2
- AVMT 226 – Engine Fuel Metering Systems Credits: 2
- AVMT 237 – Aircraft Hydraulic, Pneumatic, and Landing Gear Systems Credits: 4
- AVMT 304 – Aircraft Metal Structures Credits: 4
- AVMT 306 – Aircraft Non–metal Structures Credits: 2
- AVMT 308 – Aircraft Assembly, Rigging and Inspections Credits: 2
- AVMT 310 – Gas Turbine Engines Credits: 4
- AVMT 314 – Aircraft Propellers and Engine Inspections Credits: 3
- AVMT 316 – Reciprocating Engine Systems and Overhaul Credits: 7

Note:

Credit by exam will only be approved for new students transferring in with previous FAA certificates subject to departmental approval.

Aviation, Aviation Maintenance Emphasis BT

Total Credits: 60

Aviation Maintenance Area Courses

An Aviation Maintenance Certificate with Airframe and Powerplant ratings is required for any BT or AT maintenance option. Lab fees apply to all AVMT courses. Students are required to have a Windows–compatible PC laptop and tool set (see Department of Aviation Charges).

Status as an aviation major is provisional until the student demonstrates satisfactory academic and performance skills. Students must maintain minimum GPA of 2.5 in all aviation coursework and 2.25 cumulative overall. All first year students must pass the FAA Aviation Maintenance General test prior to entry into the Airframe or Powerplant curriculum, unless waived by the department. This and other program requirements and procedures can be referenced in the department student handbook.

Required Courses — 52

- AVMT 108 – Applied Science for Aerospace Technicians Credits: 4
- AVMT 114 – Aircraft Basic Electricity Credits: 2
- AVMT 116 – Federal Regulations, Publications, Forms and Records Credits: 2
- AVMT 120 – Materials and Processes for Aircraft Structures Credits: 4
- AVMT 204 – Aircraft Electrical Systems Credits: 2
- AVMT 206 – Powerplant Electrical Systems Credits: 4
- AVMT 210 – Aircraft Systems Credits: 4
- AVMT 220 – Aircraft Fuels and Fuel Systems Credits: 2
- AVMT 226 – Engine Fuel Metering Systems Credits: 2
- AVMT 237 – Aircraft Hydraulic, Pneumatic, and Landing Gear Systems Credits: 4
- AVMT 304 – Aircraft Metal Structures Credits: 4
- AVMT 306 – Aircraft Non–metal Structures Credits: 2

- AVMT 308 – Aircraft Assembly, Rigging and Inspections Credits: 2
- AVMT 310 – Gas Turbine Engines Credits: 4
- AVMT 314 – Aircraft Propellers and Engine Inspections Credits: 3
- AVMT 316 – Reciprocating Engine Systems and Overhaul Credits: 7

Note:

Credit by exam will only be approved for new students transferring in with previous FAA certificates subject to departmental approval.

Aviation Maintenance

Aviation Maintenance — 52
 Departmental electives — 8

BT: Aviation

Major*	60–88
General Education requirements	41–44
General electives	<u>23–0</u>
Total credits for degree	124–132
*Emphasis Options	

General Education Requirements

See professional program requirements, see here, and note the following **specific** requirements:

Religion:

professional degree requirements

Language/Communication:

professional degree requirements

History:

professional degree requirements

Fine Arts/Humanities:

professional degree requirements

Life/Physical Sciences:

professional degree requirements

Mathematics:

professional degree requirements

Computer Literacy:

- INFS 120 – Foundations of Information Technology Credits: 3 **or**
- ART 130 – Introduction to Digital Media Credits: 3 **or**
- pass a college–level competency exam of equivalent skills

Service:

- BHSC 100 – Philosophy of Service Credits: 2 **or**
- BHSC 300 – Philosophy of Service Fieldwork Credits: 1–2 "S" designated major course or service plan or 2 credits of fieldwork (0–2 cr)

Social Sciences:

professional degree requirements

Fitness Education:

professional degree requirements

Aviation, Flight and Aviation Maintenance Emphasis BT

BT: Aviation

Major*	60–88
General Education requirements	41–44
General electives	<u>23–0</u>
Total credits for degree	124–132
*Emphasis Options	

General Education Requirements

See professional program requirements, see here, and note the following **specific** requirements:

Religion:

professional degree requirements

Language/Communication:

professional degree requirements

History:

professional degree requirements

Fine Arts/Humanities:

professional degree requirements

Life/Physical Sciences:

professional degree requirements

Mathematics:

professional degree requirements

Computer Literacy:

- INFS 120 – Foundations of Information Technology Credits: 3 **or**
- ART 130 – Introduction to Digital Media Credits: 3 **or**
- pass a college–level competency exam of equivalent skills

Service:

- BHSC 100 – Philosophy of Service Credits: 2 **or**
- BHSC 300 – Philosophy of Service Fieldwork Credits: 1–2 "S" designated major course or service plan or 2 credits of fieldwork (0–2 cr)

Social Sciences:

professional degree requirements

Fitness Education:

professional degree requirements

Flight and Aviation Maintenance

Flight — 36
 Aviation Maintenance — 52

Total Credits: 88

Flight Area Courses

A Private Pilot Certificate, Instrument Rating, and a Commercial Certificate with Single and Multi–Engine Ratings are required for any BT or AT flight option. In addition to tuition, flight lab fees apply to all flight training courses (see Department of Aviation Charges). Students are required to produce proof of citizenship (passport or birth certificate) and 1st Class FAA medical with Student Pilot Certificate prior to entry into the Flight program, or petition the department for a waiver.

For all non–U.S. citizens planning to receive flight training as part of their degree program, an additional government application to the Transportation Security Administration (TSA), which includes an FBI background check, is required. Contact the Department of Aviation for more details.

Status as an aviation major is provisional until the student demonstrates satisfactory academic and performance skills. Students must maintain minimum GPA of 2.5 in all aviation coursework and 2.25 cumulative overall. Flight students will be reviewed at the end of each training module, and must be approved by the department in order to continue in the flight degree program. This and other program requirements and procedures can be referenced in the department student handbook.

Note:

Aviation courses are to be chosen in consultation with an advisor. Credit by exam will only be approved for new students transferring in with previous FAA certificates subject to departmental approval.

Aviation Maintenance Area Courses

An Aviation Maintenance Certificate with Airframe and Powerplant ratings is required for any BT or AT maintenance option. Lab fees apply to all AVMT courses. Students are required to have a Windows–compatible PC laptop and tool set (see Department of Aviation Charges).

Status as an aviation major is provisional until the student demonstrates satisfactory academic and performance skills. Students must maintain minimum

GPA of 2.5 in all aviation coursework and 2.25 cumulative overall. All first year students must pass the FAA Aviation Maintenance General test prior to entry into the Airframe or Powerplant curriculum, unless waived by the department. This and other program requirements and procedures can be referenced in the department student handbook.

Required Courses — 52

- AVMT 108 – Applied Science for Aerospace Technicians Credits: 4
- AVMT 114 – Aircraft Basic Electricity Credits: 2
- AVMT 116 – Federal Regulations, Publications, Forms and Records Credits: 2
- AVMT 120 – Materials and Processes for Aircraft Structures Credits: 4
- AVMT 204 – Aircraft Electrical Systems Credits: 2
- AVMT 206 – Powerplant Electrical Systems Credits: 4
- AVMT 210 – Aircraft Systems Credits: 4
- AVMT 220 – Aircraft Fuels and Fuel Systems Credits: 2
- AVMT 226 – Engine Fuel Metering Systems Credits: 2
- AVMT 237 – Aircraft Hydraulic, Pneumatic, and Landing Gear Systems Credits: 4
- AVMT 304 – Aircraft Metal Structures Credits: 4
- AVMT 306 – Aircraft Non-metal Structures Credits: 2
- AVMT 308 – Aircraft Assembly, Rigging and Inspections Credits: 2
- AVMT 310 – Gas Turbine Engines Credits: 4
- AVMT 314 – Aircraft Propellers and Engine Inspections Credits: 3
- AVMT 316 – Reciprocating Engine Systems and Overhaul Credits: 7

Note:

Credit by exam will only be approved for new students transferring in with previous FAA certificates subject to departmental approval.

Aviation, Flight and Business Emphasis BT

BT: Aviation

Major*	60–88
General Education requirements	41–44
General electives	23–0
Total credits for degree	124–132
*Emphasis Options	

General Education Requirements

See professional program requirements, see here, and note the following specific requirements:

Religion:

professional degree requirements

Language/Communication:

professional degree requirements

History:

professional degree requirements

Fine Arts/Humanities:

professional degree requirements

Life/Physical Sciences:

professional degree requirements

Mathematics:

professional degree requirements

Computer Literacy:

- INFS 120 – Foundations of Information Technology Credits: 3 or
- ART 130 – Introduction to Digital Media Credits: 3 or
- pass a college-level competency exam of equivalent skills

Service:

- BHSC 100 – Philosophy of Service Credits: 2 or
- BHSC 300 – Philosophy of Service Fieldwork Credits: 1–2 "S" designated major course or service plan or 2 credits of fieldwork (0–2 cr)

Social Sciences:

professional degree requirements

Fitness Education:

professional degree requirements

Flight and Business

Flight — 42 (See required courses.)

Departmental electives — 12

Business — 21 min.

Total Credits: 75

Flight Area Courses

A Private Pilot Certificate, Instrument Rating, and a Commercial Certificate with Single and Multi-Engine Ratings are required for any BT or AT flight option. In addition to tuition, flight lab fees apply to all flight training courses (see Department of Aviation Charges). Students are required to produce proof of citizenship (passport or birth certificate) and 1st Class FAA medical with Student Pilot Certificate prior to entry into the Flight program, or petition the department for a waiver.

For all non-U.S. citizens planning to receive flight training as part of their degree program, an additional government application to the Transportation Security Administration (TSA), which includes an FBI background check, is required. Contact the Department of Aviation for more details.

Status as an aviation major is provisional until the student demonstrates satisfactory academic and performance skills. Students must maintain minimum GPA of 2.5 in all aviation coursework and 2.25 cumulative overall. Flight students will be reviewed at the end of each training module, and must be approved by the department in order to continue in the flight degree program. This and other program requirements and procedures can be referenced in the department student handbook.

Required Courses — 42

- AFLT 115 – Private Pilot Ground School Credits: 4
- AFLT 118 – Flight Training I Credits: 3
- AFLT 120 – Applied Science for Aviation Credits: 4
- AFLT 124 – Aircraft Electricity Credits: 2
- AFLT 126 – Federal Aviation Regulations, Publications, Forms and Records Credits: 2
- AFLT 210 – Aircraft Systems Credits: 4
- AFLT 215 – Instrument Pilot Ground School Credits: 4
- AFLT 218 – Flight Training II Credits: 3
- AFLT 225 – Aircraft Fuels and Fuel Systems Credits: 2
- AFLT 305 – Commercial Pilot Ground School Credits: 4
- AFLT 316 – Turbine Engines Credits: 4
- AFLT 318 – Flight Training III Credits: 3
- AFLT 326 – Flight Training IV Credits: 3

Note:

Aviation electives are to be chosen in consultation with an advisor. These electives are added to the required core classes that make up the total hours required by the major.

Credit by exam will only be approved for new students transferring in with previous FAA certificates subject to departmental approval.

Aviation, Flight Emphasis BT

BT: Aviation

Major*	60–88
General Education requirements	41–44
General electives	23–0
Total credits for degree	124–132
*Emphasis Options	

General Education Requirements

See professional program requirements, see here, and note the following specific requirements:

Religion:

professional degree requirements

Language/Communication:

professional degree requirements

History:

professional degree requirements

Fine Arts/Humanities:

professional degree requirements

Life/Physical Sciences:

professional degree requirements

Mathematics:

professional degree requirements

Computer Literacy:

- INFS 120 – Foundations of Information Technology Credits: 3 **or**
- ART 130 – Introduction to Digital Media Credits: 3 **or**
- pass a college-level competency exam of equivalent skills

Service:

- BHSC 100 – Philosophy of Service Credits: 2 **or**
- BHSC 300 – Philosophy of Service Fieldwork Credits: 1–2 "S" designated major course or service plan or 2 credits of fieldwork (0–2 cr)

Social Sciences:

professional degree requirements

Fitness Education:

professional degree requirements

Flight

Flight—42 (See required courses.)
Departmental electives—18

Total Credits: 60

Flight Area Courses

A Private Pilot Certificate, Instrument Rating, and a Commercial Certificate with Single and Multi-Engine Ratings are required for any BT or AT flight option. In addition to tuition, flight lab fees apply to all flight training courses (see Department of Aviation Charges). Students are required to produce proof of citizenship (passport or birth certificate) and 1st Class FAA medical with Student Pilot Certificate prior to entry into the Flight program, or petition the department for a waiver.

For all non-U.S. citizens planning to receive flight training as part of their degree program, an additional government application to the Transportation Security Administration (TSA), which includes an FBI background check, is required. Contact the Department of Aviation for more details.

Status as an aviation major is provisional until the student demonstrates satisfactory academic and performance skills. Students must maintain minimum GPA of 2.5 in all aviation coursework and 2.25 cumulative overall. Flight students will be reviewed at the end of each training module, and must be approved by the department in order to continue in the flight degree program. This and other program requirements and procedures can be referenced in the department student handbook.

Required Courses — 42

- AFLT 115 – Private Pilot Ground School Credits: 4
- AFLT 118 – Flight Training 1 Credits: 3
- AFLT 120 – Applied Science for Aviation Credits: 4
- AFLT 124 – Aircraft Electricity Credits: 2
- AFLT 126 – Federal Aviation Regulations, Publications, Forms and Records Credits: 2
- AFLT 210 – Aircraft Systems Credits: 4
- AFLT 215 – Instrument Pilot Ground School Credits: 4
- AFLT 218 – Flight Training II Credits: 3
- AFLT 225 – Aircraft Fuels and Fuel Systems Credits: 2

- AFLT 305 – Commercial Pilot Ground School Credits: 4
- AFLT 316 – Turbine Engines Credits: 4
- AFLT 318 – Flight Training III Credits: 3
- AFLT 326 – Flight Training IV Credits: 3

Note:

Aviation electives are to be chosen in consultation with an advisor. These electives are added to the required core classes that make up the total hours required by the major.

Credit by exam will only be approved for new students transferring in with previous FAA certificates subject to departmental approval.

Undergraduate Minors

Aviation, Aviation Maintenance Emphasis Minor

Minor in Aviation

Requirements: A minimum of 20 credits in flight or 32 in maintenance, respectively.

Aviation Maintenance – 32

Complete either the Airframe or Powerplant License.

Aviation, Flight Emphasis Minor

Minor in Aviation

Requirements: A minimum of 20 credits in flight or 32 in maintenance, respectively.

Flight – 20

- AFLT 115 – Private Pilot Ground School Credits: 4
- AFLT 118 – Flight Training 1 Credits: 3
- AFLT 215 – Instrument Pilot Ground School Credits: 4
- AFLT 218 – Flight Training II Credits: 3

Note:

A Private Certificate with an instrument rating is required.

Certificates

FAA Certification, Airframe

FAA Certification

FAA-Approved Instruction. The Department of Aviation operates a Flight School under Part 61, as well as an Airframe and Powerplant Maintenance Technician School approved by the FAA under Title 14 CFR, Part 147.

FAA Flight Certification Programs. Qualifying students may take flight instruction for the following levels of certification:

Private Pilot
Instrument Rating
Commercial Pilot
Flight Instructor
Multi-Engine Rating

FAA Aviation Maintenance Certification Programs. Students may earn the following FAA approved certificates from the department's Part 147 Aviation Maintenance Technician School:

Airframe
Powerplant
Airframe and Powerplant

FAA Certification, Airframe and Powerplant

FAA Certification

FAA–Approved Instruction. The Department of Aviation operates a Flight School under Part 61, as well as an Airframe and Powerplant Maintenance Technician School approved by the FAA under Title 14 CFR, Part 147.

FAA Flight Certification Programs. Qualifying students may take flight instruction for the following levels of certification:

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Flight Instructor
Multi–Engine Rating

FAA Aviation Maintenance Certification Programs. Students may earn the following FAA approved certificates from the department's Part 147 Aviation Maintenance Technician School:
Airframe
Powerplant
Airframe and Powerplant

FAA Certification, Powerplant

FAA Certification

FAA–Approved Instruction. The Department of Aviation operates a Flight School under Part 61, as well as an Airframe and Powerplant Maintenance Technician School approved by the FAA under Title 14 CFR, Part 147.

FAA Flight Certification Programs. Qualifying students may take flight instruction for the following levels of certification:

Private Pilot
Instrument Rating
Commercial Pilot
Flight Instructor
Multi–Engine Rating

FAA Aviation Maintenance Certification Programs. Students may earn the following FAA approved certificates from the department's Part 147 Aviation Maintenance Technician School:
Airframe
Powerplant
Airframe and Powerplant

Aviation

AFLT 104 – Introduction to Aviation

Credits: 1–4

Acquaints students with the history and opportunities in aviation, such as mission flying, flight instruction, aircraft maintenance, avionics, sales, safety, and aerodynamics of flight. **Grade Mode:** Normal with DG (A–F,I,W,DG,DN)

Repeatable: Repeatable up to 4 credits **Offering:** Fall, Spring **College Code:** DAA

AFLT 110 – Basic Aircraft Systems

Credits: 3

The study of small aircraft systems, including: reciprocating engines, propellers and prop governors; fuel, electrical, hydraulic, pressurization, pneumatic and de–icing systems, flight controls, aircraft structures, weight and balance, and aircraft instrument systems. Also included will be pilot maintenance and a brief introduction of the FAA requirements for maintenance, inspections and recordkeeping. **Grade Mode:** Normal (A–F,I,W) **Offering:** Fall **College Code:** DAA

AFLT 115 – Private Pilot Ground School

Credits: 4

Ground training to prepare students for the FAA private pilot airplane knowledge test. Topics include aerodynamics, weight and balance, Federal Aviation Regulations, navigation, meteorology, aircraft systems and performance. **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **Offering:** Fall, Spring, Summer **College Code:** DAA

AFLT 118 – Flight Training 1

Credits: 3

Sixty–five (65) hours of aircraft and simulator time leading to the airplane Private Pilot Certificate including 10 hours of cross–country flight. \$ – Course or lab fee **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **Offering:** Fall, Spring, Summer **College Code:** DAA

AFLT 120 – Applied Science for Aviation

Credits: 4

Applies the sciences of mathematics and physics to the aerodynamics of flight, maintenance, weight and balance and various maintenance problems that the aircraft maintenance technician and pilot could encounter. Includes the study and use of aircraft drawings, schematics, and basic ground operations. (This course does not count toward FAA maintenance program credit.) \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **Offering:** Fall **College Code:** DAA

AFLT 124 – Aircraft Electricity

Credits: 2

A study of the fundamental basics of electricity and electronics; including electrical diagrams, calculations, sources of electrical power, direct and alternating current, aircraft storage batteries, capacitance and inductance, binary code and the basics of solid state logic. (This course does not count toward FAA maintenance program credit.) \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **Offering:** Fall **College Code:** DAA

AFLT 126 – Federal Aviation Regulations, Publications, Forms and Records

Credits: 2

Study of the federal regulations and manufacturer publications as they apply to aircraft design, maintenance, inspections, forms and records, and the certification and privileges/limitations of aviation maintenance technicians and pilots. (This course does not count toward FAA maintenance program credit.) \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **Offering:** Fall **College Code:** DAA

AFLT 210 – Aircraft Systems

Credits: 4

An in–depth study into the inspection, repair, checking, servicing and troubleshooting of the following aircraft systems; ice–and rain detection, cabin atmosphere (pressurization, heating, cooling, and oxygen), position warning systems, navigation and communication systems, and aircraft instruments and their use in trouble–shooting of aircraft systems. (This course does not count toward FAA maintenance program credit.) \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **Offering:** Spring **College Code:** DAA

AFLT 215 – Instrument Pilot Ground School

Credits: 4

Ground training to prepare the student for the FAA instrument rating airplane knowledge test. Topics include Federal Aviation Regulations, meteorology, instrument flight charts, flight planning, instrument approaches, use of navigation equipment, and FAA publications relating to instrument flight. **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **Offering:** Fall, Spring, Summer **College Code:** DAA

AFLT 218 – Flight Training II

Credits: 3

Sixty–five (65) hours of aircraft and simulator time leading to the airplane instrument pilot rating including 25 hours of cross–country flight needed to meet the 50–hour cross–country requirement. \$ – Course or lab fee **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **Offering:** Fall, Spring, Summer **College Code:** DAA

AFLT 220 – Meteorology

Credits: 3

Meteorology provides students with a comprehensive study of the principles of meteorology while simultaneously providing classroom and laboratory applications focused on current weather situations. It provides real experiences demonstrating the value of computers and electronic access to time sensitive data and information. **Grade Mode:** Normal (A–F,I,W) **Offering:** Fall, alternate years **College Code:** DAA

AFLT 225 – Aircraft Fuels and Fuel Systems

Credits: 2

A study of the various types and handling of fuels used in aircraft. Includes a study of aircraft fuel systems, fuel metering methods and the inspection, checking, servicing, troubleshooting, repair and overhaul of fuel systems and their components, and fire detection and protection. (This course does not count toward FAA maintenance program credit.) \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **Offering:** Spring **College Code:** DAA

AFLT 230 – Aerodynamics

Credits: 3

The study of aerodynamic principles used in aircraft. Designed for a better understanding of basic design and devices used to improve aircraft performance. **Grade Mode:** Normal (A–F,I,W) **Offering:** Fall, alternate years **College Code:** DAA

AFLT 300 – Aviation Safety Management

Credits: 3

The study of physiological and psychological factors related to flight safety, emphasizing cause–and–effect of airplane accidents and their prevention. Includes a systems approach to safety program development and management. **Grade Mode:** Normal (A–F,I,W) **Offering:** Spring **College Code:** DAA

AFLT 305 – Commercial Pilot Ground School

Credits: 4

Ground training to prepare the student for the FAA commercial–pilot airplane knowledge test. Topics include advanced navigation, FAR Parts 61, 91, and 135 for air taxi, complex aircraft systems, weight and balance, and performance charts. **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **Offering:** Fall, Spring, Summer **College Code:** DAA

AFLT 310 – Advanced Systems

Credits: 3

The study of transport category aircraft systems, including: turbine engines, APUs, fuel, electrical, hydraulic, pneumatic, environmental control, emergency oxygen, pressurization, de–icing systems, and advanced avionics systems. Particular emphasis will be placed on preparing for airline systems ground school. **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** AFLT 305. **Offering:** Spring **College Code:** DAA

AFLT 316 – Turbine Engines

Credits: 4

Principles and theory of jet–engine propulsion, design, types of, and associated systems. Maintenance, overhaul, installation removal, repair, trimming, and troubleshooting of turbine engines. (This course does not count toward FAA maintenance program credit.) \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **Offering:** Fall, alternate years **College Code:** DAA

AFLT 318 – Flight Training III

Credits: 3

Sixty–five (65) hours of single–engine flight, multi–engine flight and simulator time. The course includes preparation for the Private Pilot Multi–Engine Land rating. \$ – Course or lab fee **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **Offering:** Fall, Spring, Summer **College Code:** DAA

AFLT 326 – Flight Training IV

Credits: 3

Sixty–five (65) hours of aircraft and simulator time leading to the airplane Multi–Engine and Single–Engine Commercial ratings. \$ – Course or lab fee **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **Offering:** Fall, Spring, Summer **College Code:** DAA

AFLT 355 – Flight Instructor Ground School

Credits: 2

Ground training to prepare the student for the FAA flight instructor airplane knowledge test. Topics include techniques of teaching, analysis of maneuvers, and lesson planning. **Grade Mode:** Normal (A–F,I,W) **Offering:** Fall, Spring, Summer **College Code:** DAA

AFLT 356 – Flight Instructor Flight Training

Credits: 1–2

Flight and ground training to prepare the student for the FAA flight instructor airplane practical test. Topics include the performance, teaching, and analysis of flight maneuvers required for the private and commercial airplane pilot (2 cr. for initial CFI; 1 cr. for CFI add–on). \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **Offering:** Fall, Spring, Summer **College Code:** DAA

AFLT 364 – Basic and Advanced Ground Instructor

Credits: 2

Prepares the student for the FAA basic and advanced ground instructor knowledge test. Topics include techniques of teaching aerodynamics, aircraft performance, aircraft systems, weight and balance, meteorology, navigation, and regulations. **Grade Mode:** Normal (A–F,I,W) **Offering:** Fall, Spring, Summer **College Code:** DAA

AFLT 365 – Instrument Flight Instructor Ground School

Credits: 2

Prepares the student for the FAA instrument flight instructor knowledge test. Topics include techniques of teaching instrument flight, analysis of instrument maneuvers, instrument approaches, enroute operations, regulations, and lesson planning. **Grade Mode:** Normal (A–F,I,W) **Offering:** Fall, Spring, Summer **College Code:** DAA

AFLT 366 – Instrument Flight Instructor Flight Training

Credits: 1–2

Flight and ground training to prepare the student for the FAA instrument flight instructor airplane practical test. Topics include the performance, teaching, and analysis of attitude instruments, instrument approaches, and enroute operations. (2 cr. for initial; 1 cr. for add–on.) \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **Offering:** Fall, Spring, Summer **College Code:** DAA

AFLT 416 – Turbine Transition

Credits: 2

Ground and simulator training to prepare the student to work in a multiple crew aircraft operating under FAR Part 121 and 135. Topics include crew checklist usage and standard operating procedures (SOPs). \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **Offering:** Fall, Spring, Summer **College Code:** DAA

AFLT 430 – Crew Resource Management

Credits: 2

Study of the effective use of resources available to the crew to achieve safe and efficient flight operations. Areas include human factors, communication, conflict resolution, leadership, teamwork, and situational awareness as applied to flight operations. \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **Offering:** Spring **College Code:** DAA

AFLT 467 – Multi–Engine Flight Instructor

Credits: 1–2

Flight and ground training to prepare the student for the FAA multi–engine airplane flight instructor practical test. Topics include the performance, teaching, and analysis of maneuvers and procedures for the multi–engine airplane (2 cr. for initial CFI; 1 cr. for CFI add–on). \$ – Course or lab fee **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **Offering:** Fall, Spring, Summer **College Code:** DAA

AFLT 469 – Instrument Ground Instructor

Credits: 2

Prepares the student for the FAA instrument ground instructor knowledge test. Topics include the techniques of teaching advanced weather theory, weather reports and forecasts, instrument procedures and regulations, approaches, and enroute operations. **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **Offering:** Fall, Spring, Summer **College Code:** DAA

AFLT 474 – Techniques of Mission Flying

Credits: 3

Develops special piloting skills required in remote undeveloped bush operations. Topics include pilotage, dead reckoning, GPS navigation, low–level operations, terrain flying, mountain passes and canyons, cargo drops, short fields, uphill and downhill operations on primitive airstrips, maximum performance techniques, and precision airplane control. \$ – Course or lab fee **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **Offering:** Spring **College Code:** DAA

AFLT 485 – Airline Transport Pilot Ground School

Credits: 3

Prepares the student for the FAA airline transport pilot knowledge test. Topics include air–carrier or air–taxi regulations, high altitude weather, advanced weight and balance, and the performance and special problems in large airplane operations. **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **Offering:** Fall, Spring, Summer **College Code:** DAA

AFLT 486 – Airline Transport Pilot Flight Training

Credits: 3

Flight and ground training to prepare the student for the FAA airline transport pilot airplane practical test. Topics include instrument procedures, in–flight maneuvers, take–offs, landings, advanced airplane systems, and emergency procedures. \$ – Course or lab fee **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **Offering:** Fall, Spring, Summer **College Code:** DAA

AVIA 140 – Welding Technology

Credits: 2

Oxyacetylene and electric welding processes including oxyacetylene welding, cutting, and brazing; basic shielded metal arc welding and basic gas metal arc welding. A limited amount of out–of–position welding will be stressed. \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **Offering:** Fall **College Code:** DAA

AVIA 250 – Machine Shop

Credits: 3, 4

Basic set-up and operation of lathes, milling machines, grinders, drilling machines, and shapers; safety, machine maintenance, off-hand grinding, drill sharpening, layout, and inspection emphasized. \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **Offering:** Spring **College Code:** DAA

AVIA 275 – Topics in _____

Credits: 1–4

Grade Mode: Normal (A–F,I,W) **Repeatable:** Repeatable with different topics

Offering: Arranged **College Code:** DAA

AVIA 285 – Project Course

Credits: 1–4

Development of a skill in a given area of technology under the supervision of the instructor. **Grade Mode:** Normal w S/DG (A–F,I,S,U,DG,W) **Prerequisite(s):** Permission of instructor. **Repeatable:** Repeatable up to 12 credits **Offering:** Fall, Spring **College Code:** DAA

AVIA 294 – Cooperative Work Experience

Credits: 1–3

Work experience with an aviation organization or airline. A minimum of 120 hours of work required per credit. **Grade Mode:** Satisfactory w/DG (S,U,I,W,DG)

Prerequisite(s): Permission of the department. **Repeatable:** Repeatable **Offering:** Arranged **College Code:** DAA

AVIA 296 – Independent Study

Credits: 1–3

Enables students to pursue topics in aviation not offered in other scheduled courses. **Grade Mode:** Normal w S/DG (A–F,I,S,U,DG,W) **Prerequisite(s):** Permission of the department. **Repeatable:** Repeatable up to 4 credits **Offering:** Arranged **College Code:** DAA

AVIA 390 – Internship

Credits: 1–4

On-the-job internship experience for those students seeking industrial experience which cannot be simulated in a classroom setting. A range of 120–150 clock hours of work are required for each credit. Selected in consultation with the student's advisor. **Grade Mode:** Satisfactory w/DG (S,U,I,W,DG) **Repeatable:** Repeatable **College Code:** DAA

AVIA 395 – Practicum

Credits: 1–4

Lab or on-the-job experience to build skills in a specific area of technology. **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **Prerequisite(s):** Permission of department. **Repeatable:** Repeatable up to 6 credits **Offering:** Arranged **College Code:** DAA

AVIA 460 – Program Continuation

Credits: 0

Aviation students may register for this title while clearing deferred grade (DG) and/or incomplete (I) classes, or working to complete practical tests in the flight and/or maintenance programs. Registration for this title indicates full-time status. \$ – Course or lab fee **Grade Mode:** Noncredit (NC,W) **Prerequisite(s):** Permission of advisor and department chair. **Repeatable:** Repeatable **College Code:** DAA

AVIA 470 – Project Course

Credits: 1–4

Development of a skill in a given area of technology under the supervision of the instructor. **Grade Mode:** Normal w S/DG (A–F,I,S,U,DG,W) **Prerequisite(s):** Permission of instructor. **Repeatable:** Repeatable up to 12 credits **Offering:** Fall, Spring **College Code:** DAA

AVIA 476 – Topics in _____

Credits: 1–4

Grade Mode: Normal (A–F,I,W) **Repeatable:** Repeatable with different topics **Offering:** Arranged **College Code:** DAA

AVIA 495 – Independent Study

Credits: 1–3

Enables students to pursue topics in aviation not offered in other scheduled courses. **Grade Mode:** Normal w S/DG (A–F,I,S,U,DG,W) **Prerequisite(s):** Permission of the department. **Repeatable:** Repeatable up to 4 credits **Offering:** Arranged **College Code:** DAA

AVMT 108 – Applied Science for Aerospace Technicians

Credits: 4

Applies the sciences of mathematics and physics to the aerodynamics of flight, maintenance, weight and balance and various maintenance problems that the aircraft maintenance technician could encounter. Includes the study and use of drawings and basic ground operations. \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **Offering:** Fall **College Code:** DAA

AVMT 114 – Aircraft Basic Electricity

Credits: 2

A study of the fundamental basics of electricity and electronics; including electrical diagrams, calculations, sources of electrical power, direct and alternating current, aircraft storage batteries, capacitance and inductance, binary code and the basics of solid state logic. \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **Offering:** Fall **College Code:** DAA

AVMT 116 – Federal Regulations, Publications, Forms and Records

Credits: 2

Study of the federal regulations and manufacturer publications as they apply to aircraft design, maintenance, inspections, forms and records, and the certification and privileges/limitations of the aviation maintenance technicians. \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **Offering:** Fall **College Code:** DAA

AVMT 120 – Materials and Processes for Aircraft Structures

Credits: 4

Includes hand and power tool usage, aircraft hardware and materials, precision measurements, corrosion control, nondestructive testing, and fluid lines and fittings. \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **Offering:** Fall **College Code:** DAA

AVMT 204 – Aircraft Electrical Systems

Credits: 2

Practical study of aircraft electrical systems, including installation practices, repair, troubleshooting, service, and inspections. \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **Offering:** Spring **College Code:** DAA

AVMT 206 – Powerplant Electrical Systems

Credits: 4

A study of engine ignition and engine electrical systems (starter, generators, alternators, auxiliary electrical power units and their control circuits, engine instruments, and engine fire protection suppression systems). \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **Offering:** Spring **College Code:** DAA

AVMT 210 – Aircraft Systems

Credits: 4

An in-depth study into the inspection, repair, checking, servicing and troubleshooting of the following aircraft systems; ice-and rain detection, cabin atmosphere (pressurization, heating, cooling, and oxygen), position warning systems, navigation and communication systems, and aircraft instruments and their use in trouble-shooting of aircraft systems. \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **Offering:** Spring **College Code:** DAA

AVMT 220 – Aircraft Fuels and Fuel Systems

Credits: 2

A study of the various types and handling of fuels used in aircraft. Includes a study of aircraft fuel systems, fuel metering methods and the inspection, checking, servicing, troubleshooting, repair and overhaul of fuel systems and their components, and fire detection and protection. \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **Offering:** Spring **College Code:** DAA

AVMT 226 – Engine Fuel Metering Systems

Credits: 2

A study of the engine side of the fuel systems (firewall forward). Includes an in-depth study of fuel-metering devices used on aircraft engines (carburetors, pressure carburetors, direct and continuous fuel-injection systems). Service, maintenance, repair and trouble-shooting of each different system type is covered in detail. \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **Offering:** Spring **College Code:** DAA

AVMT 228 – Maintenance: General, Airframe, or Power Plant Review

Credits: 1–3

A review of all subjects from a selected curriculum. A minimum of five examinations per curriculum area is required. \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** All applicable curriculum subjects must have been completed. **Repeatable:** Repeatable up to 3 credits **Offering:** Fall, Spring **College Code:** DAA

AVMT 237 – Aircraft Hydraulic, Pneumatic, and Landing Gear Systems

Credits: 4

Operation and maintenance of aircraft hydraulic systems, pneumatic systems, landing–gear systems, and the inspection, checking, servicing, trouble–shooting, and repair of these systems and system components. \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **Offering:** Spring **College Code:** DAA

AVMT 304 – Aircraft Metal Structures

Credits: 4

A study and application of the processes used in the fabrication and repair of aircraft metal structures. Welding theory and practice with emphasis on weld–quality identification. Riveted, aircraft, aluminum, sheet–metal structures including the fabrication and repair of such structures. \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **Offering:** Fall, alternate years **College Code:** DAA

AVMT 306 – Aircraft Non–metal Structures

Credits: 2

A study of wood and fabric as used in the construction of aircraft and a study of the methods, tooling, inspection, processes, and repair of composite aircraft structures. Includes the application, identification, and functions of aircraft protective finishes. \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **Offering:** Spring **College Code:** DAA

AVMT 308 – Aircraft Assembly, Rigging and Inspections

Credits: 2

Study of the nomenclature and design features of both fixed–wing and rotor–wing aircraft and the assembly, alignment of aircraft structures, and rigging and balancing of control system. A detailed inspection of the entire aircraft or rotorcraft is covered as it applies to the airframe 100–hour and other required inspection. \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **Offering:** Spring **College Code:** DAA

AVMT 310 – Gas Turbine Engines

Credits: 4

Principles and theory of jet–engine propulsion, design, types of, and associated systems. Maintenance, overhaul, installation–removal, repair, trimming, and troubleshooting of turbine engines. \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **Offering:** Fall, alternate years **College Code:** DAA

AVMT 314 – Aircraft Propellers and Engine Inspections

Credits: 3

Theory and limited work on propellers, both wood and metal. Encompasses fixed, adjustable, controllable, feathering, reversible, and the control of the latter by mechanical, hydromatic, or electrical control systems. The inspection practice of performing the 100–hour inspection on aircraft engines and propellers. \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **Offering:** Spring **College Code:** DAA

AVMT 316 – Reciprocating Engine Systems and Overhaul

Credits: 7

A study of reciprocating engine theory, overhaul methods, and practices and the installation of reciprocating engines. Also includes a study of the following engine systems: exhaust, cooling, induction, and lubrication. \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **Offering:** Spring **College Code:** DAA

College of Arts & Sciences

Nethery Hall, Room 135
269-471-3411
FAX: 269-471-6236
cas-info@andrews.edu
www.andrews.edu/cas/

Keith E. Mattingly, *Dean*
Donald L. May, *Associate Dean*
Gary W. Burdick, *Assistant Dean for Graduate Programs*
Lisa Rollins, *Assistant to the Dean*

Mission

To empower students for academic, professional and service excellence in the liberal arts and sciences with distinctive Seventh-day Adventist perspective and purpose.

Pre-Professional

Pre-Professional Program in Dental Assistant and Dental Hygiene

James Hayward, *Coordinator*
269-471-3241

Price Hall (Science Complex)

Students interested in a dental assistant career should obtain information concerning the program from the school to which they wish to apply.

Students planning a career in dental hygiene should complete two years of college work before entering a professional school.

Upon completion of an additional two years of prescribed college work at a professional school, the student will earn a bachelors degree in dental hygiene. For more information about dental hygiene, contact the American Dental Hygienists' Association: www.adha.org.

Pre-Professional Programs

Although essentially a liberal arts college, the College of Arts & Sciences offers certain pre-professional curricula for students who plan to enter professional schools. For medical and paramedical curricula, Andrews University maintains a special relationship with Loma Linda University.

Pre-dental Hygiene Curriculum—64

Loma Linda University admission requirements

- At least 64 semester units of accredited college coursework
- GPA of 3.0 or higher in science courses is recommended
- Courses must be a C or higher to meet LLUSD requirements
- Science courses must be completed within five (5) years of admission
- Proficiency in verbal and written English
- 20 hours minimum of observation/shadowing
- Dental assisting experience is strongly recommended
- Three letters of reference, including: spiritual leader, science professor, and employer
- A formal interview (by invitation only)
- Official transcripts from all schools attended

The following courses are recommended for the first two years before entering Loma Linda University. Students interested in applying to other professional schools should obtain specific entrance requirements for those schools. *Specifically required courses are signified with an **.

Cultural and Spiritual Heritage—17–20

(must include both areas)

- Religion—3 semester units per year of attendance at an SDA college
- Humanities—14 semester units from three of the content areas listed below
 - History & Civilization
 - Art History & Art Appreciation
 - Music History & Music Appreciation

- Performing Arts (4 units max)
- Literature
- Foreign Language
- Philosophy & Ethics

Scientific Inquiry and Analysis—32

Physical & Natural Sciences—23

- BIOL 221* & BIOL 222*
- BIOL 260*
- BCHM 120* and CHEM 110*—one academic year covering inorganic, organic, and biochemistry with lab

• MATH 145*

Social Sciences—9

- SOCI 119*
- PSYC 101*
- ANTH 200*

Communication Skills—9

- ENGL 115* and ENGL 215*
- COMM 104*

Health and Wellness—5

- 1 course covering Personal Health or Nutrition
- Physical education (2 activity courses)

Pre-Professional Program in Dentistry

Students from Departments within The College of Arts & Sciences

James Hayward, *Coordinator*, 269-471-3241, Price Hall (Science Complex)

David Randall, 269-471-3259, Halenz Hall (Science Complex)

Preference is given to applicants who have a broad academic background with a baccalaureate degree. The minimum entrance requirement is 96 semester credits with a 2.70 GPA (C=2.00) in both science and non-science courses, although it is recommended that students should maintain an A/B average in science as well as overall. The Dental Aptitude Test (DAT) must be taken not later than October of the year preceding admission. Minimum entrance requirements for most dental schools follow. For more information, contact the American Association of Dental Schools: www.aads.jhu.edu and the American Dental Association www.ada.org.

Pre-Professional Programs

Although essentially a liberal arts college, the College of Arts & Sciences offers certain pre-professional curricula for students who plan to enter professional schools. For medical and paramedical curricula, Andrews University maintains a special relationship with Loma Linda University.

Required courses for applicants to Loma Linda University:

English Composition—6
Foundations of Biology—10
General Chemistry—8
Organic Chemistry—8
General Physics—8
Biochemistry—4

Recommended:

Human anatomy, biochemistry, histology, computer science, systems physiology, management and organization, fundamentals of accounting, a survey of calculus, machine shop, and religion.

Total pre-dental credits: 96

Pre-Professional Program in Law

Brent Geraty, *Coordinator*
269-471-6530, bgeraty@andrews.edu
Buller Hall, Room 135

Law schools prescribe no particular college program. Therefore, a pre-law student may select her major(s) and minor(s) according to interest and aptitude without adversely affecting admission to law school. The prospective lawyer's education

should be as broad as possible, including the development of writing and reading skills, logical and analytical thinking, and understanding of legal, political, social and economic issues and institutions. Because competition for admission to reputable law schools is intense, it is important to maintain a high level of academic achievement.

Students who want to go on to law school should consult frequently with the pre-law advisor, certainly at least once per year and preferably more often. The Pre-Law Society, a student-led and student-run organization, provides additional opportunities and resources for the pre-law student.

The web site for the Law School Admission Council: www.lsac.org provides a great deal of helpful information and is a good resource for students who are interested in preparing for, and getting into, law school.

Pre-Professional Programs

Although essentially a liberal arts college, the College of Arts & Sciences offers certain pre-professional curricula for students who plan to enter professional schools. For medical and paramedical curricula, Andrews University maintains a special relationship with Loma Linda University.

Pre-Professional Program in Medicine

Students from Departments within The College of Arts & Sciences

Lisa Ahlberg: 269-471-6287

H. Thomas Goodwin: 269-471-3242

Ryan Hayes: 269-471-3248

Aileen Hyde: 269-471-3277

Marcia A. Kilsby: 269-471-6294

Pamela Litvak: 269-471-3240

Kanya Long: 269-471-3263

Peter Lyons: 269-471-6168

David N. Mbungu: 269-471-6399

Marlene N. Murray: 269-471-6243

Timothy Newkirk: 269-471-3605

D. David Nowack: 269-471-6065

David Randall: 269-471-3259

Karen Reiner: 269-471-3622

Robert Zdor: 269-471-6696

Science Complex

Although allopathic (MD) and osteopathic (DO) medicine represent different philosophies of patient care, a physician in either branch of medicine is required to pass the same national board examination to practice.

Students seeking admission to medical schools are encouraged to plan a baccalaureate degree that includes courses which meet the stated entrance requirements of the medical school of their choice as listed in Medical School Admissions Requirements or the websites of the Association of American Medical Colleges: www.aamc.org and the American Association of Colleges of Osteopathic Medicine: www.aacom.org. The pre-medical student may choose any major or minor and is encouraged to become acquainted with the main bodies of knowledge as represented by the various academic disciplines.

In light of adequate preparation for the Medical College Admissions Test (MCAT) and changes in medical school requirements, students should incorporate coursework in the following areas into their curriculum:

- Biochemistry
- Sociology
- Psychology
- Statistics

Pre-Professional Programs

Although essentially a liberal arts college, the College of Arts & Sciences offers certain pre-professional curricula for students who plan to enter professional schools. For medical and paramedical curricula, Andrews University maintains a special relationship with Loma Linda University.

Required Courses

For Applicants to Loma Linda University School of Medicine

English Composition—6

Foundations of Biology—10

General Chemistry—8

General Physics—8

Organic Chemistry—8

Religion—9

Students should maintain an A/B average in science as well as overall.

Pre-Professional Program in Occupational Therapy

Students from Departments within The College of Arts & Sciences

Bill Chobotar, Coordinator, 269-471-3262, Price Hall (Science Complex)

The occupational therapist helps people cope with psychological or physiological dysfunction.

Pre-Professional Programs

Although essentially a liberal arts college, the College of Arts & Sciences offers certain pre-professional curricula for students who plan to enter professional schools. For medical and paramedical curricula, Andrews University maintains a special relationship with Loma Linda University.

Prerequisites for Loma Linda University Admission

To be eligible for admission, the applicant must have completed a minimum of 96 quarter units (64 semester units) at an accredited college or university. The following prerequisites are required and must be completed successfully with a grade of C or better. Upon successful completion of didactic and fieldwork requirements, students will graduate from LLU with a bachelor's degree in health science and a master's in occupational therapy. Students are then eligible to take the NBCOT's National OT board exam.

Prerequisites: Domain 1: Spiritual and Cultural Heritage

Religious studies, 4 quarter units per year of full-time study.

(Applies only to students attending Seventh-day Adventist colleges.)

Minimum 20 quarter units, or 14 semester units. Choose from three subject

areas: fine arts, history, civilization, literature, modern language, or philosophy.

English as a second language may not be included. A maximum of 4 quarter units will be accepted in applied or performing art/music.

Prerequisites: Domain 2: Scientific Inquiry and Analysis: Natural Sciences

Human Anatomy with lab

Human Physiology with lab: 2 semesters or quarters of A&P are required.

Select one additional science course from chemistry, physics or physical science.

Mathematics: Two years of HS mathematics or equivalent. Accepted courses include algebra I&II, geometry, with grades of C or better. (These credits do not transfer although they meet the math requirement.)

Completed Need Social Sciences:

Sociology

General Psychology

Human Growth & Development. (Other acceptable equivalents are Developmental Psychology, Life Cycle, or Child Psychology and Adolescent Psychology.)

Prerequisites: Domain 3: Communication (9-13 quarter units, or 6-9 semester units)

Freshman English Composition, complete sequence, as required by the college you attended or are currently attending.

Note: If you test out of any Freshman English courses, you are still required to meet the minimum number of units for this Domain.

Speech, public speaking

Domain 4:

Health education (personal health or nutrition)

Two physical activities courses

Electives

Minimum requirement for entry is 96 quarter units, or 64 semester units.

Computer knowledge in the following areas is required: creating college level papers and assignments, Internet-based research, e-mail usage, PowerPoint presentations, online learning components.

Observation/Volunteer Service

40 hours of observation in occupational therapy settings. Documentation of community service performed is permissible as partial fulfillment of this requirement. Documentation of observation and/or community service must be submitted prior to admission consideration.

CPR—infant, child and adult. BLS health care provider. We only accept CPR from American Heart Association. This certification is not needed for the admissions process, but will be required upon acceptance to the program.

Note:

A minimum grade of C is required for transfer credit. C– and D grades are not transferable.

Pre–Professional Program in Optometry

James L. Hayward, Coordinator
269–471–3241

Price Hall (Science Complex)

As a general rule, a minimum of two years of college work is required by optometry school. However, most students entering optometry schools have completed three or four years of college. The following courses with minor variations meet the entrance requirements of most optometry schools. For more information, contact the American Optometric Association: www.aoanet.org and the Association of Schools and Colleges of Optometry: www.opted.org.

Pre–Professional Programs

Although essentially a liberal arts college, the College of Arts & Sciences offers certain pre–professional curricula for students who plan to enter professional schools. For medical and paramedical curricula, Andrews University maintains a special relationship with Loma Linda University.

Pre–optometry Suggested Courses

English Composition, Writing Seminars — 8
Foundations of Biology — 10
General Chemistry — 8
General Physics — 8
Introduction to Psychology — 3
Mathematics — 6
Microbiology or Bacteriology — 3
Organic Chemistry — 8
Physical Education — 2
Religion — 6
Social Sciences — 8
Statistics — 3

Pre–Professional Program in Pharmacy

D. David Nowack, *Coordinator*
269–471–6065
Halenz Hall (Science Complex)

Entrance requirements to colleges of pharmacy vary; therefore, it is imperative that students familiarize themselves with the requirements of the school of their choice. (Ferris State University [FSU], Wayne State University, and University of Michigan operate accredited colleges of pharmacy in the state of Michigan.) Information about the various schools of pharmacy can be found on the American Associate of Colleges of Pharmacy website: www.aacp.org. The doctor of pharmacy curriculum requires 2 years of pre–pharmacy and 4 years of professional pharmacy education.

The following prepharmacy courses are those required by FSU. FSU offers a calculus course in the summer that satisfies the prepharmacy requirements and require the PCAT for admission. Science courses with a grade of D are not transferable.

Pre–Professional Programs

Although essentially a liberal arts college, the College of Arts & Sciences offers certain pre–professional curricula for students who plan to enter professional schools. For medical and paramedical curricula, Andrews University maintains a special relationship with Loma Linda University.

Pre–pharmacy Curriculum

General Chemistry — 8
English Composition — 6
Foundations of Biology — 10

Communication (COMM 104 or COMM 320) — 2 or 3
Introduction to Psychology or Principles of Sociology — 3
Elementary Statistics (STAT 340 or STAT 285) — 3
General Microbiology — 4
Organic Chemistry — 8
Calculus (MATH 191) — 4
Macroeconomics — 3
Cultural Enrichment (one at 200–level) — 9

Pre–Professional Program in Physician Assistant

Students from Departments within The College of Arts & Sciences

For students within the College of Arts & Science

Bill Chobotar: 269–471–3262

H. Thomas Goodwin: 269–471–3242

David N. Mbungu: 269–471–6399

Marlene N. Murray: 269–471–6243

Price Hall (Science Complex)

D. David Nowack: 269–471–6065, Halenz Hall (Science Complex)

Physician assistants (PAs), members of a health–care team, practice medicine with supervision of licensed physicians. PAs perform a wide range of medical duties from basic primary care to high–technology specialty procedures. Professional PA education offered at any one of more than 100 accredited schools is an intensive 2–3 year program. Most PA programs are moving toward requiring a bachelors degree including courses in biology, chemistry, English, humanities/social science, mathematics, and psychology. The level of the science courses varies from program to program; consequently, each school should be consulted about its prerequisite requirements. Acceptance to a professional program typically requires an extensive health–care experience such as nurse assistant, medical/X–ray lab technician, respiratory therapist, paramedic, hospital aide, and emergency medical technician.

The National Directory of PA Programs may be ordered from APAP at 950 N. Washington St., Alexandria, VA 22314 or phone: 800– 708–7581. PA programs and education can be accessed via the web: www.aapa.org.

Pre–Professional Programs

Although essentially a liberal arts college, the College of Arts & Sciences offers certain pre–professional curricula for students who plan to enter professional schools. For medical and paramedical curricula, Andrews University maintains a special relationship with Loma Linda University.

Pre–Professional Program in Public History

John J. Markovic, *Coordinator*
269–471–3511
Buller Hall, Room 135

Public or applied history refers to careers in history–related fields other than teaching, including museum management, archival management, and historic preservation, as well as the production of historical media programs. In most cases, a master’s degree in a public or applied history program or certification upon completion of certain graduate courses are needed prior to employment. The Department of History & Political Science recommends as curricula a major in history with a second major or minor and electives as the most advantageous undergraduate basis for a public–history career. Curriculum recommendations are available from the department chair.

Pre–Professional Programs

Although essentially a liberal arts college, the College of Arts & Sciences offers certain pre–professional curricula for students who plan to enter professional schools. For medical and paramedical curricula, Andrews University maintains a special relationship with Loma Linda University.

Pre–Professional Program in Respiratory Care

Bill Chobotar, *Coordinator*
269–471–3262
Price Hall (Science Complex)

Andrews University offers prerequisite course work to prepare students who wish to enter a 2–year Associate of Science degree program or a 4–year Bachelor of Science degree program in Respiratory Care. Admission requirements vary among professional respiratory care programs. Not all professional programs accept transfer credits. Therefore, as soon as possible, interested students should contact the programs of choice for the most current prerequisite requirements. A list of accredited respiratory care programs may be obtained from the American Association for Respiratory Care, 11030 Ables Lane, Dallas, TX 75229 (phone 972–

243–2272 and ask for the Education Department) or explore the web at:
www.aarc.org/patient_resources/schools.html.

Pre–Professional Programs

Although essentially a liberal arts college, the College of Arts & Sciences offers certain pre–professional curricula for students who plan to enter professional schools. For medical and paramedical curricula, Andrews University maintains a special relationship with Loma Linda University.

Loma Linda University:

Interested students may complete the prerequisites for Loma Linda University’s Respiratory Care Education Program while attending Andrews University. Check with the above listed coordinator for the required course work. The Pre–LLU/RC student may then apply and transfer to LLU through its selective admissions process as a second–year student in their program.

Behavioral Neuroscience

Buller Hall, Room 211, Price Hall, Room 216,
269–471–3152, 269–471–3243,
kgbailey@andrews.edu
biology@andrews.edu, bhsc@andrews.edu

Faculty

Karl Bailey, *Director*, Psychology
Harvey Burnett, Psychology
Pamela Coburn–Litvak, Biology
Tom Goodwin, Biology
James Hayward, Biology
Herbert Helm, *Advisor*, Psychology
Shandelle Henson, *Advisor*, Mathematics
David Mbungu, *Advisor*, Biology
Duane McBride, *Advisor*, Behavioral Sciences
Benjamin Navia, Biology
Melissa Ponce–Rodas, *Advisor*, Psychology
Gordon Atkins, *Adjunct*, Biology

Mission

As a program at a Seventh–day Adventist University, the behavioral neuroscience program aims to help students integrate their study of the mind and brain into their faith development and Christian walk by encouraging the careful study of, and faithful response to, their area of study and scholarship as both Christians and developing scholars..

Behavioral Neuroscience is an interdisciplinary program at Andrews University that is based in the Departments of Behavioral Sciences, Biology and Mathematics. Its purpose is to provide opportunities for undergraduates to prepare for exciting careers in the fascinating, rapidly growing scientific fields which involve the study of the brain and its control of behavior. In addition to helping students learn basic information about neurobiology, cognitive neuroscience, behavioral neuroscience, and mathematical modeling, the Behavioral Neuroscience program involves students in hands–on, laboratory experiences, using research–quality equipment, and prepares students to not only learn from their field of study but to actively contribute to that field as well. Indeed, research with a faculty mentor is an integral part of the program, with the goal of student presentation and publication of research in professional venues. The interdisciplinary nature of Behavioral Neuroscience is reflected in a common core of classes taken by all students, whether they are majoring in Psychology, Biology or Mathematics, and in the flexibility afforded by each of the three emphases within the program for interdisciplinary study and original research.

As an interdisciplinary program that exists across three departments, the Behavioral Neurosciences Program also aims to develop and reflect a spirit of collaboration and integration on the campus, as exemplified in the interdisciplinary interests and work of faculty and students.

Programs

Bachelors

- Biology, Behavior/Mathematics Emphasis BS (See Biology section)
- Biology, Neuroscience Emphasis BS (See Biology section)
- Psychology, Behavioral Neuroscience Emphasis BS (See Psychology section)

Behavioral Sciences

Buller Hall, Room 211
Phone: 269–471–3152
Fax: 269–471–3108
bhsc-info@andrews.edu
www.andrews.edu/bhsc/

Faculty

Duane C. McBride, *Chair*
Karl G. Bailey
Harvey J. Burnett
Romulus Chelbegean
Dawn Dulhanty, *Director of off-campus International Development Program (IDP)*
Herbert W. Helm
Øystein S. LaBianca
Lionel N. A. Matthews
Melissa Ponce–Rodas
Joel Raveloharimisy, *Director of on-campus Community & International Development Program (CIDP)*
Larry S. Ulery

Adjunct Faculty

Alina M. Baltazar
Dawn Dulhanty
Edwin Hernandez
Gary L. Hopkins
Harold James
Kristen Witzel

Mission

The Department of Behavioral Sciences is concerned with the study of how human beings think and behave, both as individuals and in social, spiritual and cultural settings. By providing students with the discoveries and procedures accumulated from this versatile field of study, our goal is to empower students to utilize their knowledge to further the mission of the Seventh-day Adventist Church and to restore men and women to the image of our Maker.

The Department of Behavioral Sciences is organized as a consortium where faculty share expertise and research endeavors in related disciplines. The behavioral sciences are concerned with the study of how human beings think and behave as individuals, and in sociocultural and ecological systems.

Undergraduate Program Policies/Administration

Computer Policy

In the behavioral sciences, the computer is an indispensable tool for collecting and working with data, accessing scientific reports, and for writing and critical thinking. As a result, the Department of Behavioral Sciences requires students to have a laptop computer in order to meet the requirements of the curriculum; this computer must be purchased by the student's second year in the program or the semester of the first research class, whichever is earlier. Students are responsible for maintaining their computer with the required software appropriate for the courses that they are enrolled in as they progress through the curriculum. A list of required software and minimum specifications that a laptop must meet is available in the Department of Behavioral Sciences office; use of the computer varies by course.

Department Aims

This department aims (1) to introduce students to the salient discoveries and procedures accumulated from research in behavioral sciences disciplines and (2) to empower students to utilize this knowledge in furthering the mission of Seventh-day Adventists: restoring men and women to the image of their Maker. The department fulfills these aims by three principal means: (1) instruction by Christian professors; (2) course work which develops a strong liberal-arts foundation and interdisciplinary preparation leading to many different fields of Christian service; and (3) extracurricular participation by students in voluntary religious activities, community service, and research.

Minors, Cognates and Electives

Majors should take advantage of the variety of undergraduate courses available at Andrews to acquire a broad education. Combining behavioral science courses with other areas such as business, health, and language provides avenues for reaching individual professional goals. Students should counsel with advisors in selecting

cognates and electives. Volunteer work is most beneficial and majors are urged to seek opportunities through the Service Learning Program. Those planning to pursue graduate studies should seek opportunities in research.

Research Sequence

It is strongly recommended that all BS majors take the Research Methods Sequence during their junior year.

Bachelors

Behavioral Sciences BS

Behavioral Sciences Core Courses – 15

- SOCI 432 – Research Methods II: Introduction Credits: 3
- PSYC 101 – Introduction to Psychology Credits: 3
- PSYC 450 – Social Psychology Credits: 3

Choose one of these three courses

- ANTH 124 – Introduction to Anthropology Credits: 3
- ANTH 200 – Cultural Anthropology Credits: 3
- SOCI 119 – Principles of Sociology Credits: 3

Choose one of these two courses

- SOCI 474 – Social Thought and Theory Credits: 3
- PSYC 269 – History and Systems of Psychology Credits: 3

Suggested General Education Courses

- PHIL 224 – Introduction to Philosophy Credits: 3

Choose one of the following two courses

- BHSC 220 – An Interdisciplinary Approach to Contemporary Social Issues Credits: 3
- BHSC 235 – Culture, Place and Interdependence Credits: 3

Cognate

- BHSC 230 – Research Methods I: Statistics for the Behavioral Sciences Credits: 3

Electives – 24

The remaining credits are to be selected from at least two of the areas offered in the department or as specified in an area of emphasis below. Those with specific vocational goals may wish to consider one of the following areas of emphasis.

Computer Policy

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Behavioral Sciences, Anthropological Archaeology BS

Anthropological Archaeology — 39

(27 credits must be selected from courses numbered 300 or above)

Behavioral Sciences Core Courses — 15

Choose one of these

- ANTH 124 – Introduction to Anthropology Credits: 3

- ANTH 200 – Cultural Anthropology Credits: 3
- SOCI 119 – Principles of Sociology Credits: 3

Choose one of these

- SOCI 474 – Social Thought and Theory Credits: 3
- PSYC 269 – History and Systems of Psychology Credits: 3
- SOCI 432 – Research Methods II: Introduction Credits: 3
- PSYC 101 – Introduction to Psychology Credits: 3
- PSYC 450 – Social Psychology Credits: 3

Anthropological Archaeology Core — 15

Choose one of these

- ANTH 124 – Introduction to Anthropology Credits: 3
- ANTH 200 – Cultural Anthropology Credits: 3
- ANTH 205 – Introduction to Archaeology Credits: 3
- ANTH 435 – Museum and Lab Methods Credits: 3
- ANTH 478 – Archaeological and Ethnographical Credits: 3
- ANTH 496 – Supervised Fieldwork in Anthropology or Archaeology Credits: 1–8

Select at least 9 credits from the following choices:

- ANTH 440 – Topics in Anthropology Credits: 1–3 (ANEA 510)
- ANTH440 – Topics: Bible Lands Explorations (ANEA 514)
- ANTH440 – Topics: Archaeology of Palestine (ANEA 614)
- BIOL 330 – History of Earth and Life Credits: 4
- RELB 111 – Introduction to the Old Testament Credits: 3

Suggested General Education Courses

- BHSC 235 – Culture, Place and Interdependence Credits: 3
- BIOL 100 – Human Biology Credits: 4
- PHIL 224 – Introduction to Philosophy Credits: 3
- RELT 348 – Christians and the Environment Credits: 3

Cognate — 3

- BHSC 230 – Research Methods I: Statistics for the Behavioral Sciences Credits: 3

Recommended:

For students planning graduate-level training in Anthropology, a foreign language is highly recommended.

Note:

*Students pursuing this major who are interested in a career in International Development may qualify for advanced standing (one year) in the Master of Science in Community and International Development (MSCID) Program if they take at least five of the following: ACCT 121, SOCI 408, SOCI 421, SOCI 431, SOCI 433, SOCI 434. For more information regarding the MSCID, see Behavioral Sciences Graduate Program section.

Computer Policy

In the behavioral sciences, the computer is an indispensable tool for collecting and working with data, accessing scientific reports, and for writing and critical thinking. As a result, the Department of Behavioral Sciences requires students to have a laptop computer in order to meet the requirements of the curriculum; this computer must be purchased by the student's second year in the program or the semester of the first research class, whichever is earlier. Students are responsible for maintaining their computer with the required software appropriate for the courses that they are enrolled in as they progress through the curriculum. A list of required software and minimum specifications that a laptop must meet is available in the Department of Behavioral Sciences office; use of the computer varies by course.

Behavioral Sciences, Anthropology BS

Anthropology — 39

(27 credits must be selected from courses numbered 300 or above)

Behavioral Sciences Core Courses — 15

- SOCI 432 – Research Methods II: Introduction Credits: 3
- PSYC 101 – Introduction to Psychology Credits: 3
- PSYC 450 – Social Psychology Credits: 3

Choose one of these three

- ANTH 124 – Introduction to Anthropology Credits: 3
- ANTH 200 – Cultural Anthropology Credits: 3
- SOCI 119 – Principles of Sociology Credits: 3

Choose one of these two

- SOCI 474 – Social Thought and Theory Credits: 3
- PSYC 269 – History and Systems of Psychology Credits: 3

Anthropological Core — 15

- ANTH 124 – Introduction to Anthropology Credits: 3
- ANTH 200 – Cultural Anthropology Credits: 3
- ANTH 205 – Introduction to Archaeology Credits: 3
- ANTH 455 – Ethnography Credits: 3

Choose one of these two

- ENGL 440 – Language and Culture Credits: 3
- COMM 436 – Intercultural Communication Credits: 3

Select at least 9 credits from the following choices:

- ANTH 415 – Urban Anthropology Credits: 3
- ANTH 417 – Cultural and Developmental Anthropology Credits: 3
- ANTH 478 – Archaeological and Ethnographical Credits: 3
- ANTH 496 – Supervised Fieldwork in Anthropology or Archaeology Credits: 1–8
- BHSC 440 – Topics in _____ Credits: 1–4 *
- BIOL 330 – History of Earth and Life Credits: 4
- COMM 436 – Intercultural Communication Credits: 3
- HIST 468 – Multi-cultural America Credits: 3
- FMST 350 – Family Cultural Perspectives Credits: 3
- PLSC 460 – Area Study: Credits: 3
- SOCI 425 – Racial and Ethnic Relations Credits: 3

Choose one of these two

- RELG 360 – Topics in Religion Credits: 1–3
- SOCI 160 – Introduction to International Development Credits: 3

Suggested General Education Courses

- BHSC 235 – Culture, Place and Interdependence Credits: 3
- ECON 225 – Principles of Macroeconomics Credits: 3
- PHIL 224 – Introduction to Philosophy Credits: 3
- RELT 348 – Christians and the Environment Credits: 3

Choose one of these two

- BIOL 165 – Foundations of Biology Credits: 5 or 4
- BIOL 208 – Environmental Science Credits: 4

Cognate — 3

- BHSC 230 – Research Methods I: Statistics for the Behavioral Sciences Credits: 3

Recommended:

For students planning graduate-level training in Anthropology, a foreign language is highly recommended.

Computer Policy

In the behavioral sciences, the computer is an indispensable tool for collecting and working with data, accessing scientific reports, and for writing and critical thinking. As a result, the Department of Behavioral Sciences requires students to have a laptop computer in order to meet the requirements of the curriculum; this computer must be purchased by the student's second year in the program or the semester of the first research class, whichever is earlier. Students are responsible for maintaining their computer with the required software appropriate for the courses that they are enrolled in as they progress through the curriculum. A list of required software and minimum specifications that a laptop must meet is available in the Department of Behavioral Sciences office; use of the computer varies by course.

Behavioral Sciences, Public Health BS

Public Health — 38–39

(27 credits must be selected from courses numbered 300 or above). Because of the breadth of the public health emphasis, courses should be selected from each category in consultation with an advisor.

Behavioral Sciences Core Courses — 18

- PSYC 101 – Introduction to Psychology Credits: 3
- PSYC 450 – Social Psychology Credits: 3
- SOCI 432 – Research Methods II: Introduction Credits: 3
- SOCI 433 – Research Methods III: Advanced Research Design–Experimental and Survey Credits: 3

Choose one of these three courses

- ANTH 124 – Introduction to Anthropology Credits: 3
- ANTH 200 – Cultural Anthropology Credits: 3
- SOCI 119 – Principles of Sociology Credits: 3

Choose one of these three courses

- PSYC 269 – History and Systems of Psychology Credits: 3
- SOCI 474 – Social Thought and Theory Credits: 3
- SOCI 455 – Development Policy and Analysis Credits: 3

Public Health Core — 14/15

- BHSC 405 – Introduction to Public Health Credits: 3
- SOCI 350 – Social Policy Credits: 2

Choose one of these two courses

- SOCI 420 – Medical Sociology Credits: 3
- HLED 480 – Wellness Programs Credits: 3

Choose one of these three courses

- PSYC 420 – Human Sexuality Credits: 3
- SOCI 408 – Emergency Preparedness Credits: 2
- SOCI 415 – Substance Abuse in American Society Credits: 2
- HLED 445 – Consumer Health Credits: 2

Choose one of these three courses

- PSYC 319 – Stress Management Credits: 3
- PSYC 455 – Treatment of Substance Abuse Credits: 2
- PSYC 471 – Behavior Modification Credits: 3

Select at least 6 credits from the following choices:

- ECON 225 – Principles of Macroeconomics Credits: 3
- FMST 310 – Parent–Child Relationships Credits: 3
- SOCI 160 – Introduction to International Development Credits: 3

Suggested General Education Courses

- BIOL 221 – Anatomy and Physiology I Credits: 4 * **and**
 - BIOL 222 – Anatomy and Physiology II Credits: 4 *
- OR
- BIOL 165 – Foundations of Biology Credits: 5 or 4 * **and**
 - BIOL 166 – Foundations of Biology Credits: 5 or 4

- BIOL 208 – Environmental Science Credits: 4
 - CHEM 110 – Introduction to Inorganic and Organic Chemistry Credits: 4 *
- OR
- CHEM 131 – General Chemistry I Credits: 4 * **and**
 - CHEM 132 – General Chemistry II Credits: 4

- FDNT 230 – Nutrition Credits: 3
- PHIL 224 – Introduction to Philosophy Credits: 3
- RELT 348 – Christians and the Environment Credits: 3

Required Cognates — 8

- BHSC 230 – Research Methods I: Statistics for the Behavioral Sciences Credits: 3
- SOCI 434 – Research Methods IV: Advanced Statistical Analysis & SPSS Credits: 3
- SOCI 480 – Field Experience Credits: 1–8

Note:

*These classes are required for graduate school admission.

*Students pursuing a BS in Behavioral Sciences with an emphasis in Public Health who are interested in a career in International Development may qualify for advanced standing (one year) in the Master of Science in Community and International Development Program (MSCID) if they take at least two of the following: ACCT 121, SOCI 408, SOCI 421, SOCI 431. For more information regarding the MSCID, see Behavioral Sciences Graduate Program section.

Computer Policy

In the behavioral sciences, the computer is an indispensable tool for collecting and working with data, accessing scientific reports, and for writing and critical thinking. As a result, the Department of Behavioral Sciences requires students to have a laptop computer in order to meet the requirements of the curriculum; this computer must be purchased by the student's second year in the program or the semester of the first research class, whichever is earlier. Students are responsible for maintaining their computer with the required software appropriate for the courses that they are enrolled in as they progress through the curriculum. A list of required software and minimum specifications that a laptop must meet is available in the Department of Behavioral Sciences office; use of the computer varies by course.

Behavioral Sciences, Student Development BS

Student Development — 41

(27 credits must be selected from courses numbered 300 or above)

Core Courses — 21

- BHSC 230 – Research Methods I: Statistics for the Behavioral Sciences Credits: 3
- PSYC 210 – Introduction to Health Psychology Credits: 3
- SOCI 433 – Research Methods III: Advanced Research Design–Experimental and Survey Credits: 3
- PSYC 450 – Social Psychology Credits: 3

Choose one of these two courses

- ANTH 200 – Cultural Anthropology Credits: 3
- SOCI 119 – Principles of Sociology Credits: 3

Choose one of these two courses

- PSYC 269 – History and Systems of Psychology Credits: 3
- SOCI 474 – Social Thought and Theory Credits: 3

Choose one of these acronyms – the courses are the same

- PSYC 432 – Research Methods II: Introduction Credits: 3
- SOCI 432 – Research Methods II: Introduction Credits: 3

Emphasis Courses

- FMST 201 – Personal Relationships Credits: 3
- PSYC 204 – Personal, Social and Career Development Credits: 3
- PSYC 252 – The Psychology of Adolescence, Youth, and Aging Credits: 3
- PSYC 420 – Human Sexuality Credits: 3
- PSYC 466 – Psychology of the Exceptional Child Credits: 3
- SOCI 345 – Juvenile Delinquency Credits: 3
- SOCI 480 – Field Experience Credits: 1–8

Required General Education Course — 3

- PSYC 101 – Introduction to Psychology Credits: 3

Cognate — 2+

- GDPC 430 – Introduction to Residence–hall Administration Credits: 2

Recommended:

- GDPC 438 – Workshop Credits: 1–4

Computer Policy

In the behavioral sciences, the computer is an indispensable tool for collecting and working with data, accessing scientific reports, and for writing and critical thinking. As a result, the Department of Behavioral Sciences requires students to have a laptop computer in order to meet the requirements of the curriculum; this computer must be purchased by the student's second year in the program or the semester of the first research class, whichever is earlier. Students are responsible for maintaining their computer with the required software appropriate for the courses that they are enrolled in as they progress through the curriculum. A list of required software and minimum specifications that a laptop must meet is available in the Department of Behavioral Sciences office; use of the computer varies by course.

Family Studies BS

(27 credits must be selected from courses numbered 300 or above)

Core Courses — 33

- BHSC 440 – Topics in _____ Credits: 1–4
- FMST 115 – Introduction to Family Studies Credits: 3
- FMST 201 – Personal Relationships Credits: 3
- FMST 310 – Parent–Child Relationships Credits: 3
- FMST 350 – Family Cultural Perspectives Credits: 3
- FMST 454 – Family Violence Across the Lifespan Credits: 3
- FMST 460 – Family Resource Management Credits: 3
- FMST 470 – Field Experience Credits: 1–8
- PSYC 301 – Human Development—Lifespan Credits: 3
- PSYC 420 – Human Sexuality Credits: 3
- SOCI 440 – Sociology of the Family Credits: 3

Family Studies Electives — 6

- ANTH 420 – Food and Culture Credits: 3
- COMM 320 – Interpersonal Communication Credits: 3
- PSYC 319 – Stress Management Credits: 3
- PSYC 410 – Introduction to Theories in Counseling & Psychotherapy Credits: 3
- PSYC 466 – Psychology of the Exceptional Child Credits: 3
- SOCI 345 – Juvenile Delinquency Credits: 3
- SOCI 350 – Social Policy Credits: 2
- SOCI 430 – Gender Roles in Contemporary Society Credits: 3
- SOCI 460 – Death and Grief in Contemporary Society Credits: 2
- SOWK 315 – Values, Ethics and Diversity Credits: 2
and as authorized by advisor. *

Required General Education Course — 3

- PSYC 101 – Introduction to Psychology Credits: 3

Cognates — 15

- BHSC 230 – Research Methods I: Statistics for the Behavioral Sciences Credits: 3
- COMM 445 – Family Communication Credits: 3
- FDNT 230 – Nutrition Credits: 3
- PSYC 432 – Research Methods II: Introduction Credits: 3

Choose one of the following three courses

- FNCE 206 – Personal Finance Credits: 2–3
- BSAD 104 – Introduction to Business Credits: 2–3
- BSAD 210 – Small Business Management Credits: 3

Computer Policy

In the behavioral sciences, the computer is an indispensable tool for collecting and working with data, accessing scientific reports, and for writing and critical thinking. As a result, the Department of Behavioral Sciences requires students to have a laptop computer in order to meet the requirements of the curriculum; this computer must be purchased by the student's second year in the program or the semester of the first research class, whichever is earlier. Students are responsible for maintaining their computer with the required software appropriate for the courses that they are enrolled in as they progress through the curriculum. A list of required software and minimum specifications that a laptop must meet is available in the Department of Behavioral Sciences office; use of the computer varies by course.

Psychology BA

(21 credits must be selected from courses numbered 300 or above)

Introduction — 3

- PSYC 101 – Introduction to Psychology Credits: 3

Developmental — 3

- PSYC 301 – Human Development—Lifespan Credits: 3 (or other developmental course)

Professional Convention — 1

- PSYC 438 – Workshop Credits: 1–3 (or an equivalent professional convention)

Methodology — 9

- PSYC 432 – Research Methods II: Introduction Credits: 3
- PSYC 433 – Research Methods III: Advanced Research Design—Experimental and Survey Credits: 3
- PSYC 434 – Research Methods IV: Advanced Statistical Analysis and SPSS Credits: 3

Content Courses (Groups A & B) — 15

A minimum of five courses from Groups A & B and/or C

Group A

(a minimum of two courses from this group)

- PSYC 364 – Learning and Behavior Credits: 3
- PSYC 425 – Psycholinguistics Credits: 3
- PSYC 449 – Neuropsychopharmacology Credits: 3
- PSYC 465 – Physiological Psychology Credits: 3
- PSYC 471 – Behavior Modification Credits: 3
- PSYC 445 – Cognitive Psychology Credits: 3

Group B

(a minimum of two courses from this group)

- PSYC 269 – History and Systems of Psychology Credits: 3
- PSYC 450 – Social Psychology Credits: 3
- PSYC 454 – Theories of Personality Credits: 3
- PSYC 460 – Psychology of Abnormal Behavior Credits: 3
(The 5th course can be chosen from either Group A, B or C)

Group C

- PSYC 410 – Introduction to Theories in Counseling & Psychotherapy Credits: 3
- PSYC 486 – Psychological Assessment Credits: 3

Cognates — 19–25

- PHIL 224 – Introduction to Philosophy Credits: 3
- RELT 340 – Religion and Ethics in Modern Society Credits: 3

Choose all three courses from this group OR choose the 2nd group

- BHSC 230 – Research Methods I: Statistics for the Behavioral Sciences Credits: 3
- BIOL 221 – Anatomy and Physiology I Credits: 4
- BIOL 222 – Anatomy and Physiology II Credits: 4

Choose these two courses if you didn't choose the first three

- BIOL 165 – Foundations of Biology Credits: 5 or 4
- BIOL 166 – Foundations of Biology Credits: 5 or 4

Choose one of these two courses

- SOCI 119 – Principles of Sociology Credits: 3
- ANTH 200 – Cultural Anthropology Credits: 3

Choose one sociocultural awareness class or experience.

- BHSC 235 – Culture, Place and Interdependence Credits: 3
- SOCI 425 – Racial and Ethnic Relations Credits: 3
- BHSC 440 – Topics in _____ Credits: 1–4
- ANTH 200 – Cultural Anthropology Credits: 3

Recommended:

Field Experience

Major Field Test:

Majors are required to take the Major Field Test in Psychology. The exam assesses the following areas: memory and thinking, sensory and physiology, developmental, clinical and abnormal, social, and measurement and methodology

Computer Policy

In the behavioral sciences, the computer is an indispensable tool for collecting and working with data, accessing scientific reports, and for writing and critical thinking. As a result, the Department of Behavioral Sciences requires students to have a laptop computer in order to meet the requirements of the curriculum; this computer must be purchased by the student's second year in the program or the semester of the first research class, whichever is earlier. Students are responsible for maintaining their computer with the required software appropriate for the courses that they are enrolled in as they progress through the curriculum. A list of required software and minimum specifications that a laptop must meet is available in the Department of Behavioral Sciences office; use of the computer varies by course.

Psychology, Behavioral Neuroscience Emphasis BS

Behavioral Neuroscience Core — 41–43

- PSYC 180 – Dealing with Your Mind Credits: 3
- BIOL 165 – Foundations of Biology Credits: 5 or 4
- BIOL 166 – Foundations of Biology Credits: 5 or 4
- CHEM 131 – General Chemistry I Credits: 4
- CHEM 132 – General Chemistry II Credits: 4

Choose one of the following sets of courses:

- CHEM 231 – Organic Chemistry I Credits: 3
- CHEM 232 – Organic Chemistry II Credits: 3
- CHEM 241 – Organic Chemistry Laboratory I Credits: 1
- CHEM 242 – Organic Chemistry Laboratory II Credits: 1

OR

- PHYS 141 – General Physics I Credits: 4

- PHYS 142 – General Physics II Credits: 4

OR

- PHYS 241 – Physics for Scientists and Engineers I Credits: 4
- PHYS 242 – Physics for Scientists and Engineers II Credits: 4
- PHYS 271 – Physics for Scientists and Engineers Laboratory I Credits: 1
- PHYS 272 – Physics for Scientists and Engineers Laboratory II Credits: 1

Upper Division Core Courses

- BIOL 477 – Neurobiology Credits: 3
 - PSYC 364 – Learning and Behavior Credits: 3
 - PSYC 445 – Cognitive Psychology Credits: 3
 - PSYC 449 – Neuropsychopharmacology Credits: 3
- OR
- BIOL 450 – Neuropsychopharmacology Credits: 3

General Education

Completing the Behavioral Neuroscience core meets general education requirements for Interdisciplinary Social Science and both Physical and Life Sciences. Completing the Psychology/BNS major meets the general education requirement for Foundational Social Science.

BS: Psychology

Behavioral Neuroscience — 27

- PSYC 101 – Introduction to Psychology Credits: 3
- PSYC 460 – Psychology of Abnormal Behavior Credits: 3
- PSYC 465 – Physiological Psychology Credits: 3
- two upper division electives from biology, mathematics, biochemistry or psychology

Research Methods:

- PSYC 432 – Research Methods II: Introduction Credits: 3
- PSYC 433 – Research Methods III: Advanced Research Design—Experimental and Survey Credits: 3
- PSYC 434 – Research Methods IV: Advanced Statistical Analysis and SPSS Credits: 3

Research Project:

- PSYC 438 – Workshop Credits: 1–3 (1 credit required)
- PSYC 498 – Research Project in Psychology Credits: 1–3 (2 credits required)

Cognates:

- BHSC 230 – Research Methods I: Statistics for the Behavioral Sciences Credits: 3
- SOCI 119 – Principles of Sociology Credits: 3
- RELT 385 – Bioethics and Christian Faith Credits: 3

Computer Policy

In the behavioral sciences, the computer is an indispensable tool for collecting and working with data, accessing scientific reports, and for writing and critical thinking. As a result, the Department of Behavioral Sciences requires students to have a laptop computer in order to meet the requirements of the curriculum; this computer must be purchased by the student's second year in the program or the semester of the first research class, whichever is earlier. Students are responsible for maintaining their computer with the required software appropriate for the courses that they are enrolled in as they progress through the curriculum. A list of required software and minimum specifications that a laptop must meet is available in the Department of Behavioral Sciences office; use of the computer varies by course.

Psychology, General Program BS

BS: Psychology

Four options are available—the General Program, the Pre–Professional Program, Health Psychology Emphasis, and Behavioral Neuroscience. The Pre–Professional Program is for students planning a graduate degree. Whichever program students

choose, they should consult their advisor in regard to their psychology classes, general or elective classes, and an elective minor. Classes should be chosen with occupational goals in mind. Students planning on graduate school should choose classes related to that area of specialization.

General Program — 40

(27 credits must be selected from courses numbered 300 or above)

Introduction — 3

- PSYC 101 – Introduction to Psychology Credits: 3

Developmental — 3

- PSYC 301 – Human Development—Lifespan Credits: 3 (or other developmental course)

Professional Convention or Field Experience — 1–2

- PSYC 438 – Workshop Credits: 1–3
- (or an equivalent professional convention) Credits: 1–2 or
- PSYC 480 – Field Experience Credits: 1–8

Methodology — 3

- PSYC 432 – Research Methods II: Introduction Credits: 3

Content Courses (Groups A, B, C) — 18

A minimum of five courses from Groups A & B

Group A

(a minimum of two courses from this group)

- PSYC 210 – Introduction to Health Psychology Credits: 3
- PSYC 364 – Learning and Behavior Credits: 3
- PSYC 425 – Psycholinguistics Credits: 3
- PSYC 445 – Cognitive Psychology Credits: 3
- PSYC 449 – Neuropsychopharmacology Credits: 3
- PSYC 465 – Physiological Psychology Credits: 3
- PSYC 471 – Behavior Modification Credits: 3

Group B

(a minimum of two courses from this group)

- PSYC 269 – History and Systems of Psychology Credits: 3
- PSYC 450 – Social Psychology Credits: 3
- PSYC 454 – Theories of Personality Credits: 3
- PSYC 460 – Psychology of Abnormal Behavior Credits: 3

Group C

(a minimum of one course)

- PSYC 410 – Introduction to Theories in Counseling & Psychotherapy Credits: 3
- PSYC 420 – Human Sexuality Credits: 3
- PSYC 486 – Psychological Assessment Credits: 3

Electives — 11–12

Electives may be chosen from Content Courses not taken to meet minimum requirements. Other PSYC courses in the undergraduate program, or those approved by the advisor/chair.

Cognates — 16–22

- BHSC 230 – Research Methods I: Statistics for the Behavioral Sciences Credits: 3
- RELT 340 – Religion and Ethics in Modern Society Credits: 3

Choose these two courses or two courses from the next group

- BIOL 221 – Anatomy and Physiology I Credits: 4
- BIOL 222 – Anatomy and Physiology II Credits: 4

OR

- BIOL 165 – Foundations of Biology Credits: 5 or 4

- BIOL 166 – Foundations of Biology Credits: 5 or 4

Choose one of the following two courses

- SOCI 119 – Principles of Sociology Credits: 3
- ANTH 200 – Cultural Anthropology Credits: 3

One Sociocultural awareness class or experience may be met by taking one of the following:

- BHSC 235 – Culture, Place and Interdependence Credits: 3
- ANTH 200 – Cultural Anthropology Credits: 3
- SOCI 425 – Racial and Ethnic Relations Credits: 3
- BHSC 440 – Topics in _____ Credits: 1–4

This topics course is Cultural Psychology taught in conjunction with an international tour via Andrews; or a student missionary experience, or attending Adventist Colleges Abroad.

Recommended:

Field Experience and a reading knowledge of a foreign language are strongly recommended, particularly for students who plan to take graduate studies in Psychology.

Major Field Test:

Majors are required to take the Major Field Test in Psychology. The exam assesses the following areas: memory and thinking, sensory and physiology, developmental, clinical and abnormal, social, and measurement and methodology.

Computer Policy

In the behavioral sciences, the computer is an indispensable tool for collecting and working with data, accessing scientific reports, and for writing and critical thinking. As a result, the Department of Behavioral Sciences requires students to have a laptop computer in order to meet the requirements of the curriculum; this computer must be purchased by the student's second year in the program or the semester of the first research class, whichever is earlier. Students are responsible for maintaining their computer with the required software appropriate for the courses that they are enrolled in as they progress through the curriculum. A list of required software and minimum specifications that a laptop must meet is available in the Department of Behavioral Sciences office; use of the computer varies by course.

Psychology, Health Psychology BS

BS: Psychology

Four options are available—the General Program, the Pre–Professional Program, Health Psychology Emphasis, and Behavioral Neuroscience. The Pre–Professional Program is for students planning a graduate degree. Whichever program students choose, they should consult their advisor in regard to their psychology classes, general or elective classes, and an elective minor. Classes should be chosen with occupational goals in mind. Students planning on graduate school should choose classes related to that area of specialization.

Health Psychology — 40–41

(27 credits must be selected from courses numbered 300 or above)

Core courses—21

- PSYC 101 – Introduction to Psychology Credits: 3
- PSYC 301 – Human Development—Lifespan Credits: 3 (or other developmental course)
- PSYC 269 – History and Systems of Psychology Credits: 3
- PSYC 432 – Research Methods II: Introduction Credits: 3
- PSYC 433 – Research Methods III: Advanced Research Design—Experimental and Survey Credits: 3
- PSYC 434 – Research Methods IV: Advanced Statistical Analysis and SPSS Credits: 3
- PSYC 450 – Social Psychology Credits: 3

Emphasis — 18

- PSYC 210 – Introduction to Health Psychology Credits: 3
- PSYC 460 – Psychology of Abnormal Behavior Credits: 3

Choose one of these two courses

- PSYC 319 – Stress Management Credits: 3
- SOCI 420 – Medical Sociology Credits: 3

Choose one of these two courses

- PSYC 465 – Physiological Psychology Credits: 3
- PSYC 454 – Theories of Personality Credits: 3

Choose one of these two courses

- PSYC 471 – Behavior Modification Credits: 3
- PSYC 364 – Learning and Behavior Credits: 3

Professional Convention — 1–2

- PSYC 438 – Workshop Credits: 1–3 Midwest Psychological Convention (or an equivalent professional convention) Must take for 2 credits.

Cognates — 21–24

- BHSC 230 – Research Methods I: Statistics for the Behavioral Sciences Credits: 3
- FDNT 230 – Nutrition Credits: 3
- RELT 340 – Religion and Ethics in Modern Society Credits: 3

Choose these two courses or the next grouping.

- BIOL 221 – Anatomy and Physiology I Credits: 4
- BIOL 222 – Anatomy and Physiology II Credits: 4

OR

- BIOL 165 – Foundations of Biology Credits: 5 or 4
- BIOL 166 – Foundations of Biology Credits: 5 or 4

Choose one of these two courses

- CHEM 110 – Introduction to Inorganic and Organic Chemistry Credits: 4
- CHEM 131 – General Chemistry I Credits: 4

Major Field Test:

Majors are required to take the Major Field Test in Psychology. The exam assesses the following areas: memory and thinking, sensory and physiology, developmental, clinical and abnormal, social, and measurement and methodology.

Computer Policy

In the behavioral sciences, the computer is an indispensable tool for collecting and working with data, accessing scientific reports, and for writing and critical thinking. As a result, the Department of Behavioral Sciences requires students to have a laptop computer in order to meet the requirements of the curriculum; this computer must be purchased by the student's second year in the program or the semester of the first research class, whichever is earlier. Students are responsible for maintaining their computer with the required software appropriate for the courses that they are enrolled in as they progress through the curriculum. A list of required software and minimum specifications that a laptop must meet is available in the Department of Behavioral Sciences office; use of the computer varies by course.

Psychology, Pre–Professional Program BS

BS: Psychology

Four options are available—the General Program, the Pre–Professional Program, Health Psychology Emphasis, and Behavioral Neuroscience. The Pre–Professional Program is for students planning a graduate degree. Whichever program students choose, they should consult their advisor in regard to their psychology classes, general or elective classes, and an elective minor. Classes should be chosen with occupational goals in mind. Students planning on graduate school should choose classes related to that area of specialization.

Pre–Professional Program — 40

(27 credits must be selected from courses numbered 300 or above)

Introduction — 3

- PSYC 101 – Introduction to Psychology Credits: 3

114

Developmental — 3

- PSYC 301 – Human Development—Lifespan Credits: 3 (or other developmental course)

Professional Convention — 1–2

- PSYC 438 – Workshop Credits: 1–3 (or an equivalent professional convention) This workshop is Midwestern Psychological Convention (or an equivalent professional convention)

Methodology — 9

- PSYC 432 – Research Methods II: Introduction Credits: 3
- PSYC 433 – Research Methods III: Advanced Research Design—Experimental and Survey Credits: 3
- PSYC 434 – Research Methods IV: Advanced Statistical Analysis and SPSS Credits: 3

Content Courses (Groups A, B, C) — 18

A minimum of five courses from Groups A & B

Group A

(a minimum of two courses from this group)

- PSYC 364 – Learning and Behavior Credits: 3
- PSYC 425 – Psycholinguistics Credits: 3
- PSYC 445 – Cognitive Psychology Credits: 3
- PSYC 449 – Neuropsychopharmacology Credits: 3
- PSYC 465 – Physiological Psychology Credits: 3
- PSYC 471 – Behavior Modification Credits: 3

Group B

(a minimum of two courses from this group)

- PSYC 269 – History and Systems of Psychology Credits: 3
- PSYC 450 – Social Psychology Credits: 3
- PSYC 454 – Theories of Personality Credits: 3
- PSYC 460 – Psychology of Abnormal Behavior Credits: 3

Group C

(a minimum of one course)

- PSYC 410 – Introduction to Theories in Counseling & Psychotherapy Credits: 3
- PSYC 486 – Psychological Assessment Credits: 3

Electives — 5–6

Electives may be chosen from Content Courses not taken to meet minimum requirements, other PSYC courses in the undergraduate program, or those approved by the advisor/chair.

Cognates — 19–25

- BHSC 230 – Research Methods I: Statistics for the Behavioral Sciences Credits: 3
- PHIL 224 – Introduction to Philosophy Credits: 3
- RELT 340 – Religion and Ethics in Modern Society Credits: 3

Choose these two courses or the following two courses

- BIOL 221 – Anatomy and Physiology I Credits: 4
- BIOL 222 – Anatomy and Physiology II Credits: 4

OR

- BIOL 165 – Foundations of Biology Credits: 5 or 4
- BIOL 166 – Foundations of Biology Credits: 5 or 4

Choose one of these two courses

- SOCI 119 – Principles of Sociology Credits: 3
- ANTH 200 – Cultural Anthropology Credits: 3

Choose one sociocultural awareness class or experience. This may be met by taking one of the following courses.

- BHSC 235 – Culture, Place and Interdependence Credits: 3
- ANTH 200 – Cultural Anthropology Credits: 3
- SOCI 425 – Racial and Ethnic Relations Credits: 3

- BHSC 440 – Topics in _____ Credits: 1–4
This topics course is Cultural Psychology taught in conjunction with an international tour via Andrews; or a student missionary experience, or attending Adventist Colleges Abroad.

Recommended:

Field Experience and a reading knowledge of a foreign language are strongly recommended, particularly for students who plan to take graduate studies in Psychology

Major Field Test:

Majors are required to take the Major Field Test in Psychology. The exam assesses the following areas: memory and thinking, sensory and physiology, developmental, clinical and abnormal, social, and measurement and methodology.

Computer Policy

In the behavioral sciences, the computer is an indispensable tool for collecting and working with data, accessing scientific reports, and for writing and critical thinking. As a result, the Department of Behavioral Sciences requires students to have a laptop computer in order to meet the requirements of the curriculum; this computer must be purchased by the student's second year in the program or the semester of the first research class, whichever is earlier. Students are responsible for maintaining their computer with the required software appropriate for the courses that they are enrolled in as they progress through the curriculum. A list of required software and minimum specifications that a laptop must meet is available in the Department of Behavioral Sciences office; use of the computer varies by course.

Sociology BA

30 credits (not including general education courses) are required. Of these, 24 credits must be selected from courses numbered 300 and above.

Core Courses — 15

Introduction:

- SOCI 119 – Principles of Sociology Credits: 3

Methods:

- SOCI 432 – Research Methods II: Introduction Credits: 3
- SOCI 433 – Research Methods III: Advanced Research Design–Experimental and Survey Credits: 3
- SOCI 434 – Research Methods IV: Advanced Statistical Analysis & SPSS Credits: 3

Theory:

- SOCI 474 – Social Thought and Theory Credits: 3

Substantive Areas — 15

Family:

- FMST 201 – Personal Relationships Credits: 3

Criminal Justice:

Choose one of these two courses

- SOCI 315 – Criminology Credits: 3
- SOCI 345 – Juvenile Delinquency Credits: 3

Health:

Choose one of these two courses

- SOCI 420 – Medical Sociology Credits: 3
- SOCI 415 – Substance Abuse in American Society Credits: 2

Race & Gender:

Choose one of these two courses

- SOCI 425 – Racial and Ethnic Relations Credits: 3

- SOCI 430 – Gender Roles in Contemporary Society Credits: 3

Policy:

Choose one of these two courses

- SOCI 350 – Social Policy Credits: 2
- SOCI 455 – Development Policy and Analysis Credits: 3

Required General Education Courses — 9

- BHSC 220 – An Interdisciplinary Approach to Contemporary Social Issues Credits: 3
- ANTH 200 – Cultural Anthropology Credits: 3
- RELT 340 – Religion and Ethics in Modern Society Credits: 3

Cognates — 18

- BHSC 230 – Research Methods I: Statistics for the Behavioral Sciences Credits: 3
- ECON 225 – Principles of Macroeconomics Credits: 3
- PSYC 180 – Dealing with Your Mind Credits: 3
- PHIL 224 – Introduction to Philosophy Credits: 3
- PSYC 450 – Social Psychology Credits: 3
- PSYC 101 – Introduction to Psychology Credits: 3

Note:

Major field test is required. It is expected that all majors will attend at least one professional conference before graduation.

Computer Policy

In the behavioral sciences, the computer is an indispensable tool for collecting and working with data, accessing scientific reports, and for writing and critical thinking. As a result, the Department of Behavioral Sciences requires students to have a laptop computer in order to meet the requirements of the curriculum; this computer must be purchased by the student's second year in the program or the semester of the first research class, whichever is earlier. Students are responsible for maintaining their computer with the required software appropriate for the courses that they are enrolled in as they progress through the curriculum. A list of required software and minimum specifications that a laptop must meet is available in the Department of Behavioral Sciences office; use of the computer varies by course.

Sociology BS

BS: Sociology 38–39

(27 credits must be selected from courses numbered 300 or above)

Core Courses — 29–30

(Choose three of the following five classes)

- SOCI 119 – Principles of Sociology Credits: 3
- SOCI 420 – Medical Sociology Credits: 3
- SOCI 425 – Racial and Ethnic Relations Credits: 3
- SOCI 430 – Gender Roles in Contemporary Society Credits: 3
- SOCI 432 – Research Methods II: Introduction Credits: 3
- SOCI 433 – Research Methods III: Advanced Research Design–Experimental and Survey Credits: 3
- SOCI 434 – Research Methods IV: Advanced Statistical Analysis & SPSS Credits: 3
- SOCI 474 – Social Thought and Theory Credits: 3

Choose one of these two courses

- FMST 201 – Personal Relationships Credits: 3
- SOCI 415 – Substance Abuse in American Society Credits: 2

Choose one of these two courses

- SOCI 315 – Criminology Credits: 3
- SOCI 345 – Juvenile Delinquency Credits: 3

Electives — 9

(Choose three of the following five classes)

- FMST 310 – Parent–Child Relationships Credits: 3
- SOCI 350 – Social Policy Credits: 2
- SOCI 410 – Social Gerontology Credits: 2
- SOCI 440 – Sociology of the Family Credits: 3
- SOCI 460 – Death and Grief in Contemporary Society Credits: 2

Required General Education Courses — 9

- BHSC 220 – An Interdisciplinary Approach to Contemporary Social Issues Credits: 3
- PSYC 101 – Introduction to Psychology Credits: 3
- RELT 340 – Religion and Ethics in Modern Society Credits: 3

Cognates — 15

(The following courses are required choices in your general education or elective program)

- ANTH 200 – Cultural Anthropology Credits: 3
- BHSC 230 – Research Methods I: Statistics for the Behavioral Sciences Credits: 3
- ECON 225 – Principles of Macroeconomics Credits: 3
- PHIL 224 – Introduction to Philosophy Credits: 3
- PSYC 450 – Social Psychology Credits: 3

Recommended:

A reading knowledge of a foreign language is strongly recommended for those planning on graduate work in Sociology.

Major Field Test:

Majors are required to take the Major Field Test in Sociology

Note:

It is expected that all majors will attend at least one professional conference before graduation

Computer Policy

In the behavioral sciences, the computer is an indispensable tool for collecting and working with data, accessing scientific reports, and for writing and critical thinking. As a result, the Department of Behavioral Sciences requires students to have a laptop computer in order to meet the requirements of the curriculum; this computer must be purchased by the student's second year in the program or the semester of the first research class, whichever is earlier. Students are responsible for maintaining their computer with the required software appropriate for the courses that they are enrolled in as they progress through the curriculum. A list of required software and minimum specifications that a laptop must meet is available in the Department of Behavioral Sciences office; use of the computer varies by course.

Sociology, Community and International Development BS

Community & International Development — 45

(27 credits must be selected from courses numbered 300 or above)

Community development workers perform a wide array of tasks that enable communities at the local or international level to change and improve various aspects in the lives of their residents. They work in different settings such as inner city agencies, service-learning organizations, community service organizations, community advocacy groups, etc. Additionally community development workers could work overseas in international relief and development agencies as well as for church-based mission programs.

Students qualify for entry into the BS CID when they:

- Earn a minimum GPA of 2.00
- Receive grades of C or better in all required program prerequisite and cognate courses

Behavioral Sciences Core Courses — 15

- SOCI 119 – Principles of Sociology Credits: 3
- SOCI 474 – Social Thought and Theory Credits: 3
- PSYC 101 – Introduction to Psychology Credits: 3
- PSYC 450 – Social Psychology Credits: 3
- SOCI 432 – Research Methods II: Introduction Credits: 3

Emphasis Courses — 30

- SOCI 160 – Introduction to International Development Credits: 3
- SOCI 350 – Social Policy Credits: 2
- SOCI 408 – Emergency Preparedness Credits: 2
- SOCI 421 – Development Theory & Practice Credits: 3
- SOCI 431 – Needs Assessment and Social Policy Credits: 3
- SOCI 433 – Research Methods III: Advanced Research Design–Experimental and Survey Credits: 3
- SOCI 434 – Research Methods IV: Advanced Statistical Analysis & SPSS Credits: 3
- SOCI 480 – Field Experience Credits: 1–8 (2)
- ACCT 121 – Fundamentals of Accounting Credits: 3
- ECON 225 – Principles of Macroeconomics Credits: 3

Choose one of these two courses

- PSYC 315 – Organization and Human Resources Credits: 3
- BSAD 355 – Management and Organization Credits: 3

Cognate — 3

- BHSC 230 – Research Methods I: Statistics for the Behavioral Sciences Credits: 3

Field Experience:

Students are required to complete a 200-hour internship: 2 credits of SOCI 480 or, for double majors with the BSW, SOWK 435 plus 1 credit of SOCI 480 (to the BSW internship add 100 hours of CID activities). Internships are normally completed during the senior year.

Recommended:

A reading knowledge of a foreign language is strongly recommended for those planning on graduate work. It is expected that all majors will attend at least one professional conference before graduation.

Note:

Completion of this emphasis prepares a student for Advanced Standing in the Master of Science in Community & International Development (MSCID) program, which allows students to finish the degree in one year instead of the usual two.

Computer Policy

In the behavioral sciences, the computer is an indispensable tool for collecting and working with data, accessing scientific reports, and for writing and critical thinking. As a result, the Department of Behavioral Sciences requires students to have a laptop computer in order to meet the requirements of the curriculum; this computer must be purchased by the student's second year in the program or the semester of the first research class, whichever is earlier. Students are responsible for maintaining their computer with the required software appropriate for the courses that they are enrolled in as they progress through the curriculum. A list of required software and minimum specifications that a laptop must meet is available in the Department of Behavioral Sciences office; use of the computer varies by course.

Sociology, Deviant Behavior BS

Deviant Behavior — 38–39

(27 credits must be selected from courses numbered 300 or above)

Core Courses — 29–30

Sociology, Emergency Preparedness BS

Emergency Preparedness — 49

Foundation Courses — 39

- SOCI 420 – Medical Sociology Credits: 3

Choose one of these two courses

- SOCI 425 – Racial and Ethnic Relations Credits: 3
- SOWK 315 – Values, Ethics and Diversity Credits: 2
- BHSC 230 – Research Methods I: Statistics for the Behavioral Sciences Credits: 3
- FDNT 469 – International Nutrition Credits: 2–3
- PLSC 260 – Introduction to American Law Credits: 3
- PSYC 315 – Organization and Human Resources Credits: 3
- PSYC 319 – Stress Management Credits: 3
- SOCI 160 – Introduction to International Development Credits: 3
- SOCI 350 – Social Policy Credits: 2
- SOCI 432 – Research Methods II: Introduction Credits: 3
- SOCI 433 – Research Methods III: Advanced Research Design–Experimental and Survey Credits: 3
- SOCI 434 – Research Methods IV: Advanced Statistical Analysis & SPSS Credits: 3
- SOCI 470 – Demography Credits: 3
- SOWK 460 – Death and Grief in Contemporary Society Credits: 2

Emphasis Courses — 10

- SOCI 408 – Emergency Preparedness Credits: 2
- SOCI 478 – Principles and Practice of Hazards Mitigation Credits: 3
- SOCI 490 – Capstone in Emergency Preparedness (Practicum) Credits: 1–3
- BSAD 355 – Management and Organization Credits: 3

Required General Education Courses — 15

- BHSC 235 – Culture, Place and Interdependence Credits: 3
- BIOL 208 – Environmental Science Credits: 4
- BIOL 260 – General Microbiology Credits: 4
- CHEM 100 – Consumer Chemistry Credits: 4

Cognates — 6

- ACCT 121 – Fundamentals of Accounting Credits: 3
- ECON 225 – Principles of Macroeconomics Credits: 3

Electives

- ANTH 417 – Cultural and Developmental Anthropology Credits: 3
- BSAD 526 – Emergency Management Credits: 3
- IDSC 680 – Field Practicum Credits: 2
- SOCI 445 – Emergency Planning Credits: 2
- SOCI 449 – Disaster Response and Emergency Operations Credits: 2
- SOWK 477 – Community Assessment and Capacity Mapping Credits: 2

Choose one of these two courses

- COMM 435 – Crisis Communications Credits: 3
- COMM 535 – Crisis Communications Credits: 2

Major Field Test:

Majors are required to take the Major Field Test in Sociology.

Note:

It is expected that all majors will attend at least one professional conference before graduation.

- SOCI 119 – Principles of Sociology Credits: 3
- SOCI 345 – Juvenile Delinquency Credits: 3
- SOCI 420 – Medical Sociology Credits: 3
- SOCI 430 – Gender Roles in Contemporary Society Credits: 3
- SOCI 425 – Racial and Ethnic Relations Credits: 3
- SOCI 432 – Research Methods II: Introduction Credits: 3
- SOCI 433 – Research Methods III: Advanced Research Design–Experimental and Survey Credits: 3
- SOCI 434 – Research Methods IV: Advanced Statistical Analysis & SPSS Credits: 3
- SOCI 474 – Social Thought and Theory Credits: 3

Choose one of these two courses

- SOCI 415 – Substance Abuse in American Society Credits: 2
- FMST 201 – Personal Relationships Credits: 3

Emphasis Courses — 9

- FMST 454 – Family Violence Across the Lifespan Credits: 3
- PSYC 460 – Psychology of Abnormal Behavior Credits: 3
- SOCI 315 – Criminology Credits: 3

Required General Education Courses — 9

- BHSC 220 – An Interdisciplinary Approach to Contemporary Social Issues Credits: 3
- PSYC 101 – Introduction to Psychology Credits: 3
- RELT 340 – Religion and Ethics in Modern Society Credits: 3

Cognates — 15

(The following courses are required choices in your general education or elective program)

- ANTH 200 – Cultural Anthropology Credits: 3
- BHSC 230 – Research Methods I: Statistics for the Behavioral Sciences Credits: 3
- ECON 225 – Principles of Macroeconomics Credits: 3
- PHIL 224 – Introduction to Philosophy Credits: 3
- PSYC 450 – Social Psychology Credits: 3

Required Cognates for Emphasis — 6

- PSYC 420 – Human Sexuality Credits: 3
- PSYC 460 – Psychology of Abnormal Behavior Credits: 3

Recommended:

A reading knowledge of a foreign language for those planning on graduate work in Sociology.

Major Field Test:

Majors are required to take the Major Field Test in Sociology.

Note:

*It is expected that all majors will attend at least one professional conference before graduation.

Computer Policy

In the behavioral sciences, the computer is an indispensable tool for collecting and working with data, accessing scientific reports, and for writing and critical thinking. As a result, the Department of Behavioral Sciences requires students to have a laptop computer in order to meet the requirements of the curriculum; this computer must be purchased by the student's second year in the program or the semester of the first research class, whichever is earlier. Students are responsible for maintaining their computer with the required software appropriate for the courses that they are enrolled in as they progress through the curriculum. A list of required software and minimum specifications that a laptop must meet is available in the Department of Behavioral Sciences office; use of the computer varies by course.

Note:

Completion of this emphasis prepares a student for Advanced Standing in the Master of Science in Community and International Development (MSCID) Program.

Computer Policy

In the behavioral sciences, the computer is an indispensable tool for collecting and working with data, accessing scientific reports, and for writing and critical thinking. As a result, the Department of Behavioral Sciences requires students to have a laptop computer in order to meet the requirements of the curriculum; this computer must be purchased by the student's second year in the program or the semester of the first research class, whichever is earlier. Students are responsible for maintaining their computer with the required software appropriate for the courses that they are enrolled in as they progress through the curriculum. A list of required software and minimum specifications that a laptop must meet is available in the Department of Behavioral Sciences office; use of the computer varies by course.

Sociology, Sociology of the Family BS

Sociology of the Family — 39

(27 credits must be selected from courses numbered 300 or above)

Core Courses — 24

- SOCI 119 – Principles of Sociology Credits: 3
- SOCI 420 – Medical Sociology Credits: 3
- SOCI 425 – Racial and Ethnic Relations Credits: 3
- SOCI 432 – Research Methods II: Introduction Credits: 3
- SOCI 433 – Research Methods III: Advanced Research Design–Experimental and Survey Credits: 3
- SOCI 434 – Research Methods IV: Advanced Statistical Analysis & SPSS Credits: 3
- SOCI 474 – Social Thought and Theory Credits: 3

Choose one of these two courses

- SOCI 315 – Criminology Credits: 3
- SOCI 345 – Juvenile Delinquency Credits: 3

Emphasis Courses — 12

- BHSC 440 – Topics in _____ Credits: 1–4
- FMST 201 – Personal Relationships Credits: 3
- FMST 350 – Family Cultural Perspectives Credits: 3
- SOCI 430 – Gender Roles in Contemporary Society Credits: 3

Required General Education Courses — 9

- BHSC 220 – An Interdisciplinary Approach to Contemporary Social Issues Credits: 3
- PSYC 101 – Introduction to Psychology Credits: 3
- RELT 340 – Religion and Ethics in Modern Society Credits: 3

Cognates — 27

(The following courses are required choices in your general education or elective program)

- ANTH 200 – Cultural Anthropology Credits: 3
- BHSC 230 – Research Methods I: Statistics for the Behavioral Sciences Credits: 3
- ECON 225 – Principles of Macroeconomics Credits: 3
- FMST 310 – Parent–Child Relationships Credits: 3
- FMST 454 – Family Violence Across the Lifespan Credits: 3
- FMST 460 – Family Resource Management Credits: 3
- PHIL 224 – Introduction to Philosophy Credits: 3
- PSYC 420 – Human Sexuality Credits: 3
- PSYC 450 – Social Psychology Credits: 3

Electives — 3

Recommended:

A reading knowledge of a foreign language for those planning on graduate work in Sociology.

Major Field Test:

Majors are required to take the Major Field Test in Sociology.

Note:

It is expected that all majors will attend at least one professional conference before graduation.

Computer Policy

In the behavioral sciences, the computer is an indispensable tool for collecting and working with data, accessing scientific reports, and for writing and critical thinking. As a result, the Department of Behavioral Sciences requires students to have a laptop computer in order to meet the requirements of the curriculum; this computer must be purchased by the student's second year in the program or the semester of the first research class, whichever is earlier. Students are responsible for maintaining their computer with the required software appropriate for the courses that they are enrolled in as they progress through the curriculum. A list of required software and minimum specifications that a laptop must meet is available in the Department of Behavioral Sciences office; use of the computer varies by course.

Undergraduate Minors

Anthropology Minor

Minors

All minors require that students earn at least 14 credits in courses numbered 300 and above.

Minor in Anthropology (20)

- ANTH 124 – Introduction to Anthropology Credits: 3
- ANTH 200 – Cultural Anthropology Credits: 3

Choose one of these two courses

- ANTH 455 – Ethnography Credits: 3
- ANTH 496 – Supervised Fieldwork in Anthropology or Archaeology Credits: 1–8

Note:

Students interested in emphasizing archaeology should also select:

- ANTH 205 – Introduction to Archaeology Credits: 3
- ANTH 435 – Museum and Lab Methods Credits: 3

Cognates

Recommended cognates for students interested in archaeology include:

- BHSC 235 – Culture, Place and Interdependence Credits: 3
- SOCI 160 – Introduction to International Development Credits: 3
- SOCI 432 – Research Methods II: Introduction Credits: 3

Behavioral Sciences Minor

Minors

All minors require that students earn at least 14 credits in courses numbered 300 and above.

Minor in Behavioral Sciences (20)

Selected from at least three of the following five areas: anthropology, family studies, geography, psychology or sociology. Students choosing this minor should consult with the chair of the department.

Community and International Development Minor

Minors

All minors require that students earn at least 14 credits in courses numbered 300 and above.

Minor in Community and International Development (20)

- ACCT 121 – Fundamentals of Accounting Credits: 3
- BHSC 230 – Research Methods I: Statistics for the Behavioral Sciences Credits: 3
- SOCI 160 – Introduction to International Development Credits: 3
- SOCI 408 – Emergency Preparedness Credits: 2
- SOCI 421 – Development Theory & Practice Credits: 3
- SOCI 432 – Research Methods II: Introduction Credits: 3

Choose one of these two courses

- PSYC 315 – Organization and Human Resources Credits: 3
- BSAD 355 – Management and Organization Credits: 3

General Education requirement:

- ANTH 200 – Cultural Anthropology Credits: 3

Other recommended course:

- SOCI 480 – Field Experience Credits: 1–8 (2)
(Students will complete a minimum 200-hr internship.)

Advanced Standing:

A minor in Community and International Development progresses toward advanced study. Students with this minor who wish to pursue the Master of Science in Community and International Development (MSCID) will qualify for advanced standing (one-year degree) if they also take at least one of the following:

- SOCI 350 – Social Policy Credits: 2
- SOCI 433 – Research Methods III: Advanced Research Design–Experimental and Survey Credits: 3
- SOCI 434 – Research Methods IV: Advanced Statistical Analysis & SPSS Credits: 3
- SOCI 455 – Development Policy and Analysis Credits: 3

Family Studies Minor

Minors

All minors require that students earn at least 14 credits in courses numbered 300 and above.

Minor in Family Studies (20)

- FDNT 230 – Nutrition Credits: 3
- FMST 115 – Introduction to Family Studies Credits: 3
- FMST 201 – Personal Relationships Credits: 3
- FMST 310 – Parent–Child Relationships Credits: 3
- FMST 460 – Family Resource Management Credits: 3
- Additional credits chosen in consultation with program advisor.

Psychology Minor

Minors

All minors require that students earn at least 14 credits in courses numbered 300 and above.

Minor in Psychology (20)

- PSYC 101 – Introduction to Psychology Credits: 3

At least one of:

- PSYC 364 – Learning and Behavior Credits: 3

- PSYC 445 – Cognitive Psychology Credits: 3
- PSYC 449 – Neuropsychopharmacology Credits: 3
- PSYC 465 – Physiological Psychology Credits: 3
- PSYC 471 – Behavior Modification Credits: 3

And at least one of:

- PSYC 269 – History and Systems of Psychology Credits: 3
- PSYC 450 – Social Psychology Credits: 3
- PSYC 454 – Theories of Personality Credits: 3
- PSYC 460 – Psychology of Abnormal Behavior Credits: 3
- Remaining 11 credits to be chosen from the other PSYC courses.

Sociology Minor

Minors

All minors require that students earn at least 14 credits in courses numbered 300 and above.

Minor in Sociology (20)

- SOCI 119 – Principles of Sociology Credits: 3
- SOCI 474 – Social Thought and Theory Credits: 3

Choose one of these four courses:

- BHSC 220 – An Interdisciplinary Approach to Contemporary Social Issues Credits: 3
- FMST 201 – Personal Relationships Credits: 3
- SOCI 425 – Racial and Ethnic Relations Credits: 3
- SOCI 430 – Gender Roles in Contemporary Society Credits: 3

Choose one of these three courses:

- SOCI 315 – Criminology Credits: 3
- SOCI 345 – Juvenile Delinquency Credits: 3
- SOCI 415 – Substance Abuse in American Society Credits: 2

Choose one of these three courses:

- SOCI 160 – Introduction to International Development Credits: 3
- SOCI 420 – Medical Sociology Credits: 3
- SOCI 470 – Demography Credits: 3

Graduate Program Policies/Administration: On–Campus

The following details are related to the on–campus Community and International Development Program.

Contact Info

Buller Hall, Room 203
Phone: 269–471–6538; 269–471–6675
Fax: 269–471–3108
E–mail: cidp@andrews.edu
www.andrews.edu/cidp

Administration

Joel Raveloharimisy, *Director*

Program Description

The Department of Behavioral Sciences offers master's–level education leading to a Master of Science in Community & International Development (MSCID). The competencies graduates are expected to acquire include social–science foundations of community and international development, especially with regard to understanding the causes of poverty and the meaning of people–centered development; skills related to planning, implementing, and evaluating development projects including grantsmanship; knowledge of basic principles of organizational behavior; leadership and management as they relate to not–for–profit organizations; understanding of ethical principles and financial analysis for assuring individual and organizational accountability; competency in at least one concentration area of development emphasis to meet the student's career goals; mastery of social research methods appropriate to the chosen field of concentration, and the ability to communicate effectively to stakeholders about community development program and plans. Courses are taught on the campus of

Andrews University: students who are interested may attend up to one off-campus intensive session with the MS in International Development.

Depending in part on previous work experience, graduates who pursue the Master of Science in Community and International Development may find employment working for inner-city development agencies, education based service-learning organizations, faith-based community service organizations, grass-roots community advocacy groups, national and international faith-based NGOs, United Nations organizations, government organizations, and other development and relief agencies. Graduates are not limited by their concentration to opportunities in the humanitarian industry as the MSCID training make students viable candidates for a host of consultancy positions requiring persons with skills in grant writing, not-for-profit administration, education and philanthropy.

Graduate Program Policies/Administration: Off-Campus

The following details are related to the off-campus International Development Program.

Contact Info

Buller Hall, Room 226
Phone: 269-471-3668
Fax: 269-471-3108
E-mail: idp@andrews.edu
www.andrews.edu/idp

Administration

Dawn Dulhanty, *Director*
Romulus Chelbegean, *Concentration Advisor*
Lilianne Doukhan, *Concentration Advisor*
Tevni Grajales Guerra, *Concentration Advisor*
Herb Helm, *Concentration Advisor*
Darius Jankiewicz, *Concentration Advisor*
Patricia Mutch, *Concentration Advisor*
Marcella Myers, *Concentration Advisor*
David Steen, *Concentration Advisor*

Program Description

Education at Andrews University has always been rooted in the concept of Christian service. Educators, administrators, nurses, agronomists, and various technicians have developed schools, hospitals, agricultural programs, and a host of other institutions and facilities that can improve the quality of life for people everywhere. Through its Off-Campus Programs, Andrews University has made it possible for students to earn degrees at off-campus locations around the world. The International Development Program is one such option. The principal purpose of this program is to provide a venue for leadership training of professionals whose work responsibilities and life situation do not permit a return to full-time study at a university campus. The interdisciplinary program takes three to five years to complete and it draws on the strength of all six schools of the university. Students attend 3-4 week intensive sessions at extension sites in various locations around the world. The goal of the Program is to strengthen organizations in project management skills and administration. The ultimate goal is to enable graduates to acquire whatever capacities they need to be effective agents in assisting communities to attain well-being for its present members and their future generations.

Administration of the Program

The Master of International Development Administration degree follows an off-campus format and is known as the International Development Program (IDP). This program is administered by a number of committees. The IDP Coordinating Committee includes program administrators and faculty (current and emeritus) of Andrews University who regularly attend the off-campus sessions to advise students, provide guidance on curricula, selection of teachers, and student learning outcomes. Program recommendations are also sent to the following committees for appropriate action: IDP Council, Department of Behavioral Sciences, Off-campus Programs, CAS Graduate Council, and the University Graduate Council. Further, these committees receive council from the IDP Advisory Board, which consists of academics, representatives of NGO organizations, and church administrators.

The day-to-day administration of the program is the responsibility of the International Development Program office headed by the Director of the International Development Program.

Teaching Sites

The International Development Program offers its classes in multiple regions and languages around the world. Venues and languages are subject to change but

currently include Canada (English), Chile (Spanish), Ghana (French and English), Italy (English), Kenya (English), Rwanda (French and English), South Africa (English), and soon to be back in Asia Pacific. A university campus is the preferred venue in each region for the teaching sessions.

Notice for Students and Public

The Master of International Development Administration: International Development degree is offered in Alberta, Canada, pursuant to the written approval of the Minister of Advanced Education and Technology effective 01 September 2011 having undergone a quality assessment process and been found to meet the criteria established by the Minister. Nevertheless, prospective students are responsible for satisfying themselves that the program and the degree will be appropriate to their needs (for example, acceptable to potential employers, professional licensing bodies, or other educational institutions).

Masters

Community and International Development, One-Year Advanced-Standing Program MSCID – On Campus

The advanced standing one-year program requires 30-35 credits of coursework and at least 300 hours of internship.

This alternative will allow students to finish their MSCID in one year, provided they have taken certain courses or courses of similar content during their undergraduate years in college. Students will be admitted into the advanced standing program if they have taken at least 7 of the following courses or their equivalents: ACCT 121 – Fundamentals of Accounting, Research Methods I, II, III, IV (BHSC 230, SOCI 432, SOCI 433, SOCI 434), SOCI 408 – Emergency Preparedness, BSAD 355 – Management and Organization or PSYC 315 – Organization and Human Resources, SOCI 421 – Development Theory & Practice, SOCI 431 – Needs Assessment and Social Policy, and Social Policy.

Advanced Standing curriculum is based on Regular Standing requirements, with course requirements taken prior to admission as prerequisites waived and credits reduced to no fewer than 30. Students who have taken at least 5 of these prerequisites may be accepted provisionally into the advanced standing program. Provisional status will remain in effect until the prerequisites are completed.

Students majoring in Anthropology, Psychology or Sociology with an emphasis in Emergency Preparedness or Public Health may refer to those sections of the bulletin for specific information on how these prerequisites can be integrated into their major.

In addition to having completed the prerequisites listed above and meeting the general admission requirements of the Andrews University School of Graduate Studies & Research, applicants to the one-year Advanced Standing program should also have the following:

- A bachelor's degree from an accredited college or university;
- An overall undergraduate GPA of 3.00 or higher, 3.50 or higher in 8 or more credits of previously taken graduate courses graded A-F. Students may be admitted provisionally with a GPA of 2.6 or higher. Such students must maintain a GPA of 3.0 or higher during their first 12 graduate credits to continue in the program;
- Completed Graduate Application packet.

The director of the program may request a personal interview or a third reference and/or other information.

Students who apply for admission to the MSCID program have two options related to the Graduate Record Exam (GRE). For those students who are seeking a graduate scholarship, the GRE must be taken. Scholarship amounts are based on the score achieved on the exam. For students who do not seek a graduate scholarship based on the GRE score, the GRE is not required.

Incoming graduate students who have finished their undergraduate degree in a relevant field or at a different university, but lack some courses with similar content required for advanced standing in the MSCID program, may take the CLEP test (College-Level Examination Program) so that they may qualify for advanced standing. Decisions regarding what classes could be accepted through CLEP will be taken on an individual basis.

Recommended: A reading knowledge of a foreign language is strongly recommended for those planning on graduate work.

Advanced Standing—30-35

Students must complete at least 7 of the following classes to be eligible for Advanced Standing. Those with at least 5 classes may be accepted provisionally

into Advanced Standing, and the missing prerequisites will be taken in addition to the regular requirements for the MSCID.

- ACCT 121 – Fundamentals of Accounting Credits: 3 **or**
- ACCT 501 – Survey of Accounting Credits: 2
- BHSC 230 – Research Methods I: Statistics for the Behavioral Sciences Credits: 3
- SOCI 432 – Research Methods II: Introduction Credits: 3 **or**
- SOCI 532 – Research Methods II: Introduction Credits: 2
- SOCI 433 – Research Methods III: Advanced Research Design–Experimental and Survey Credits: 3 **or**
- SOCI 533 – Research Methods III: Advanced Research Design–Experimental and Survey Credits: 2
- SOCI 434 – Research Methods IV: Advanced Statistical Analysis & SPSS Credits: 3 **or**
- SOCI 534 – Research Methods IV: Advanced Statistical Analysis & SPSS Credits: 2
- SOCI 421 – Development Theory & Practice Credits: 3 **or**
- CIDS 520 – Development Theory and Practice Credits: 3
- SOCI 408 – Emergency Preparedness Credits: 2 **or**
- SOCI 508 – Emergency Preparedness Credits: 2
- SOCI 455 – Development Policy and Analysis Credits: 3 **or**
- CIDS 555 – Development Policy and Analysis Credits: 3
- PSYC 315 – Organization and Human Resources Credits: 3 **or**
- CIDS 515 – Organization and Human Resources Credits: 3 **or**
- BSAD 515 – Organizational Behavior & Leadership Credits: 3 **or**
- BSAD 530 – Leadership & Management of Not–for–Profit Organizations Credits: 3
- SOCI 431 – Needs Assessment and Social Policy Credits: 3 **or**
- CIDS 530 – Needs Assessment, Capacity Mapping & Program Planning Credits: 3

Concentration Areas

The concentration area is selected by individual choice and will draw on Behavioral Sciences faculty strengths and utilize courses offered throughout the university. The program director/advisor, in consultation with the student, will select a minimum of four courses for 12 credits of elective courses related to the chosen concentration to meet the student’s career goals. Students interested in international exposure but who cannot afford an overseas internship may elect to take a Study Tour and use applicable credits toward those required for the concentration. The number of tour credits applied to the degree must not exceed what is allowed by university policy (see Graduate Academic Information section for details). The tour should be relevant to the student’s area of concentration. The student will submit a plan and rationale for the concentration requirements to the program director/advisor for approval.

Students, in consultation with the program director, may choose area of concentration that aligns with their research and career interests. Concentration areas are listed below, along with courses a student may take in each area. Students may, in consultation with their advisor, substitute courses within a concentration area. Additionally, students may choose a different area of concentration, provided they provide documentation that they are able to meet the general concentration requirements (adequate credits, appropriate field practicum, and research projects are available).

Choose 12 credits from classes listed in the concentration of choice.

Advocacy

- CIDS 560 – Political Economy of Development Credits: 3
- CIDS 575 – Topics in Community & International Development Credits: 1–5
- CIDS 580 – Organizational & Community Leadership Credits: 1–2
- PREL 510 – Advancement and Communication Credits: 2
- PLSC 585 – Seminar in International Relations Credits: 3
- SOCI 515 – Racial and Ethnic Relations Credits: 3

Development Communication

- CIDS 575 – Topics in Community & International Development Credits: 1–5
- COMM 536 – Issues in Intercultural Communication Credits: 2–3
- COMM 540 – Communication in Development Practice Credits: 2–3
- COMM 590 – Graduate Seminar in Video Advocacy Credits: 2–3
- JOUR 450 – Multimedia Journalism Credits: 3
- PREL 510 – Advancement and Communication Credits: 2

Development Education

- EDCI 650 – Curriculum Design and Development Credits: 3
- EDCI 696 – Project Implementation Credits: 1–3
- CIDS 550 – Education for Sustainable Development Credits: 3
- SOCI 565 – Demography Credits: 3
- EDCI 684 – International Perspectives on Curriculum Credits: 3
- CIDS 575 – Topics in Community & International Development Credits: 1–5 (3)

Emergency Preparedness & Management

- COMM 535 – Crisis Communications Credits: 2
- CIDS 575 – Topics in Community & International Development Credits: 1–5 (3)
- SOCI 514 – Migrant & Refugee Issues Credits: 2–3
- SOCI 549 – Disaster Response and Emergency Operations Credits: 2
- SOCI 555 – Emergency Planning Credits: 2
- SOCI 578 – Principles and Practice of Hazards Mitigation Credits: 3

Gender and Development

- CIDS 575 – Topics in Community & International Development Credits: 1–5
- CIDS 585 – Gender, Economic Development, and Poverty Reduction Credits: 3
- CIDS 590 – Issues in Gender and Development Credits: 3
- SOCI 510 – Gender Roles in Contemporary Society Credits: 3
- SOCI 560 – Family Resource Management Credits: 3

Global Health

- CIDS 575 – Topics in Community & International Development Credits: 1–5
- FDNT 545 – Nutrition and Wellness Programs Credits: 2–4
- FDNT 570 – Maternal and Child Health Credits: 3
- NRSG 517 – Health Care Systems Credits: 3
- SOCI 554 – Community Health & Human Disease Credits: 2

NGO Development and Operations

- ACCT 455 – Accounting for Not–for–Profit Organizations Credits: 3
- BSAD 556 – Topics in Entrepreneurship
- BSAD 560 – Intercultural Business Relations Credits: 3
- BSAD 670 – Management of Human Resources Credits: 3
- CIDS 575 – Topics in Community & International Development Credits: 1–5
- COMM 536 – Issues in Intercultural Communication Credits: 2–3
- MKTG 540 – Marketing Management in Not–for–Profit Organizations Credits: 3

Choose one of the following courses

- BSAD 515 – Organizational Behavior & Leadership Credits: 3
- BSAD 530 – Leadership & Management of Not–for–Profit Organizations Credits: 3
- (Concentration area selection must not also apply toward core.)

Youth and Sustainable Development

- CHMN 553 – The Church and Social Issues Credits: 2–3
- CHMN 574 – Perspectives in Church Marketing Credits: 2–3
- CHMN 623 – Innovative Evangelism Credits: 2–3
- CHMN 656 – Holistic Small Groups Credits: 2–3
- CIDS 550 – Education for Sustainable Development Credits: 3
- CIDS 575 – Topics in Community & International Development Credits: 1–5

- CIDS 580 – Organizational & Community Leadership Credits: 1–2
- CIDS 590 – Issues in Gender and Development Credits: 3
- DSRE 608 – Youth and Young Adults in Contemporary Culture Credits: 2–3
- DSRE 626 – Ministry to At–Risk Youth Credits: 2–3
- DSRE 564 – Advanced Youth and Young Adult Ministry Leadership Credits: 2–3
- DSRE 636 – Seminar in Youth Ministry Credits: 2–3
- DSRE 678 – Spiritual Nurture of Children Credits: 2–3
- SOCI 510 – Gender Roles in Contemporary Society Credits: 3
- SOCI 515 – Racial and Ethnic Relations Credits: 3

Assistantships

Students have the opportunity to apply for graduate assistantships—administrative, teaching or research.

Additional Information

The schools and departments regulate policies that govern the elective courses offered as part of the concentration package and some may not be available. Some elective courses may require prerequisites and should be discussed in advance with the program director/advisor for guidance in completing the concentration.

The Field Practicum and Research Project/Thesis will necessarily be related to the area of concentration in order to provide students with an in–depth understanding of the chosen area, and with the possibility of applying course work in practice. Students are required to undertake a 300–hour internship through a field placement with a domestic, national, or international organization/project. Internships are based on prior approval and advice from the program director. Arrangements for the internship will be made by the program director/advisor pending availability and feasibility of the placement proposed by the student.

Community and International Development, Two–Year Regular Program MSCID – On–Campus

The regular standing two–year program requires 39–40 credits of coursework and internship.

Applicants to the regular two–year program must meet the following criteria, in addition to other general admission requirements of the Andrews University School of Graduate Studies & Research:

- A bachelor’s degree from an accredited college or university;
- An overall undergraduate GPA of 3.00 or 3.50 in 8 or more credits of previously taken graduate courses graded A–F. Students may be admitted provisionally with a GPA of 2.6 or higher. Such students must maintain a GPA of 3.0 or higher during their first 12 graduate credits to continue in the program;
- Completed Graduate Application packet.
- Completed coursework in Accounting, Statistics and Research II. Provisional acceptance may be granted without these courses, and the student would be expected to take them during the first year of enrollment. Credits for prerequisites do not apply toward the MSCID.

The director of the program may request a personal interview or a third reference and/or other information.

Students who apply for admission to the MSCID program have two options related to the Graduate Record Exam (GRE). For those students who are seeking a graduate scholarship, the GRE must be taken. Scholarship amounts are based on the score achieved on the exam. For students who do not seek a graduate scholarship based on the GRE score, the GRE is not required.

Recommended: A reading knowledge of a foreign language is strongly recommended for those planning on graduate work.

Degree Requirements

Satisfactory completion of the curriculum listed below:

Regular Standing—39–40

CIDP Core Courses—10

- CIDS 520 – Development Theory and Practice Credits: 3
- CIDS 555 – Development Policy and Analysis Credits: 3
- SOCI 508 – Emergency Preparedness Credits: 2
- ANTH 517 – Cultural and Developmental Anthropology Credits: 2

Development Management—11

- CIDS 530 – Needs Assessment, Capacity Mapping & Program Planning Credits: 3
- CIDS 535 – Budgeting, Fundraising & Grantsmanship Credits: 2
- CIDS 536 – Development Design & Evaluation Credits: 3

Choose one of these two courses

- CIDS 515 – Organization and Human Resources Credits: 3
- BSAD 530 – Leadership & Management of Not–for–Profit Organizations Credits: 3

Research Tools & Skills—6–7

- SOCI 533 – Research Methods III: Advanced Research Design–Experimental and Survey Credits: 2
- SOCI 534 – Research Methods IV: Advanced Statistical Analysis & SPSS Credits: 2
- CIDS 670 – Comprehensive Exam Credits: 0

Choose one of these two courses

- CIDS 698 – Research Project Credits: 2–3
- CIDS 699 – Master’s Thesis Credits: 3–4

Practicum—1

- CIDS 680 – Field Practicum Credits: 1–2

Concentration Electives—12

Concentration Areas

The concentration area is selected by individual choice and will draw on Behavioral Sciences faculty strengths and utilize courses offered throughout the university. The program director/advisor, in consultation with the student, will select a minimum of four courses for 12 credits of elective courses related to the chosen concentration to meet the student’s career goals. Students interested in international exposure but who cannot afford an overseas internship may elect to take a Study Tour and use applicable credits toward those required for the concentration. The number of tour credits applied to the degree must not exceed what is allowed by university policy (see Graduate Academic Information section for details). The tour should be relevant to the student’s area of concentration. The student will submit a plan and rationale for the concentration requirements to the program director/advisor for approval.

Students, in consultation with the program director, may choose area of concentration that aligns with their research and career interests. Concentration areas are listed below, along with courses a student may take in each area. Students may, in consultation with their advisor, substitute courses within a concentration area. Additionally, students may choose a different area of concentration, provided they provide documentation that they are able to meet the general concentration requirements (adequate credits, appropriate field practicum, and research projects are available).

Choose 12 credits from classes listed in the concentration of choice.

Advocacy

- CIDS 560 – Political Economy of Development Credits: 3
- CIDS 575 – Topics in Community & International Development Credits: 1–5
- CIDS 580 – Organizational & Community Leadership Credits: 1–2
- PREL 510 – Advancement and Communication Credits: 2
- PLSC 585 – Seminar in International Relations Credits: 3
- SOCI 515 – Racial and Ethnic Relations Credits: 3

Development Communication

- CIDS 575 – Topics in Community & International Development Credits: 1–5
- COMM 536 – Issues in Intercultural Communication Credits: 2–3
- COMM 540 – Communication in Development Practice Credits: 2–3
- COMM 590 – Graduate Seminar in Video Advocacy Credits: 2–3
- JOUR 450 – Multimedia Journalism Credits: 3
- PREL 510 – Advancement and Communication Credits: 2

Development Education

- EDCI 650 – Curriculum Design and Development Credits: 3

- EDCI 696 – Project Implementation Credits: 1–3
- CIDS 550 – Education for Sustainable Development Credits: 3
- SOCI 565 – Demography Credits: 3
- EDCI 684 – International Perspectives on Curriculum Credits: 3
- CIDS 575 – Topics in Community & International Development Credits: 1–5 (3)

Emergency Preparedness & Management

- COMM 535 – Crisis Communications Credits: 2
- CIDS 575 – Topics in Community & International Development Credits: 1–5 (3)
- SOCI 514 – Migrant & Refugee Issues Credits: 2–3
- SOCI 549 – Disaster Response and Emergency Operations Credits: 2
- SOCI 555 – Emergency Planning Credits: 2
- SOCI 578 – Principles and Practice of Hazards Mitigation Credits: 3

Gender and Development

- CIDS 575 – Topics in Community & International Development Credits: 1–5
- CIDS 585 – Gender, Economic Development, and Poverty Reduction Credits: 3
- CIDS 590 – Issues in Gender and Development Credits: 3
- SOCI 510 – Gender Roles in Contemporary Society Credits: 3
- SOCI 560 – Family Resource Management Credits: 3

Global Health

- CIDS 575 – Topics in Community & International Development Credits: 1–5
- FDNT 545 – Nutrition and Wellness Programs Credits: 2–4
- FDNT 570 – Maternal and Child Health Credits: 3
- NRSG 517 – Health Care Systems Credits: 3
- SOCI 554 – Community Health & Human Disease Credits: 2

NGO Development and Operations

- ACCT 455 – Accounting for Not-for-Profit Organizations Credits: 3
- BSAD 556 – Topics in Entrepreneurship
- BSAD 560 – Intercultural Business Relations Credits: 3
- BSAD 670 – Management of Human Resources Credits: 3
- CIDS 575 – Topics in Community & International Development Credits: 1–5
- COMM 536 – Issues in Intercultural Communication Credits: 2–3
- MKTG 540 – Marketing Management in Not-for-Profit Organizations Credits: 3

Choose one of the following courses

- BSAD 515 – Organizational Behavior & Leadership Credits: 3
- BSAD 530 – Leadership & Management of Not-for-Profit Organizations Credits: 3
- (Concentration area selection must not also apply toward core.)

Youth and Sustainable Development

- CHMN 553 – The Church and Social Issues Credits: 2–3
- CHMN 574 – Perspectives in Church Marketing Credits: 2–3
- CHMN 623 – Innovative Evangelism Credits: 2–3
- CHMN 656 – Holistic Small Groups Credits: 2–3
- CIDS 550 – Education for Sustainable Development Credits: 3
- CIDS 575 – Topics in Community & International Development Credits: 1–5
- CIDS 580 – Organizational & Community Leadership Credits: 1–2
- CIDS 590 – Issues in Gender and Development Credits: 3
- DSRE 608 – Youth and Young Adults in Contemporary Culture Credits: 2–3
- DSRE 626 – Ministry to At-Risk Youth Credits: 2–3
- DSRE 564 – Advanced Youth and Young Adult Ministry Leadership Credits: 2–3
- DSRE 636 – Seminar in Youth Ministry Credits: 2–3
- DSRE 678 – Spiritual Nurture of Children Credits: 2–3
- SOCI 510 – Gender Roles in Contemporary Society Credits: 3
- SOCI 515 – Racial and Ethnic Relations Credits: 3

Assistantships

Students have the opportunity to apply for graduate assistantships—administrative, teaching or research.

Additional Information

The schools and departments regulate policies that govern the elective courses offered as part of the concentration package and some may not be available. Some elective courses may require prerequisites and should be discussed in advance with the program director/advisor for guidance in completing the concentration.

The Field Practicum and Research Project/Thesis will necessarily be related to the area of concentration in order to provide students with an in-depth understanding of the chosen area, and with the possibility of applying course work in practice. Students are required to undertake a 300-hour internship through a field placement with a domestic, national, or international organization/project. Internships are based on prior approval and advice from the program director. Arrangements for the internship will be made by the program director/advisor pending availability and feasibility of the placement proposed by the student.

International Development, International Development Emphasis MIDA – Off-Campus

The International Development emphasis is to meet the evolving needs of professionals to advance their field of interest, whether it is humanitarian work, economic development, international business, health, or other professions involved with social, cultural, and political challenges within communities. It is a program to build capacity in leadership based on principles of excellence, justice, and advocacy to embrace sustainable partnerships.

Core Courses—29

Social Science Foundations—8

- ANTH 517 – Cultural and Developmental Anthropology Credits: 2
- CIDS 520 – Development Theory and Practice Credits: 3
- GDPC 623 – Development Research and Applied Statistics Credits: 3

Planning/Evaluation—6

- CIDS 530 – Needs Assessment, Capacity Mapping & Program Planning Credits: 3
- CIDS 536 – Development Design & Evaluation Credits: 3

Management—8

- BSAD 515 – Organizational Behavior & Leadership Credits: 3
- BSAD 530 – Leadership & Management of Not-for-Profit Organizations Credits: 3
- COMM 540 – Communication in Development Practice Credits: 2–3

Individual and Organizational Accountability—7

- ACCT 625 – Financial Analysis and Reporting Credits: 3
- IDSC 610 – Ethics in Development Credits: 2
- PLSC 525 – Public Policy, Civil Society and Development Credits: 2–3

Concentration—10

Concentration topics include, but are not limited to: Advocacy, Agro Forestry, Civil Society, Cross Cultural Relations, Development Policies of Government and Religion, Disaster Preparedness, Education, Environmental Studies, Food Security, Gender and Development, International Agriculture, Microenterprise, NPO Policies and Operations, Peace and Conflict Resolution, Poverty Mitigation, and Public Health.

Development Concentration—5

- IDSC 597 – Portfolio Credits: 1
- IDSC 635 – Professional Training: Area of Concentration Credits: 3
- IDSC 696 – Specialization Essay: Area of Concentration Credits: 1

Research and Practicum Requirements—5

- IDSC 680 – Field Practicum Credits: 2

- IDSC 697 – Research Project Credits: 3

Total Credits —39

Concentrations in International Development

Students in the International Development Program are required to complete a concentration involving a minimum of ten semester credits in a selected specialization area. The majority of the Concentration courses are completed in an independent format. This allows the student's specialization area to be uniquely tailored to suit his/her needs and professional goals. A concentration area is selected in consultation with the Concentration Advisor during the first two years of study. Once a topic has been decided, a Concentration Mentor is assigned who, together with the Concentration Advisor, guides the student through the concentration requirements.

IDP Admission Requirements

To be admitted to regular standing into the International Development Program, students must

- Qualify for general admission into graduate studies at Andrews University
- Hold a four-year baccalaureate degree from an accredited American university or senior college, or its equivalent from a comparable institution outside the U.S.
- Demonstrate adequate undergraduate preparation in the proposed field of graduate study and in general education.
- Indicate ability to handle master's-level work in the language of instruction.

Note:

- Access to email communication is compulsory for participation in this program.
- The Graduate Record Examination (GRE) transcript requirement is waived for students in the overseas program.
- TOFEL is waived for students in this program.

For More Information

See "Graduate Program Policies/Administration: Off-Campus" for more information.

International Development, Organizational Leadership Emphasis MIDA – Off Campus

The mission of the Organizational Leadership emphasis is to develop trained leadership to meet the needs of a growing church membership, a growth which will place significant demands on support organizations and other church institutions. Such leaders will develop skills based on the concepts of servant leadership, will understand and practice leadership as a collaborative process, and will demonstrate appropriate administrative skills in research, strategic approaches to program planning and evaluation, finance, communication, and ethics along with skills in a specific area of leadership. Concentrations may include church administration, community and international development, or other concentrations as requested and approved.

Core Courses—34

Social Science Foundations—8

- ANTH 517 – Cultural and Developmental Anthropology Credits: 2
- CIDS 520 – Development Theory and Practice Credits: 3
- GDPC 623 – Development Research and Applied Statistics Credits: 3

Planning/Evaluation—9

- CHMN 526 – Conflict Management in the Church Credits: 2–3
- IDSC 620 – Strategic Planning in Global Leadership Credits: 3
- IDSC 630 – Program Design and Evaluation Credits: 3

Management—9

- BSAD 515 – Organizational Behavior & Leadership Credits: 3
- BSAD 530 – Leadership & Management of Not-for-Profit Organizations Credits: 3

- COMM 540 – Communication in Development Practice Credits: 2–3

Individual and Organizational Accountability—8

- ACCT 625 – Financial Analysis and Reporting Credits: 3
- PLSC 525 – Public Policy, Civil Society and Development Credits: 2–3
- THST 634 – Christian Social Ethics Credits: 2–3

Concentration—5

Concentration topics include but are not limited to Church Administration; Community and International Development.

- IDSC 597 – Portfolio Credits: 1
- IDSC 696 – Specialization Essay: Area of Concentration Credits: 1
- IDSC 697 – Research Project Credits: 3

Total Credits —39

IDP Admission Requirements

To be admitted to regular standing into the International Development Program, students must

- Qualify for general admission into graduate studies at Andrews University
- Hold a four-year baccalaureate degree from an accredited American university or senior college, or its equivalent from a comparable institution outside the U.S.
- Demonstrate adequate undergraduate preparation in the proposed field of graduate study and in general education.
- Indicate ability to handle master's-level work in the language of instruction.

Note:

- Access to email communication is compulsory for participation in this program.
- The Graduate Record Examination (GRE) transcript requirement is waived for students in the overseas program.
- TOFEL is waived for students in this program.

For More Information

See "Graduate Program Policies/Administration: Off-Campus" for more information.

Masters Dual Degrees

Master of Science in Community and International Development/Master of Social Work, MSCID/MSW

Dual Degree Program Description

Andrews University has chosen to explore a collaborative between the Community & International Development Program (CIDP) and the Department of Social Work in the College of Arts & Sciences to prepare students for service in occupations where social work and international development intersect. Social Workers, particularly those in the areas of Administration and Development and International Social Work, may have an interest in international work. In such situations, the MSCID could equip them with a complementary skill set. Likewise, development and relief workers often find themselves in situations where social work skills in counseling and therapy would be useful. In addition, the MSCID/MSW collaborative allows for a greater breadth of employment opportunities for students.

MSCID Degree Requirements – 39–40 Credits

CIDP Core Courses – 10 Credits

- CIDS 520 – Development Theory and Practice Credits: 3
- SOCI 508 – Emergency Preparedness Credits: 2
- ANTH 517 – Cultural and Developmental Anthropology Credits: 2
- Remaining 3 credit hours satisfied by SOWK 630 – Policy for Social Change

Development Management – 11 Credits

- CIDS 530 – Needs Assessment, Capacity Mapping & Program Planning Credits: 3
- CIDS 536 – Development Design & Evaluation Credits: 3
- CIDS 535 – Budgeting, Fundraising & Grantsmanship Credits: 2

Choose one of the following three courses:

- CIDS 515 – Organization and Human Resources Credits: 3
- BSAD 530 – Leadership & Management of Not-for-Profit Organizations Credits: 3
- BSAD 515 – Organizational Behavior & Leadership Credits: 3

Research Tools & Skills – 6–7 Credits

- SOCI 533 – Research Methods III: Advanced Research Design–Experimental and Survey Credits: 2
- SOCI 534 – Research Methods IV: Advanced Statistical Analysis & SPSS Credits: 2
- CIDS 670 – Comprehensive Exam Credits: 0
- CIDS 698 – Research Project Credits: 2–3 OR CIDS 699 – Master's Thesis Credits: 3–4

Practicum – 1 Credit

Field experience must be planned in consultation with both programs in order to satisfy all requirements.

- Satisfied by: SOWK 635 – Advanced Field Experience Credits: 1–5

Concentration Electives – 12 Credits

- SOWK 660 – Advanced Practice Evaluation
- SOWK core credits may be applied to a CIDP concentration at the discretion of the CIDP Program Director.

MSW Degree Requirements

Basic Courses

- SOWK 501 – Foundations of Practice I Credits: 4
- SOWK 502 – Foundations of Practice II Credits: 4
- SOWK 515 – Christian Perspectives on Professional Ethics Credits: 2
- SOWK 531 – Human Behavior and the Social Environment I Credits: 2
- SOWK 532 – Human Behavior and the Social Environment II Credits: 2
- SOWK 550 – Social Policy Credits: 2
- SOWK 561 – Social Work Research I Credits: 2
- SOWK 562 – Social Work Research II Credits: 2
- SOWK 601 – Advanced Practice I Credits: 3
- SOWK 602 – Advanced Practice II Credits: 2
- SOWK 605 – Advanced Clinical Assessment Credits: 3
- SOWK 630 – Policy for Social Change Credits: 3
- SOWK 660 – Advanced Practice Evaluation Credits: 3
- SOWK 689 – Advanced Professional Seminar Credits: .5, .5

Field Experience

- SOWK 535 – Generalist Field Experience Credits: 4 = 400 hours
- SOWK 510 – Generalist Field Seminar Credits: .5, .5
- SOWK 635 – Advanced Field Experience Credits: 5 = 500 hours
- SOWK 610 – Advanced Field Seminar Credits: .5, .5

Electives – 10 Credits

MSW Emphasis Options

Administration & Development Emphasis

- CIDS 520 – Development Theory and Practice Credits: 3

Choose one of the following courses

- CIDS 515 – Organization and Human Resources Credits: 3 **OR** BSAD 515 – Organizational Behavior & Leadership Credits: 3 **OR** BSAD 530 – Leadership & Management of Not-for-Profit Organizations Credits: 3

International Social Work Emphasis

- CIDS 536 – Development Design & Evaluation Credits: 3 (Satisfies SOWK 675 – Topics: Grantwriting Credits: 1)
- SOWK 537 – International Social Work Credits: 2

Collaborative Program Objectives

1. To prepare students for various forms of work in which clinical and administrative skills in development and social work are needed;
2. To enable students to integrate development and social work knowledge, values, and skills into a multifaceted approach to service, thereby enhancing their value in the world.

Distinctive Features of the Program

The program is designed to give students an integrated approach to both international development and social work. Students who take a social work emphasis in Administration and Development and International Social Work can choose a dual degree with CIDP.

Admission Requirements

Applicants to the MSCID/MSW dual degree program typically will have received a bachelor's degree (BA, BS, BSW) from an accredited four-year college or university in the U.S., or hold an equivalent educational credential from another country. Application must be made separately to both the MSDIC and MSW programs. Acceptance into one program does not guarantee acceptance into the other. Applicants must meet the admissions requirements for each program, including all required prerequisites for each degree. Students in both programs must meet the following minimum requirements:

1. Students must maintain a minimum cumulative GPA of 3.0;
2. No grade of D or F (or U) may count toward either degree.

Credits for Each Program

MSCID students are required to complete 39–40 credit hours for the two-year regular program, which includes 12 elective credits (minimum of 4 courses). Students with certain prerequisites may qualify for the 30-credit advanced standing program. The two-year regular MSW degree requires 46 core credit hours, plus 10 elective hours. Due to the strict requirements of the Council on Social Work Education's accrediting mandates, these core courses must all be taught or co-taught within the department by faculty holding an MSW degree. Occasionally, a student who has already earned a BSW from an accredited program may apply to this program. In this case, the student would be placed in the Advanced Standing program, and take either 33 credits (Advanced Standing) or 39 credits (Advanced Standing Plus). Students with an undergraduate GPA of 3.0 or higher are eligible to complete the Advanced Standing Program, while those with a lower GPA must complete the Advanced Standing Plus requirements.

These program models create a curriculum that allows for the integration of 21–24 Social Work and CIDP credits, giving students the advantage of being able to reduce their total credit load. Since both MSCID and MSW programs already share courses in order to reduce costs and achieve a more streamlined and efficient program, the course work for both degrees must be taken either simultaneously or within one academic year of completion of one of the degrees in order to fulfill the requirements of either degree.

Because of CSWE requirements, students in the MSCID/MSW SOCIAL WORK COURSES 215 dual degree program would register for social work core classes in lieu of certain CIDP courses and would take an emphasis in either Administration & Development or International Social Work. Students will take shared courses as outlined below.

MSW Requirements

Student Handbook

The MSW Student Handbook has been designed as the social work student's aid in understanding the program requirements, Social Work Department, and relevant policies of Andrews University. Inside the handbook you will find information such as expectations of students, the MSW curriculum, departmental policies, and other relevant information.

You are responsible for the information found in this handbook, so please take the time to familiarize yourself with the handbook and know where to find questions and answers if the need arises.

Field Manual

The Field Manual has been designed as your aid in understanding field education requirements, your role as a student in a field agency, and relevant policies of Andrews University.

You are responsible for the information found in this handbook, so please take the time to familiarize yourself with the handbook and know where to find questions and answers if the need arises.

English Language Requirement

1. For those applicants whose native language is not English, the following is required:
 2. MELAB—score of 80 (must achieve passing score on each section) or
 3. TOEFL—score of 550 (paper based) or score of 80 (computer based with a minimum of 20 on each section) plus
 4. Nelson Denny—score of 13 and
 5. Personal interview with MSW program director or designee
- Applicants who fail to meet any of the above may be admitted only after committee consideration of the specific circumstances. Additional course work in English may be required.

A student who graduated from a four-year English-speaking high school, college or university may be exempted from all or parts of the above requirements.

Graduate Record Examination (GRE)

Students who are applying for admission to the MSW program have two options related to the Graduate Record Examination (GRE). For those students who are seeking a graduate scholarship, the GRE must be taken. The amount of a potential scholarship is related to the score achieved on the GRE as follows:

GRE Score	Scholarship
320	50% tuition reduction
310	25% tuition reduction
300	10% tuition reduction

For students who do not seek a graduate scholarship based on the GRE score, the GRE examination is not required.

Certificates

International Development Graduate Certificate

Graduate Certificates

To qualify for a graduate level certificate, prospective students must already hold a terminal undergraduate degree (a bachelor’s degree). The purpose of a graduate certificate is to provide specialized knowledge within a certain emphasis. The certificate involves less cost and requirements than a master’s degree. The certificate program represents a focused collection of courses (15 credits) and when completed affords the student a record of academic accomplishment at the graduate level in organizational leadership or international development.

Graduate Certificate: International Development

Required courses — 6

- BSAD 530 – Leadership & Management of Not-for-Profit Organizations Credits: 3
- CIDS 520 – Development Theory and Practice Credits: 3

Elective courses — 9

- ACCT 625 – Financial Analysis and Reporting Credits: 3
- ANTH 517 – Cultural and Developmental Anthropology Credits: 2
- BSAD 515 – Organizational Behavior & Leadership Credits: 3
- CIDS 530 – Needs Assessment, Capacity Mapping & Program Planning Credits: 3
- CIDS 536 – Development Design & Evaluation Credits: 3
- COMM 540 – Communication in Development Practice Credits: 2–3
- GDPC 623 – Development Research and Applied Statistics Credits: 3
- IDSC 610 – Ethics in Development Credits: 2
- PLSC 525 – Public Policy, Civil Society and Development Credits: 2–3

Total Credits: 15

IDP Admission Requirements

To be admitted to regular standing into the International Development Program, students must

- Qualify for general admission into graduate studies at Andrews University
- Hold a four-year baccalaureate degree from an accredited American university or senior college, or its equivalent from a comparable institution outside the U.S.
- Demonstrate adequate undergraduate preparation in the proposed field of graduate study and in general education.
- Indicate ability to handle master’s-level work in the language of instruction.

Note:

- Access to email communication is compulsory for participation in this program.
- The Graduate Record Examination (GRE) transcript requirement is waived for students in the overseas program.
- TOFEL is waived for students in this program.

For More Information

See “Graduate Program Policies/Administration: Off-Campus” for more information.

Organizational Leadership Graduate Certificate

Graduate Certificates

To qualify for a graduate level certificate, prospective students must already hold a terminal undergraduate degree (a bachelor’s degree). The purpose of a graduate certificate is to provide specialized knowledge within a certain emphasis. The certificate involves less cost and requirements than a master’s degree. The certificate program represents a focused collection of courses (15 credits) and when completed affords the student a record of academic accomplishment at the graduate level in organizational leadership or international development.

Graduate Certificate: Organizational Leadership

Required courses — 6

- CIDS 520 – Development Theory and Practice Credits: 3
- IDSC 620 – Strategic Planning in Global Leadership Credits: 3

Elective courses — 9

- ACCT 625 – Financial Analysis and Reporting Credits: 3
- ANTH 517 – Cultural and Developmental Anthropology Credits: 2
- BSAD 515 – Organizational Behavior & Leadership Credits: 3
- BSAD 530 – Leadership & Management of Not-for-Profit Organizations Credits: 3
- CHMN 526 – Conflict Management in the Church Credits: 2–3
- COMM 540 – Communication in Development Practice Credits: 2–3
- GDPC 623 – Development Research and Applied Statistics Credits: 3
- IDSC 630 – Program Design and Evaluation Credits: 3
- PLSC 525 – Public Policy, Civil Society and Development Credits: 2–3
- THST 634 – Christian Social Ethics Credits: 2–3

Total Credits: 15

IDP Admission Requirements

To be admitted to regular standing into the International Development Program, students must

- Qualify for general admission into graduate studies at Andrews University
- Hold a four-year baccalaureate degree from an accredited American university or senior college, or its equivalent from a comparable institution outside the U.S.
- Demonstrate adequate undergraduate preparation in the proposed field of graduate study and in general education.

- Indicate ability to handle master's–level work in the language of instruction.
- Note:
- Access to email communication is compulsory for participation in this program.
 - The Graduate Record Examination (GRE) transcript requirement is waived for students in the overseas program.
 - TOFEL is waived for students in this program.

For More Information

See “Graduate Program Policies/Administration: Off–Campus” for more information.

Anthropology

ANTH 124 – Introduction to Anthropology

Credits: 3

An introduction to the anthropological perspective. Topics include cognitive and social aspects of language, biology and the study of culture, origins of culture, archaeology and cultural beginnings, introduction to the study of cultural variation, and models of culture. **Grade Mode:** Normal (A–F,I,W) **Offering:** Even years **College Code:** CAS

ANTH 200 – Cultural Anthropology

Credits: 3

Comparative study of human diversity and of ways of being human. The concept of culture and ethnography as the primary tool of cultural anthropological research. Salient features of tribal communities, state level policies and modern network society. Globalization and its social, economic and environmental consequences. Understanding “ourselves” and those we call “others.” **Grade Mode:** Normal (A–F,I,W) **College Code:** CAS

ANTH 205 – Introduction to Archaeology

Credits: 3

An introduction to some of the discoveries made by archaeologists and to some of the methods whereby their discoveries are made. Advances in archaeological method and theory over the past 100 years are explained and illustrated. **Grade Mode:** Normal (A–F,I,W) **Offering:** Odd years **College Code:** CAS

ANTH 415 – Urban Anthropology

Credits: 3

An introduction to ethnographic approaches to understanding urban populations and problems. Special emphasis placed on examining the uses of quantitative methods in the design of urban community initiatives. Swing course—Approved 400–499 courses qualify for graduate–level credit for graduate students **Grade Mode:** Normal (A–F,I,W) **College Code:** CAS

ANTH 417 – Cultural and Developmental Anthropology

Credits: 3

Introduction to the basic concepts, methods and theories of cultural anthropology. Anthropological perspectives on culture change, globalization, global and local world–making, indigenous knowledge, sustainable community development, and project management. Special emphasis on anthropological principles and techniques that inform development work including application of anthropological knowledge and research to real–world problems. **Grade Mode:** Normal (A–F,I,W) **College Code:** CAS

ANTH 420 – Food and Culture

Credits: 3

Understanding who is well fed and who is hungry among the world’s peoples and why such huge differences exist in the level of food security among the world’s people. Swing course—Approved 400–499 courses qualify for graduate–level credit for graduate students **Grade Mode:** Normal (A–F,I,W) **College Code:** CAS

ANTH 435 – Museum and Lab Methods

Credits: 3

Methods for preparation and preservation of archaeological finds. Conservation, cleaning, cataloguing, and classification. Analysis of lithics, ceramics, faunal and floral remains, metals, and glass. Swing course—Approved 400–499 courses qualify for graduate–level credit for graduate students **Grade Mode:** Normal (A–F,I,W) **College Code:** CAS

ANTH 440 – Topics in Anthropology

Credits: 1–3

Topics in cross–cultural anthropology. Swing course—Approved 400–499 courses qualify for graduate–level credit for graduate students **Grade Mode:** Normal w S/DG (A–F,I,S,U,DG,W) **Repeatable:** Repeatable with different topics **College Code:** CAS

ANTH 455 – Ethnography

Credits: 3

An introduction to ethnography as a method for gathering data about human social interactions and communities. Overview of various ways of doing ethnographic fieldwork within and beyond the discipline of anthropology. Examples of ethnography in international development, business, industry and government will also be discussed. Swing course—Approved 400–499 courses qualify for graduate–level credit for graduate students **Grade Mode:** Normal (A–F,I,W) **Offering:** Alternate years **College Code:** CAS

ANTH 478 – Archaeological and Ethnographical

Credits: 3

Perspectives on the Middle East History of exploration. Beginnings of sedentary food production and pastoralism. Rise of Egyptian and Mesopotamian civilization. Israel, Ammon, Moab, and Edom. Rome and Christianity. History of the Arabs and Islamic civilization. Ethnographical perspectives on women, families, tribes, and states. Islam and the modern world. Offered as credit on summer tours. Swing course—Approved 400–499 courses qualify for graduate–level credit for graduate students **Grade Mode:** Normal (A–F,I,W) **College Code:** CAS

ANTH 495 – Independent Studies/Readings in Anthropology

Credits: 1–3

Grade Mode: Normal (A–F,I,W) **Repeatable:** Repeatable **College Code:** CAS

ANTH 496 – Supervised Fieldwork in Anthropology or Archaeology

Credits: 1–8

Students may apply to participate as trainees on research projects sponsored either by the Department of Behavioral Sciences or the Institute of Archaeology. Swing course—Approved 400–499 courses qualify for graduate–level credit for graduate students **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **Repeatable:** Repeatable up to 8 credits **College Code:** CAS

ANTH 517 – Cultural and Developmental Anthropology

Credits: 2

Introduction to the basic concepts, methods and theories of cultural anthropology. Anthropological perspectives on culture change, globalization, global and local world–making, indigenous knowledge, sustainable community development, and project management. Special emphasis on anthropological principles and techniques that inform development work including application of anthropological knowledge and research to real–world problems. **Grade Mode:** Normal (A–F,I,W) **College Code:** CAS

ANTH 555 – Ethnography

Credits: 2–3

Introduction to ethnography as a method for gathering data about human social interactions and communities. Overview of various ways of doing ethnography fieldwork within and beyond the discipline of anthropology. Examples of ethnography in international development, business, industry and government will also be discussed. **Grade Mode:** Normal (A–F,I,W) **Offering:** Alternate years **College Code:** CAS

ANTH 600 – Seminar in Cultural Anthropology

Credits: 2–3

The study of culture and cultural variation. The contemporary beliefs, values, institutions and material way of life of people in North America are contrasted with those of people living in other regions of the world today and in the past. **Grade Mode:** Normal (A–F,I,W) **College Code:** CAS

Behavioral Sciences

BHSC 100 – Philosophy of Service

Credits: 2

Provides a theoretical and practical basis for understanding and meeting needs of communities and individuals. Course materials include works from Christian and secular sources. Students develop an individualized practical plan to understand and meet needs. Does not apply to a major or minor. \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **College Code:** CAS

BHSC 220 – An Interdisciplinary Approach to Contemporary Social Issues

Credits: 3

Issues may include drug abuse, the family, crime/violence and punishment, AIDS, poverty, and health care. Integrates foundational social science with a Christian perspective to help students understand the origins of current societal issues and strategies for addressing those issues. **Grade Mode:** Normal (A–F,I,W) **College Code:** CAS

BHSC 230 – Research Methods I: Statistics for the Behavioral Sciences

Credits: 3

Probability concepts, frequency distributions, measures of central tendency, measures of variation, using frequency distributions, point–estimation and confidence intervals, sampling distribution, levels of significance in hypothesis testing, t and z tests, correlation, chi–square and ANOVA. \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **College Code:** CAS

BHSC 235 – Culture, Place and Interdependence

Credits: 3

Uses and integrates concepts from anthropology, geography and other sciences to help students understand how human culture and natural habitat create regional, ethnic, religious and other social groups. Examines origins of group conflict and considers avenues of responsible action for resolution. **Grade Mode:** Normal (A–F,I,W) **College Code:** CAS

BHSC 300 – Philosophy of Service Fieldwork

Credits: 1–2

Provides an opportunity for the practical application of the theories, principles and concepts learned in BHSC 100. \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** BHSC 100 or permission of Service Learning Coordinator. 20 hours of service is required for each credit registered for. Does not apply to a major or minor. **College Code:** CAS

BHSC 378 – Study Tour

Credits: 0

Travel to destinations relevant to individual programs of study. Classes will be selected from department(s) offerings. Fee may be required. \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **Repeatable:** Repeatable up to 6 credits **College Code:** CAS

BHSC 405 – Introduction to Public Health

Credits: 3

An overview of some of the important content areas and disciplines that make up Public Health, including Health Promotion and Education and Education, Environmental Health, Epidemiology, Disease Prevention, Global or International Health issues and other aspects of our environment that effect the Public Health. **Grade Mode:** Normal (A–F,I,W) **College Code:** CAS

BHSC 438 – Workshop

Credits: 1–3

Provides an opportunity to study in a focused area within the behavioral sciences. A paper is required for more than one credit and may be required for one credit. **Grade Mode:** Satisfactory w/DG (S,U,I,W,DG) **Repeatable:** Repeatable **College Code:** CAS

BHSC 440 – Topics in _____

Credits: 1–4

Examines emerging issues in the behavioral sciences. Swing course—Approved 400–499 courses qualify for graduate–level credit for graduate students **Grade Mode:** Normal (A–F,I,W) **Repeatable:** Repeatable with different topics **College Code:** CAS

BHSC 495 – Independent Study/Readings in Behavioral Sciences

Credits: 1–3

Individual assignments and/or reports and/or individualized research in behavioral sciences are set up on a contract basis with no more than 3 credits per semester. Students may repeat or take any combination of departmental independent study courses for up to 6 credits. Consult staff before registering. **Grade Mode:** Normal w S/DG (A–F,I,S,U,DG,W) **Repeatable:** Repeatable up to 6 credits **College Code:** CAS

BHSC 498 – Research Project in Behavioral Sciences

Credits: 1–3

An independent research project in behavioral sciences typically supervised by a faculty member and resulting in a technical report summarizing findings or a submission to a professional conference. Students may repeat or take any combination of departmental independent study or research project courses up to 6 credits with no more than 3 credits per semester. Consult staff before registering. **Grade Mode:** Normal (A–F,I,W) **Repeatable:** Repeatable **College Code:** CAS

BHSC 575 – Topics in Behavioral Sciences

Credits: 1–5

This topic course could be used to register for a Study Tour. **Grade Mode:** Normal (A–F,I,W) **Repeatable:** Repeatable with different topics **College Code:** CAS

BHSC 578 – Study Tour

Credits: 0

Travel to destinations relevant to individual programs of study. Classes will be selected from department(s) offerings. Fee may be required. \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **Repeatable:** Repeatable up to 6 credits **College Code:** CAS

BHSC 590 – Internship

Credits: 1–3

To be arranged in cooperation with the student’s advisor. **Grade Mode:** Satisfactory w/DG (S,U,I,W,DG) **Repeatable:** Repeatable **College Code:** CAS

BHSC 648 – Workshop

Credits: 1–2

Provides an opportunity to study in a focused area within the behavioral sciences. **Grade Mode:** Satisfactory w/DG (S,U,I,W,DG) **Repeatable:** Repeatable **College Code:** CAS

BHSC 690 – Independent Study/Readings/Research Project in Behavioral Sciences

Credits: 1–3

Grade Mode: Normal w S/DG (A–F,I,S,U,DG,W) **Repeatable:** Repeatable **College Code:** CAS

Comm & Intl Development

CIDS 515 – Organization and Human Resources

Credits: 3

This course teaches students to apply psychological theories and principles to the inner workings of organizations. The following topics are discussed in detail: employee selection and training, small group behavior, leadership, attitudes and motivation, power and politics, and strategies for fostering organizational change. Students will learn to interpret research findings accurately and responsibly, and there will be a special emphasis on learning to conduct empirical research in organizational settings. **Grade Mode:** Normal (A–F,I,W) **College Code:** CAS

CIDS 520 – Development Theory and Practice

Credits: 3

Provide an introduction to different theoretical perspectives of development. Review of the history of development which provides a critical and ethical understanding of the social, economic, and political dimension of development in practice. This course addresses a range of processes to address the needs of diverse communities in multiple and complex contexts. **Grade Mode:** Normal (A–F,I,W) **College Code:** CAS

CIDS 525 – Ethics In Development

Credits: 2

An ethical framework for the understanding of social transformation. Ethical paradigms are explored, as well as historical examples of how development interventions have generated social change. Focus on contemporary approaches to development, revolution and liberation. **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **College Code:** CAS

CIDS 530 – Needs Assessment, Capacity Mapping & Program Planning

Credits: 3

Introduction to concepts and methods of conducting a community needs assessment and mapping community capacity to address those needs. Development of skills in selecting, analyzing, understanding, and interpreting assessment outcomes to inform policy and practice. Consider complex interactions between community and international development stakeholders and other factors affecting accountability, project planning, and outcomes. **Grade Mode:** Normal (A–F,I,W) **College Code:** CAS

CIDS 535 – Budgeting, Fundraising & Grantsmanship

Credits: 2

Program planning based on need and capacity will be used to develop grant proposals to address the need. Hands-on experience is sought, linking classroom instruction and real community situations. **Grade Mode:** Normal (A–F,I,W) **College Code:** CAS

CIDS 536 – Development Design & Evaluation

Credits: 3

Exploration of various perspectives and approaches to project design, implementation, and evaluation. Understand the context and interdependence of each element of the project management cycle. Building on assessment results, the theory and application of program planning techniques and processes, and the objectives of monitoring and evaluation are introduced. Hands-on experience provides opportunities to exercise skills needed for project design, grant writing, and evaluation techniques. **Grade Mode:** Normal (A–F,I,W) **College Code:** CAS

CIDS 540 – International Development: Strategy Design & Implementation

Credits: 3

Evolution of international development theory across disciplines. Changing conceptualizations, measurements, processes and effects of development and poverty. Ethnicity, social class, gender, and community influences on socioeconomic processes. Current issues, concerns, and strategic alternatives. Development policy design, strategy, programs, and projects. **Grade Mode:** Normal (A–F,I,W) **College Code:** CAS

CIDS 550 – Education for Sustainable Development

Credits: 3

Provides an overview of education for sustainability. Focuses on international projects and organizations that address education for sustainable development. Explores education as a means to address development issues such as social justice, poverty, food security, globalization, etc. Covers different educational approaches and models that ensure a healthy environment, vibrant community, and equitable society. **Grade Mode:** Normal (A–F,I,W) **College Code:** CAS

CIDS 555 – Development Policy and Analysis

Credits: 3

Examine the processes that lead to the formulation, adoption, implementation, and evaluation of development policies and programs across countries. Study types of policies, policy design, and policy tools. Develop skills of political and bureaucratic analysis that can improve policy analysis, policy decision-making, and policy implementation for sustainable development. **Grade Mode:** Normal (A–F,I,W) **College Code:** CAS

CIDS 560 – Political Economy of Development

Credits: 3

Overview of the political economy of developing countries and the complex interplay of international system, international economic and political economy factors that influence development initiatives and outcomes. Discuss the relation of globalization, trade, aid, and international economic and development institutions on development activity. Specific topics include development and economic policy, civil society, alternative development models, democracy, authoritarianism, sustainable development and gender. **Grade Mode:** Normal (A–F,I,W) **College Code:** CAS

CIDS 565 – Institutions In Development

Credits: 3

Overview of the effect of formal and informal institutions on development, combining in-depth case studies of a variety of domestic and international institutions with theoretical and empirical insights from development disciplines (comparative politics, political economy, international relations, and economics). **Grade Mode:** Normal (A–F,I,W) **College Code:** CAS

CIDS 570 – Governance In Developing Countries

Credits: 3

Discusses basic theories and concepts of governance and its relation to development. Examines how domestic institutions, historic legacies, socioeconomic factors, non-state actors, conflict, and democratization process affect the quality of government and level of development. Addresses the challenges of development from a governance perspective. Special attention will be given to developing countries. **Grade Mode:** Normal (A–F,I,W) **College Code:** CAS

CIDS 575 – Topics in Community & International Development

Credits: 1–5

This topic course could be used to register for a study tour. **Grade Mode:** Normal (A–F,I,W) **Repeatable:** Repeatable with different topics **College Code:** CAS

CIDS 578 – Study Tour

Credits: 0

Travel to destinations relevant to individual programs of study. Classes will be selected from department(s) offerings. Fee may be required. \$ – Course or lab fee **Grade Mode:** Noncredit (NC,W) **Repeatable:** Repeatable **College Code:** CAS

CIDS 580 – Organizational & Community Leadership

Credits: 1–2

Focus on leadership theories and strategies. Students develop the capacity to apply these theories and strategies adaptively in leadership situations within organizational and community context. Students explore how leadership styles, communication, planning, organizing, decision making, and marketing impact organizational and community change. **Grade Mode:** Normal (A–F,I,W) **College Code:** CAS

CIDS 585 – Gender, Economic Development, and Poverty Reduction

Credits: 3

Introduces the linkages between gender equality and growth & poverty-reduction, and enhances students' ability to participate in the design and implementation of poverty-reduction strategies. Explores the concepts of gender inequality as it relates to poverty; discusses the importance of gender issues in economic development and how they relate to attaining the Millennium Development Goals. Other concepts to be covered: Access to education, health, labor markets, employment opportunities, and productive resources as they affect growth. **Grade Mode:** Normal (A–F,I,W) **College Code:** CAS

CIDS 590 – Issues in Gender and Development

Credits: 3

Familiarizes students with the main analytic debates in the field of gender and development. Institutional domains (households, family and kinship, the market, the community and the state) through which gender relations are both defined and transformed receive separate attention. An introductory survey of conceptual approaches to gender is followed by a treatment of central topics which include: the move from WID (women in development) to GAD (gender and development) as critical perspectives in development studies, conceptual approaches to households, men and masculinities in development, globalization and women's employment, gender, state and governance, women's movements and state-civil society relations, gender, conflict and post-conflict, and an appraisal of prospects for gender-aware planning and empowerment. **Grade Mode:** Normal (A–F,I,W) **College Code:** CAS

CIDS 631 – Professional Development Seminar

Credits: 0.5 or 1

An overview of salient issues and problems related to the topic; an orientation to communities of researchers and professionals working on the topic; an inventory of baseline competencies of persons professing expertise on the topic; and a survey of the opportunities for professional involvement related to the concentration. To be taken during the first fall semester a student is in the program. **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **Repeatable:** Repeatable up to 1 credit **College Code:** CAS

CIDS 632 – Portfolio Development Seminar

Credits: 1
ring a student’s final year in the program. **Grade Mode:** Normal (A–F,I,W) **Offering:** Spring **College Code:** CAS

CIDS 650 – Project Continuation

Credits: 0
Student may register for this title while clearing deferred grade (DG) and/or incomplete (I) courses with advisor approvals only. Registration for this title indicates full–time status. \$ – Course or lab fee **Grade Mode:** Noncredit (NC,W) **Repeatable:** Repeatable **College Code:** CAS

CIDS 655 – Program Continuation

Credits: 0
Students may register for this non–credit continuation course to maintain active status. For additional information on active status, please refer to p. 56 in the bulletin. Registration does not indicate full–time status. \$ – Course or lab fee **Grade Mode:** Noncredit (NC,W) **Repeatable:** Repeatable **College Code:** CAS

CIDS 660 – Thesis Continuation

Credits: 0
Student may register for this title while clearing deferred grade (DG) and/or incomplete (I) courses with advisor approvals only. Registration for this title indicates full–time status. \$ – Course or lab fee **Grade Mode:** Noncredit (NC,W) **Repeatable:** Repeatable **College Code:** CAS

CIDS 665 – Preparation for Comprehensive Exams

Credits: 0
Advisor approval required. Registration for this title indicates fulltime status. \$ – Course or lab fee **Grade Mode:** Noncredit (NC,W) **Repeatable:** Repeatable **College Code:** CAS

CIDS 670 – Comprehensive Exam

Credits: 0
Grade Mode: Satisfactory w/DG (S,U,I,W,DG) **Repeatable:** Repeatable **College Code:** CAS

CIDS 677 – Colloquium

Credits: 1
The course provides a forum for development and peer review of research projects by CIDP graduate students. It is required for all students to submit at least one paper for presentation at a professional conference or at least one article for publication in a professional journal before graduation. The course is to be taken during the student’s first Spring semester in the program. **Grade Mode:** Satisfactory w/DG (S,U,I,W,DG) **Repeatable:** Repeatable **College Code:** CAS

CIDS 680 – Field Practicum

Credits: 1–2
Students integrate course content and theory into practice during a 300–hour field practicum coordinated with each student’s research project and/or concentration that is the concluding requirement for the concentration. 260 hours may be done with the student’s primary employer, but all students must complete one week (40 hours) in an external organization. Students must submit a practicum proposal indicating approval from a sponsoring organization and learning objectives. Upon completion, the student submits a practicum portfolio. **Grade Mode:** Normal w S/DG (A–F,I,S,U,DG,W) **Prerequisite(s):** CIDS 520, CIDS 530, and 2 courses in concentration. **Repeatable:** Repeatable up to 2 credits **College Code:** CAS

CIDS 689 – Seminar

Credits: 1–3
Grade Mode: Normal w S/DG (A–F,I,S,U,DG,W) **Repeatable:** Repeatable **College Code:** CAS

CIDS 690 – Independent Study

Credits: 1–3
Grade Mode: Normal w S/DG (A–F,I,S,U,DG,W) **Repeatable:** Repeatable **College Code:** CAS

CIDS 697 – Portfolio Project

Credits: 2
Students prepare and defend their portfolios. Each student reviews and documents his/her learning and personal goal attainment, and explores issues related to career development and life–long learning. Students will include at least one significant research project. Registration for this title indicates full–time status. **Grade Mode:** Satisfactory w/DG (S,U,I,W,DG) **College Code:** CAS

CIDS 698 – Research Project

Credits: 2–3
A research project is carried out by a master’s degree candidate in which the student’s mastery of the research process is demonstrated. A typical end product might be a community assessment study, a program evaluation study, a best practice benchmarking study, or a problem–solving study. Registration for this title indicates full–time status. **Grade Mode:** Satisfactory w/DG (S,U,I,W,DG) **College Code:** CAS

CIDS 699 – Master's Thesis

Credits: 3–4
Grade Mode: Satisfactory w/DG (S,U,I,W,DG) **College Code:** CAS

Family Studies

FMST 115 – Introduction to Family Studies

Credits: 3
Study of the conceptual framework for the discipline and exploration of contemporary issues and trends in society as related to families. **Grade Mode:** Normal (A–F,I,W) **Offering:** Odd years **College Code:** CAS

FMST 201 – Personal Relationships

Credits: 3
The interdisciplinary study of personal relationships including intimate relationships, marriage and family living. The course will focus on the processes and skills necessary to build, maintain and enjoy important relationships across the lifespan. **Grade Mode:** Normal (A–F,I,W) **College Code:** CAS

FMST 310 – Parent–Child Relationships

Credits: 3
Study of the concepts, challenges, and changes in the parent/child relationship including contemporary strategies, parenting in diverse family types, and changing parenting roles throughout the life cycle. **Grade Mode:** Normal (A–F,I,W) **Offering:** Odd years **College Code:** CAS

FMST 350 – Family Cultural Perspectives

Credits: 3
Study of the family as a social institution, its biological and cultural foundations, and its historic development and changing structure and function. Cross–cultural uniqueness is examined. **Grade Mode:** Normal (A–F,I,W) **Offering:** Even years **College Code:** CAS

FMST 454 – Family Violence Across the Lifespan

Credits: 3
Study of factors contributing to abuse in the family with emphasis on prevention of domestic violence. Swing course—Approved 400–499 courses qualify for graduate–level credit for graduate students **Grade Mode:** Normal (A–F,I,W) **Offering:** Odd years **College Code:** CAS

FMST 460 – Family Resource Management

Credits: 3
Principles of sound management of resources including time, money, and energy as they relate to individuals and groups throughout the lifespan, with emphasis on the family. Swing course—Approved 400–499 courses qualify for graduate–level credit for graduate students **Grade Mode:** Normal (A–F,I,W) **Offering:** Odd years **College Code:** CAS

FMST 470 – Field Experience

Credits: 1–8
Supervised experience in observing, planning, directing, and/or assisting families in various home or organizational environments. **Grade Mode:** Satisfactory w/DG (S,U,I,W,DG) **Repeatable:** Repeatable up to 8 credits **College Code:** CAS

Geography

GEOG 110 – Survey of Geography

Credits: 3
A survey of major geographic perspectives: physical, human, and regional. Applies toward General Education social science requirements. **Grade Mode:** Normal (A–F,I,W) **College Code:** CAS

GEOG 240 – Physical Geography

Credits: 3

The physical environment in which human societies exist; the earth's crust, its water systems, land systems, and climatic features. \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **Recommended:** Normally offered even years. **Offering:** Even years **College Code:** CAS

GEOG 245 – Introduction to Meteorology and Climatology

Credits: 3

Emphasis on atmospheric processes and regional distribution and classification of the world's climate. **Grade Mode:** Normal (A–F,I,W) **College Code:** CAS

GEOG 260 – Cultural Geography

Credits: 3

The geographic viewpoint of the human occupancy of the earth in relation to the environment; including aspects of population, settlement, language, religion, and economy; a generalized survey of major world cultural areas to integrate course elements. **Grade Mode:** Normal (A–F,I,W) **College Code:** CAS

GEOG 260V – Cultural Geography

Credits: 3

The geographic viewpoint of the human occupancy of the earth in relation to the environment; including aspects of population, settlement, language, religion, and economy; a generalized survey of major world cultural areas to integrate course elements. **Delivery:** Self-paced online course **College Code:** CAS

GEOG 335 – Introduction to Geographic Information Systems

Credits: 3

The study of the fundamentals of Geographic Information Systems (GIS). Emphasis on the foundations of these systems, their components and capabilities. **Grade Mode:** Normal (A–F,I,W) **College Code:** CAS

GEOG 430 – Urban Geography

Credits: 3

Examination of spatial patterns and processes associated with urbanization within the framework of economy, culture and politics. Swing course—Approved 400–499 courses qualify for graduate-level credit for graduate students **Grade Mode:** Normal (A–F,I,W) **College Code:** CAS

GEOG 455 – Environmental Disasters

Credits: 3

An integrated study of the causes and geography of natural and man-made disasters. Understanding of extreme event prediction, early warning, and disaster mitigation. Organizations involved in disaster response. Swing course—Approved 400–499 courses qualify for graduate-level credit for graduate students **Grade Mode:** Normal (A–F,I,W) **College Code:** CAS

GEOG 460 – Topics in _____

Credits: 1–3

Study of selected topics in geography. Topic and credit to be announced in advance. Swing course—Approved 400–499 courses qualify for graduate-level credit for graduate students **Grade Mode:** Normal (A–F,I,W) **Repeatable:** Repeatable up to 9 credits with different topics (to 3 credits for graduate students) **College Code:** CAS

GEOG 475 – Regional Geography: _____

Credits: 3

Regional study of physical, economic, and cultural characteristics of major regions of the world. Areas selected for analysis vary from semester to semester. Direct inquires to the department chair. Swing course—Approved 400–499 courses qualify for graduate-level credit for graduate students **Grade Mode:** Normal (A–F,I,W) **Repeatable:** Repeatable with different topics **College Code:** CAS

GEOG 485 – Geography Field Experience

Credits: 1–6

Observation and evaluation of geographical phenomena in the U.S. or foreign countries. May be based upon individual research, organized tours, or expeditions. A formal report is expected. **Grade Mode:** Satisfactory w/DG (S,U,I,W,DG) **Repeatable:** Repeatable **College Code:** CAS

GEOG 495 – Independent Study

Credits: 1–3

Independent work on a specified topic under the guidance of department advisor. **Grade Mode:** Normal w S/DG (A–F,I,S,U,DG,W) **Repeatable:** Repeatable up to 9 credits with department chair permission **College Code:** CAS

Interdisciplinary Studies

Details of departmental course offerings and course descriptions may be obtained from the department(s) involved.

IDSC 597 – Portfolio

Credits: 1

An organized collection of educational and professional accomplishments to date is produced. This will include basic personal and background information, a profile of the student's organization, outstanding academic work, and other products acquired during his/her time in the program. **Grade Mode:** Satisfactory w/DG (S,U,I,W,DG) **Repeatable:** Repeatable **College Code:** CAS

IDSC 610 – Ethics in Development

Credits: 2

Examination of theoretical foundations of ethics in community and international development. Ethical dimensions of policies and practices of major development players are investigated. Focus on contemporary approaches to development ethics in terms of purposes, roles, participants and audiences. Introduction of frameworks for ethical decision-making. **Grade Mode:** Normal w S/DG (A–F,I,S,U,DG,W) **College Code:** CAS

IDSC 620 – Strategic Planning in Global Leadership

Credits: 3

A multi-disciplinary course which focuses on current and emerging issues of organizational leadership. The course will teach the role of creating a meaningful strategic plan for an effective administrative system for organizations to survive intensifying globalization. Components include the strategic planning process, roles of board and staff, critical importance of a stakeholder analysis, the purpose of mission and vision, and the difference between goals, strategies and objectives. **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **College Code:** CAS

IDSC 630 – Program Design and Evaluation

Credits: 3

Introduction to concepts and methods of conducting community needs assessment and capacity mapping. Development of skills in selecting, analyzing, interpreting and presenting data affecting program planning and implementation. Considers complex interactions affecting program accountability and outcomes. Provides practical opportunity to exercise skills needed for project design and grantmanship. **Grade Mode:** Normal w S/DG (A–F,I,S,U,DG,W) **College Code:** CAS

IDSC 635 – Professional Training: Area of Concentration

Credits: 3

Students are required to participate in a minimum of 45 contact hours of Professional Training related to their area of Concentration. In addition, the student in the final year of the program will design and implement a Colloquium to present best practices in his/her area of Concentration. **Grade Mode:** Satisfactory w/DG (S,U,I,W,DG) **Repeatable:** Repeatable **College Code:** CAS

IDSC 640 – Topics: _____

Credits: 1–3

Grade Mode: Normal w S/DG (A–F,I,S,U,DG,W) **Repeatable:** Repeatable **College Code:** CAS

IDSC 650 – Project Continuation

Credits: 0

Grade Mode: Noncredit (NC,W) **Repeatable:** Repeatable **College Code:** CAS

IDSC 655 – Program Continuation

Credits: 0

Registration for this title indicates part-time status. **Grade Mode:** Noncredit (NC,W) **Repeatable:** Repeatable **College Code:** CAS

IDSC 660 – Thesis Continuation

Credits: 0

Thesis Continuation **Grade Mode:** Noncredit (NC,W) **Repeatable:** Repeatable **College Code:** CAS

IDSC 665 – Preparation for Comprehensive Examinations

Credits: 0

Grade Mode: Noncredit (NC,W) **Repeatable:** Repeatable **College Code:** CAS

IDSC 670 – Comprehensive Examinations

Credits: 0

Grade Mode: Satisfactory w/DG (S,U,I,W,DG) **Repeatable:** Repeatable **College Code:** CAS

IDSC 680 – Field Practicum

Credits: 2

The Field Practicum integrates International Development theory into practice. Students will complete (a) a baseline study that describes the current level of the agency where the practicum is pursued; (b) a benchmarking of best practices in the field [area of concentration]; and (c) an oral presentation of their findings to their peers. **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **Repeatable:** Repeatable **College Code:** CAS

IDSC 689 – Seminar

Credits: 1–3

Projects, reports and discussions on various subjects corresponding to faculty specialization. Needed to accommodate new topics under different concentrations. **Grade Mode:** Normal w S/DG (A–F,I,S,U,DG,W) **Repeatable:** Repeatable with different topics **College Code:** CAS

IDSC 690 – Independent Study

Credits: 1–3

Individualized reading or research in a specified area under the guidance of an instructor. **Grade Mode:** Normal w S/DG (A–F,I,S,U,DG,W) **Repeatable:** Repeatable up to 6 credits **College Code:** CAS

IDSC 696 – Specialization Essay: Area of Concentration

Credits: 1

Students are required to broaden their knowledge in their area of Concentration through independent study of books, scholarly journal articles, professional association publications and newsletters, local government publications, publications of multi–government organizations such as the United Nations or the World Bank, publications by various international nongovernment organizations, or Internet resources. The outcome of this research should be a “Specialist Paper.” **Grade Mode:** Satisfactory w/DG (S,U,I,W,DG) **Repeatable:** Repeatable **College Code:** CAS

IDSC 697 – Research Project

Credits: 3

A research project typically carried out by a master’s–degree candidate in which the student’s mastery of the research process is demonstrated. **Grade Mode:** Satisfactory w/DG (S,U,I,W,DG) **Repeatable:** Repeatable up to 4 credits **College Code:** CAS

IDSC 699 – Master’s Thesis

Credits: 4

Master's Thesis **Grade Mode:** Satisfactory w/DG (S,U,I,W,DG) **Repeatable:** Repeatable up to 4 credits **College Code:** CAS

Psychology

PSYC 101 – Introduction to Psychology

Credits: 3

Principles of psychology including the study of growth, perception, learning, thinking, motivation, emotion, personality, and mental health. **Grade Mode:** Normal (A–F,I,W) **College Code:** CAS

PSYC 101V – Introduction to Psychology

Credits: 3

Principles of psychology including the study of growth, perception, learning, thinking, motivation, emotion, personality, and mental health. **Delivery:** Self–paced online course **Grade Mode:** Griggs corresp (A–F,I,W,DG,DN) **College Code:** CAS

PSYC 180 – Dealing with Your Mind

Credits: 3

An introduction to the brain and how it works, with an emphasis on processes used in everyday life: perception of our surroundings, memory and other facets of general cognition, and links to addictive behavior. The labs will give hands–on experience with these topics. Students will be exposed to research opportunities. \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **College Code:** CAS

PSYC 204 – Personal, Social and Career Development

Credits: 3

Application of psychological principles of behavior as they influence optimal personal, social and career development, with an emphasis on effective strategies for self–management and self–improvement. **Grade Mode:** Normal (A–F,I,W) **College Code:** CAS

PSYC 210 – Introduction to Health Psychology

Credits: 3

Study of causes for the rise of health psychology; interrelationships between psychology and health–related disciplines; models of disease and health care; interrelationships between stressful life events, social support, and wellness; illness behavior; psychology of addictive behavior; and behavioral health. \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** PSYC 101. **College Code:** CAS

PSYC 252 – The Psychology of Adolescence, Youth, and Aging

Credits: 3

Current psychological theories relating to psychological development, maturity, and decline as evidenced during the adolescent, youth, middle age, and retirement years. **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** PSYC 101. **College Code:** CAS

PSYC 269 – History and Systems of Psychology

Credits: 3

A study of significant schools, individuals and theories in the field of psychology, together with their contributions to present knowledge of behavior. **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** PSYC101. **College Code:** CAS

PSYC 301 – Human Development—Lifespan

Credits: 3

Lifespan is an integrative approach to psychological development which emphasizes the inter–dependency of physical, cognitive, emotional and social development. The interrelatedness of theory, research, and application are seen throughout the entire sequence of human development from conception to death. **Grade Mode:** Normal (A–F,I,W) **Prerequisite/Corequisite:** PSYC 101 or written permission of the teacher. **College Code:** CAS

PSYC 315 – Organization and Human Resources

Credits: 3

This course teaches students to apply psychological theories and principles to the inner workings of organizations. The following topics are discussed in detail: employee selection and training, small group behavior, leadership, attitudes and motivation, power and politics, and strategies for fostering organizational change. Students will learn to interpret research findings accurately and responsibly as well as how to conduct empirical research in organizational settings. **Grade Mode:** Normal (A–F,I,W) **College Code:** CAS

PSYC 319 – Stress Management

Credits: 3

An introduction to stress along with signs and symptoms of stress and identification of stressors in a person’s life. Students learn how to increase stress tolerance and implement change. **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **College Code:** CAS

PSYC 364 – Learning and Behavior

Credits: 3

A study of theories of learning which evaluates connections between learning and behavioral processes within and between humans and animals. A lab fee may be required. **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** PSYC 101. **College Code:** CAS

PSYC 410 – Introduction to Theories in Counseling & Psychotherapy

Credits: 3

An introduction to the major theoretical models and concepts for counseling and psychotherapy. Concepts such as the philosophical assumptions, the therapeutic process, and the client/therapist relationship are discussed. Limited to psychology majors and minors, or permission of the instructor. Swing course—Approved 400–499 courses qualify for graduate–level credit for graduate students **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** PSYC 101, and one of the following: PSYC 454, PSYC 269 or PSYC 460. **College Code:** CAS

PSYC 420 – Human Sexuality

Credits: 3

A study of the multiple aspects of sexuality within a framework of Christian values. Swing course—Approved 400–499 courses qualify for graduate–level credit for graduate students **Grade Mode:** Normal (A–F,I,W) **College Code:** CAS

PSYC 425 – Psycholinguistics

Credits: 3

A survey of the psychological processes involved in human language use, including comprehension, acquisition, or language. The relationship of language to other thought processes and its neural correlates will also be discussed. Integrated lab activities and projects will introduce common experimental methodologies in psycholinguistics. \$ – Course or lab fee Swing course—Approved 400–499 courses qualify for graduate–level credit for graduate students **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** PSYC 101 or PSYC 180. **College Code:** CAS

PSYC 432 – Research Methods II: Introduction

Credits: 3

Asking researchable questions. Reviewing the literature. Hypothesis formulation. Research methodology emphasizes qualitative approaches but includes discussion of instrumentation, subject selection, and data collection procedures. Andrews' human subject research review process. Informed consent. Writing assignments include theoretical essay, pilot study, second pilot study, research journal. Lab schedule will be arranged. \$ – Course or lab fee Swing course—Approved 400–499 courses qualify for graduate–level credit for graduate students **Grade Mode:** Normal (A–F,I,W) **Prerequisite/Corequisite:** BHSC 230 or STAT 285. **College Code:** CAS

PSYC 433 – Research Methods III: Advanced Research Design—Experimental and Survey

Credits: 3

The principles of designing, administering, interpreting, and writing experimental research, questionnaires and interview schedules. Survey also focuses on coding procedures and scale construction. Structured around a research project, and the interpretation of scientific reports and professional journals. Lab schedule will be arranged. \$ – Course or lab fee Swing course—Approved 400–499 courses qualify for graduate–level credit for graduate students **Grade Mode:** Normal (A–F,I,W) **Corequisite(s):** PSYC 434/SOCI 434. **Prerequisite(s):** BHSC 230 or STAT 285 and PSYC 432. **College Code:** CAS

PSYC 434 – Research Methods IV: Advanced Statistical Analysis and SPSS

Credits: 3

A study on advanced parametric and non–parametric techniques such as two–way ANOVA, regression and power. The utilization of SPSS in the analysis and interpretation of statistical data. An analysis of professional journals and reports with an emphasis on the statistical reasoning. \$ – Course or lab fee Swing course—Approved 400–499 courses qualify for graduate–level credit for graduate students **Grade Mode:** Normal (A–F,I,W) **Corequisite(s):** PSYC 433/SOCI 433. **Prerequisite(s):** BHSC 230 or STAT 285 and PSYC 432/SOCI 432. **College Code:** CAS

PSYC 438 – Workshop

Credits: 1–3

Provides an opportunity to study in a focused area within the Behavioral Sciences. A paper is required for more than one credit and may be required for one credit. **Grade Mode:** Normal w S/DG (A–F,I),S,U,DG,W) **Repeatable:** Repeatable **College Code:** CAS

PSYC 445 – Cognitive Psychology

Credits: 3

A study of how people use and acquire knowledge with emphasis on how people perceive, think, remember, store information, solve problems, and acquire and use language. A weekly lab focuses on experimental techniques that have been used to examine mental processing. \$ – Course or lab fee Swing course—Approved 400–499 courses qualify for graduate–level credit for graduate students **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** PSYC 101 or PSYC 180. **College Code:** CAS

PSYC 449 – Neuropsychopharmacology

Credits: 3

A study of the mechanisms of actions of psychotropic agents and how they affect human perception and behavior. Emphasis is placed on the organization and function of the nervous system and the molecular and biochemical basis of drugs used to treat behavioral and clinical disorders. Weekly: 2 lectures and a 3–hour lab \$ – Course or lab fee Swing course—Approved 400–499 courses qualify for graduate–level credit for graduate students **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** PSYC 101 or PSYC 180; BIOL 221, BIOL 222 or BIOL 165, BIOL 166. **College Code:** CAS

PSYC 450 – Social Psychology

Credits: 3

A study of human behavior within a group context. Included are attitudes, social roles, collective behavior, and the dynamic aspects of human interaction. \$ – Course or lab fee Swing course—Approved 400–499 courses qualify for graduate–level credit for graduate students **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** PSYC 101 and two other behavioral science courses. **College Code:** CAS

PSYC 454 – Theories of Personality

Credits: 3

Integrates subfields of psychology to enhance understanding of the individual personality. Swing course—Approved 400–499 courses qualify for graduate–level credit for graduate students **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** PSYC 101. **College Code:** CAS

PSYC 455 – Treatment of Substance Abuse

Credits: 2

An overview of treatment techniques and basic prevention strategies including specific training in assessment and therapeutic techniques, examining the relationship between etiology and treatment. Treatment evaluation discussed. At–risk, vulnerable populations receive special consideration. Swing course—Approved 400–499 courses qualify for graduate–level credit for graduate students **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** PSYC 101; **Prerequisite/Corequisite:** SOCI 415. **College Code:** CAS

PSYC 458 – Advanced Theories of Addiction and Treatment

Credits: 3

Surveys, critiques and integrates the primary theories currently used to explain the process, outcome and treatment of addictions. Covers biological, psychological, social and anthropological addiction theories. Primary substance–abuse prevention theories are surveyed. Implications for at–risk, vulnerable populations considered. Swing course—Approved 400–499 courses qualify for graduate–level credit for graduate students **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** PSYC 101; **Prerequisite/Corequisite:** SOCI 415. **Offering:** Alternate years **College Code:** CAS

PSYC 460 – Psychology of Abnormal Behavior

Credits: 3

A study of deviant human behavior and theories of causation and remediation. Swing course—Approved 400–499 courses qualify for graduate–level credit for graduate students **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** PSYC 101. **College Code:** CAS

PSYC 465 – Physiological Psychology

Credits: 3

Introduces the biological bases of behavior. Examination of the neuroanatomical and physiological foundations of such topics as the mind/body problem, the development of language and learning, sexual behavior, recovery from brain damage, and psychopathology. \$ – Course or lab fee Swing course—Approved 400–499 courses qualify for graduate–level credit for graduate students **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** PSYC 101. Normally offered odd years. **College Code:** CAS

PSYC 466 – Psychology of the Exceptional Child

Credits: 3

A survey of assessment, remediation, and adjustment for exceptional children and youth who require special education and related services. Various types of exceptionality are explored such as mental retardation, learning disabilities, emotional or behavioral disorders, giftedness, disorders of communication, and impairment of hearing or sight. Swing course—Approved 400–499 courses qualify for graduate–level credit for graduate students **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** PSYC 101. **Offering:** Odd years **College Code:** CAS

PSYC 471 – Behavior Modification

Credits: 3

The theory and techniques of behavior change utilizing principles of conditioning. Applications relevant to health-centered and educational settings are emphasized. Swing course—Approved 400–499 courses qualify for graduate-level credit for graduate students **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** PSYC 101. **Recommended:** Normally offered even years. **Offering:** Even years **College Code:** CAS

PSYC 480 – Field Experience

Credits: 1–8

Supervised field placement in a human services setting is approved in advance by the department chair. A minimum of 45 hours of fieldwork activity is required for each credit. Consult staff before registering. Open only to departmental majors. **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **Repeatable:** Repeatable up to 8 credits **College Code:** CAS

PSYC 486 – Psychological Assessment

Credits: 3

Theory and practice in individual and group testing in the areas of intelligence, aptitude, achievement, personality, and interest. Evaluation of tests and other instruments for measurement with a focus on their worth and limitations. \$ – Course or lab fee Swing course—Approved 400–499 courses qualify for graduate-level credit for graduate students **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** PSYC 101, BHSC 230 or STAT 285. **College Code:** CAS

PSYC 490 – Practicum in Psychology

Credits: 3

This course is designed to build on psychological knowledge gained in previous coursework, explore different theories outlining how to work with agencies, and apply this knowledge to working in a community agency. The course requires students to spend 90 hours at the agency field site during the semester, and meet weekly as a class to discuss theories of intervention and their field experiences. Student's final grade in this course will be based on feedback from the site supervisor as well as the instructor's evaluation of classwork and fieldwork. It is recommended that students meet with the instructor the semester beforehand to discuss class requirements and placement options. Enrollment in this class is limited to psychology majors and minors of junior or senior status, or permission of the instructor. **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** PSYC 101 and six additional credits of psychology courses **College Code:** CAS

PSYC 495 – Independent Study/Readings in Psychology

Credits: 1–3

Individual assignments and/or reports and/or individualized research in psychology on a contract basis with no more than 3 credits per semester. Students may repeat or take any combination of departmental independent study courses up to 6 credits. Consult staff before registering. **Grade Mode:** Normal w S/DG (A–F,I,S,U,DG,W) **Repeatable:** Repeatable up to 6 credits **College Code:** CAS

PSYC 498 – Research Project in Psychology

Credits: 1–3

An independent research project in psychology typically supervised by a faculty member and resulting in a technical report summarizing findings or a submission to a professional conference. Students may repeat or take any combination of departmental independent study or research project courses up to 6 credits with no more than 3 credits per semester. Consult staff before registering. **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **Repeatable:** Repeatable **College Code:** CAS

PSYC 515 – Organization and Human Resources

Credits: 2

This course teaches students to apply psychological theories and principles to the inner workings of organizations. The following topics are discussed in detail: employee selection and training, small group behavior, leadership, attitudes and motivation, power and politics, and strategies for fostering organizational change. Students will learn to interpret research findings accurately and responsibly, and there will be a special emphasis on learning to conduct empirical research in organizational settings. **Grade Mode:** Normal (A–F,I,W) **College Code:** CAS

PSYC 575 – Topics in Psychology

Credits: 1–4

This topic course could be used to register for a Study Tour. **Grade Mode:** Normal (A–F,I,W) **Repeatable:** Repeatable with different topics **College Code:** CAS

PSYC 648 – Workshop

Credits: 1–3

Provides an opportunity to study in a focused area within the Behavioral Sciences. A paper is required for more than one credit. **Grade Mode:** Normal w S/DG (A–F,I,S,U,DG,W) **Repeatable:** Repeatable **College Code:** CAS

Sociology

SOCI 119 – Principles of Sociology

Credits: 3

A study of the development of sociology as a social science, some concepts and ideas associated with the study of human behavior, and an overview of the principles, terms, and concepts in the discipline. **Grade Mode:** Normal (A–F,I,W) **College Code:** CAS

SOCI 119V – Principles of Sociology

Credits: 3

A study of the development of sociology as a social science, some concepts and ideas associated with the study of human behavior, and an overview of the principles, terms, and concepts in the discipline. **Delivery:** Self-paced online course **Grade Mode:** Griggs corresp (A–F,I,W,DG,DN) **College Code:** CAS

SOCI 160 – Introduction to International Development

Credits: 3

Focuses on the dilemmas facing industrialized nations and developing nations in coping with severe global inequalities and poverty. Analyzes the popular strategies and explanations used by governments and non-governmental organizations (NGOs) to deal with these challenges. **Grade Mode:** Normal (A–F,I,W) **College Code:** CAS

SOCI 314 – Migrant & Refugee Issues

Credits: 2–3

This course will study fundamental theories and concepts regarding voluntary migration (migrant issues) and forced migration (refugee issues). It will also address the main political, social, economic, and environmental push-and-pull factors that influence immigration and emigration within the framework of globalization. **Grade Mode:** Normal (A–F,I,W) **College Code:** CAS

SOCI 315 – Criminology

Credits: 3

Theories and techniques associated with apprehension, conviction, and detention of individuals who infringe criminal law in this society. \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **Offering:** Even years **College Code:** CAS

SOCI 345 – Juvenile Delinquency

Credits: 3

Topics related to modern youth in trouble, sociological analysis of the problems of youth, legal and societal factors involved in delinquency, and some of the remedial measures now being used. \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **Offering:** Odd years **College Code:** CAS

SOCI 350 – Social Policy

Credits: 2

Develops basic knowledge and skills for policy analysis, formulation and critical challenge within local and international contexts. Examines the determining factors affecting public policy in the United States as compared with other systems. Provides framework for analysis of social problems and policies, as they impact development and practice in human services. **Grade Mode:** Normal (A–F,I,W) **College Code:** CAS

SOCI 408 – Emergency Preparedness

Credits: 2

Provides an introduction to basic philosophy and concepts of Emergency Preparedness as required by FEMA (Federal Emergency Management Agency) and most states which certify staff. Includes use of FEMA—provided modules in the Professional Development Series which are accepted prerequisites for advanced classroom courses. A passing grade is required on each module for a Satisfactory grade and receipt of a Professional Development Series Certificate of Completion. \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **College Code:** CAS

SOCI 410 – Social Gerontology

Credits: 3

A study of aging and ageism in the United States, including demographic trends, societal attitudes, problems of the elderly, and national policies relating to senior citizens in the cultural context of American society. Swing course—Approved 400–499 courses qualify for graduate-level credit for graduate students **Grade Mode:** Normal (A–F,I,W) **Offering:** Even years **College Code:** CAS

SOCI 415 – Substance Abuse in American Society

Credits: 2

An overview of substance-use terminology, historical issues, definitions, epidemiology, consequences and drugs of abuse within an American cultural and historical framework. Swing course—Approved 400–499 courses qualify for graduate-level credit for graduate students **Grade Mode:** Normal (A–F,I,W) **Offering:** Odd years **College Code:** CAS

SOCI 420 – Medical Sociology

Credits: 3

Analysis of the relationship between social characteristics and the incidence and prevalence of disease, as well as geographical determinants of health and medical systems. \$ – Course or lab fee Swing course—Approved 400–499 courses qualify for graduate-level credit for graduate students **Grade Mode:** Normal (A–F,I,W) **Offering:** Even years **College Code:** CAS

SOCI 421 – Development Theory & Practice

Credits: 3

Provide an introduction to different theoretical perspectives of development. Review of the history of development which provides a critical and ethical understanding of the social, economic, and political dimension of development in practice. This course addresses a range of processes to address the needs of diverse communities in multiple and complex contexts. Open to seniors only. **Grade Mode:** Normal (A–F,I,W) **College Code:** CAS

SOCI 425 – Racial and Ethnic Relations

Credits: 3

A study of the distinctive racial and cultural minorities in American society with an emphasis on problems and adjustments within the larger society. **Grade Mode:** Normal (A–F,I,W) **College Code:** CAS

SOCI 430 – Gender Roles in Contemporary Society

Credits: 3

Significant issues related primarily to the concerns of women as members of American society, but also in cross-cultural perspective. Includes such topics as socialization in sex roles, women in the professions, women in minority groups, the feminization of poverty, and women and substance abuse and crime. **Grade Mode:** Normal (A–F,I,W) **College Code:** CAS

SOCI 431 – Needs Assessment and Social Policy

Credits: 3

Introduction to concepts and methods of conducting a Community needs assessment and mapping community capacity to address those needs. Development of skills in selecting, analyzing, understanding, and interpreting assessment outcomes to inform policy and practice. Consider complex interactions between community and international development stakeholders and other factors affecting accountability, project planning, and outcomes. Open to seniors only. **Grade Mode:** Normal (A–F,I,W) **College Code:** CAS

SOCI 432 – Research Methods II: Introduction

Credits: 3

Asking researchable questions. Reviewing the literature. Hypothesis formulation. Research methodology emphasizes qualitative approaches but includes discussion of instrumentation, subject selection, and data collection procedures. Andrews' human subject research review process. Informed consent. Writing assignments include theoretical essay, pilot study, second pilot study, research journal. Lab schedule will be arranged. \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **Prerequisite/Corequisite:** BHSC 230 or STAT 285. **College Code:** CAS

SOCI 433 – Research Methods III: Advanced Research Design—Experimental and Survey

Credits: 3

The principles of designing, administering, interpreting, and writing experimental research, questionnaires and interview schedules. Survey also focuses on coding procedures and scale construction. Structured around a research project, and the interpretation of scientific reports and professional journals. Lab schedule will be arranged. \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **Corequisite(s):** PSYC 434. **Prerequisite(s):** BHSC 230 or STAT 285 and PSYC 432. **College Code:** CAS

SOCI 434 – Research Methods IV: Advanced Statistical Analysis & SPSS

Credits: 3

A study on advanced parametric and non-parametric techniques such as two-way ANOVA, regression and power. The utilization of SPSS in the analysis and interpretation of statistical data. An analysis of professional journals and reports with an emphasis on the statistical reasoning. \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **Corequisite(s):** PSYC 433/SOCI 433. **Prerequisite(s):** BHSC 230 or STAT 285 and PSYC 432/SOCI 432. **College Code:** CAS

SOCI 440 – Sociology of the Family

Credits: 3

This course focuses on theoretical understandings of family relationships in diverse settings and the various contexts that shape and sustain such relationships. Swing course—Approved 400–499 courses qualify for graduate-level credit for graduate students **Grade Mode:** Normal (A–F,I,W) **College Code:** CAS

SOCI 445 – Emergency Planning

Credits: 2

Principles of emergency planning used in any type of disaster. Includes working with volunteers, handling special events, evacuation, mass fatalities, planning for schools, and homeland security planning. Includes satisfactory completion of FEMA-provided modules in Professional Development Series. **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** SOCI 408 or SOCI 508; SOWK 408. **College Code:** CAS

SOCI 449 – Disaster Response and Emergency Operations

Credits: 2

Study of the phases of disaster response and recovery with attention to local, state and national roles and expectations. Models of emergency management operations including communication, coordination, and chief executive decision making under conditions of disaster response will be emphasized. Attention will be given to the problems and concerns of recovery of victims and communities and the implications of disaster recovery efforts. Swing course—Approved 400–499 courses qualify for graduate-level credit for graduate students **Prerequisite(s):** BSAD426/BSAD 526; Evidence of Satisfactory completion of PDSERVICE course. modules, IS244 Developing and Managing Volunteers, and IS700 National Incident Management System. **College Code:** CAS

SOCI 455 – Development Policy and Analysis

Credits: 3

Examine the processes that lead to the formulation, adoption, implementation, and evaluation of development policies and programs across countries. Study types of policies, policy design, and policy tools. Develop skills of political and bureaucratic analysis that can improve policy analysis, policy decision-making, and policy implementation for sustainable development. **Grade Mode:** Normal (A–F,I,W) **College Code:** CAS

SOCI 460 – Death and Grief in Contemporary Society

Credits: 2

The study of cultural and societal perspectives on death and personal and interpersonal dynamics of death and dying. Swing course—Approved 400–499 courses qualify for graduate-level credit for graduate students **Grade Mode:** Normal (A–F,I,W) **College Code:** CAS

SOCI 470 – Demography

Credits: 3

Overview of the world's population; spatial dimensions of human populations; fertility concepts, measurements, trends, levels, and explanations; mortality and migration; population structures, life chances; population growth, economic development, and the environment. **Grade Mode:** Normal (A–F,I,W) **College Code:** CAS

SOCI 474 – Social Thought and Theory

Credits: 3

The roots of self-conscious social thought and the rise of sociology and anthropology as scientific disciplines in the 19th century. Major theoretical orientations in their fields, proponents, and impact on present-day sociology and anthropology are reviewed. Swing course—Approved 400–499 courses qualify for graduate-level credit for graduate students **Grade Mode:** Normal (A–F,I,W)

Offering: Odd years **College Code:** CAS

SOCI 478 – Principles and Practice of Hazards Mitigation

Credits: 3

Study of preparedness as related to hazards in the local community with attention to means of mitigation as well as planning measures. Includes IS modules IS 271 Anticipating Hazardous Weather & Community Risk and IS 240 Hazardous Materials Prevention. **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** BIOL 208 and evidence of satisfactory completion of SOCI 408/SOWK 408. **College Code:** CAS

SOCI 480 – Field Experience

Credits: 1–8

Supervised field placement in a human services setting is approved in advance by the department chair. A minimum of 45 hours of fieldwork is required for each credit. Open only to departmental majors. **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **Repeatable:** Repeatable up to 8 credits **College Code:** CAS

SOCI 490 – Capstone in Emergency Preparedness (Practicum)

Credits: 1–3

Experience in Disaster Preparedness exercises. Individually planned with the student by the instructor in consultation with local campus and community Emergency Coordinators. Briefing and reflections with the instructor will be expected of students enrolled in this course. Permission of instructor required. Swing course—Approved 400–499 courses qualify for graduate-level credit for graduate students **Course Attribute:** Service course **Grade Mode:** Satisfactory w/DG (S,U,I,W,DG) **Prerequisite(s):** SOCI 408/SOWK 408 or equivalent and one other core course in Emergency Preparedness. **Repeatable:** Repeatable up to 3 credits **College Code:** CAS

SOCI 495 – Independent Study/Readings in Sociology

Credits: 1–3

Individual assignments and/or reports and/or individualized research in sociology are set up on a contract basis with no more than 3 credits per semester. Students may repeat or take any combination of departmental independent study courses for up to 6 credits. Consult staff before registering. **Grade Mode:** Normal w S/DG (A–F,I,S,U,DG,W) **Repeatable:** Repeatable up to 6 credits **College Code:** CAS

SOCI 498 – Research Project in Sociology

Credits: 1–3

An independent research project in sociology typically supervised by a faculty member and resulting in a technical report summarizing findings or a submission to a professional conference. Students may repeat or take any combination of departmental independent study or research project courses up to 6 credits with no more than 3 credits per semester. Consult staff before registering. **Grade Mode:** Normal (A–F,I,W) **Repeatable:** Repeatable **College Code:** CAS

SOCI 508 – Emergency Preparedness

Credits: 2

Provides an introduction to basic philosophy and concepts of Emergency Preparedness as required by FEMA (Federal Emergency Management Agency) and most states which certify staff. Includes use of FEMA-provided modules in the Professional Development Series which are accepted prerequisites for advanced classroom courses. A passing grade is required on each module for satisfactory grade and receipt of a Professional Development Series Certificate of Completion. \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **College Code:** CAS

SOCI 510 – Gender Roles in Contemporary Society

Credits: 3

Significant issues related primarily to the concerns of women as members of American society, but also in cross-cultural perspective. Includes such topics as socialization in sex roles, women in the professions, women in minority groups, the feminization of poverty, and women and substance abuse and crime. **Grade Mode:** Normal (A–F,I,W) **College Code:** CAS

SOCI 514 – Migrant & Refugee Issues

Credits: 2–3

This course will study fundamental theories and concepts regarding voluntary migration (migrant issues) and forced migration (refugee issues). It will also address the main political, social, economic and environmental push and pull factors that influence immigration and emigration within the framework of globalization. **Grade Mode:** Normal (A–F,I,W) **College Code:** CAS

SOCI 515 – Racial and Ethnic Relations

Credits: 3

A study of the distinctive racial and cultural minorities in American society with an emphasis on problems and adjustments within the larger society. **Grade Mode:** Normal (A–F,I,W) **College Code:** CAS

SOCI 532 – Research Methods II: Introduction

Credits: 2

Asking researchable questions. Reviewing the literature. Hypothesis formulation. Research methodology emphasizes qualitative approaches but includes discussion of instrumentation, subject selection and data collection procedures. Andrews' human-subject-research review process. Informed consent. Writing assignments include theoretical essay, pilot study, second pilot study, research journal. Lab schedule will be arranged. \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **Prerequisite/Corequisite:** BHSC 230 or STAT 285. **College Code:** CAS

SOCI 533 – Research Methods III: Advanced Research Design–Experimental and Survey

Credits: 2

The principles of designing, administering, interpreting, and writing experimental research, questionnaires and interview schedules. Survey also focuses on coding procedures and scale construction. Structured around a research project, and the interpretation of scientific reports and professional journals. Lab schedule will be arranged. \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **Corequisite(s):** SOCI 534. **Prerequisite(s):** BHSC 230 or STAT 285 and SOCI 532. **College Code:** CAS

SOCI 534 – Research Methods IV: Advanced Statistical Analysis & SPSS

Credits: 2

A study on advanced parametric and non-parametric techniques such as two-way ANOVA, regression and power. The utilization of SPSS in the analysis and interpretation of statistical data. An analysis of professional journals and reports with an emphasis on the statistical reasoning. \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **Corequisite(s):** SOCI 533. **Prerequisite(s):** BHSC 230 or STAT 285 and SOCI 532. **College Code:** CAS

SOCI 545 – Program Implementation and Evaluation

Credits: 2

Strategies for implementation. Review of various methods of evaluation with emphasis on measuring outcomes and assessing quality in community program development. **College Code:** CAS

SOCI 549 – Disaster Response and Emergency Operations

Credits: 2

Study of the phases of disaster response and recovery with attention to local, state and national roles and expectations. Models of emergency management operations including communication, coordination, and chief executive decision making under conditions of disaster response will be emphasized. Attention will be given to the problems and concerns of recovery of victims and communities and the implications of disaster recovery efforts. **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** BSAD426/BSAD 526; Evidence of Satisfactory completion of PDSERVICE course. modules, IS244 Developing and Managing Volunteers, and IS700 National Incident Management System. **College Code:** CAS

SOCI 550 – Social Policy

Credits: 2

Develops basic knowledge and skills for policy analysis, formulation and critical challenge within local and international contexts. Examines the determining factors affecting public policy in the United States as compared with other systems. Provides framework for analysis of social problems and policies, as they impact development and practice in human services. **Grade Mode:** Normal (A–F,I,W) **College Code:** CAS

SOCI 554 – Community Health & Human Disease

Credits: 2

Examines in–depth emerging issues in the behavioral sciences. May be repeated in different specialized areas. **Grade Mode:** Normal (A–F,I,W) **Repeatable:** Repeatable

College Code: CAS

SOCI 555 – Emergency Planning

Credits: 2

Principles of emergency planning used in any type of disaster. Includes working with volunteers, handling special events, evacuation, mass fatalities, planning for schools, and homeland security planning. Includes satisfactory completion of FEMA provided modules in Professional Development Series. **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** SOCI 408 or SOCI 508; SOWK 408. **College Code:** CAS

SOCI 560 – Family Resource Management

Credits: 3

Principles of sound management of resources including time, money, and energy as they relate to individuals and groups throughout the lifespan, with emphasis on the family. **Grade Mode:** Normal (A–F,I,W) **Offering:** Odd years **College Code:** CAS

SOCI 565 – Demography

Credits: 3

Overview of the world’s population; spatial dimensions of human populations; fertility concepts, measurements, trends, levels, and explanations; mortality and migration; population structures, life chances; population growth, economic development, and the environment. **Grade Mode:** Normal (A–F,I,W) **College Code:** CAS

SOCI 575 – Topics in Sociology

Credits: 1–5

This topic course could be used to register for a study tour. **Grade Mode:** Normal (A–F,I,W) **Repeatable:** Repeatable with different topics **College Code:** CAS

SOCI 578 – Principles and Practice of Hazards Mitigation

Credits: 3

Study of preparedness as related to hazards in the local community with attention to means of mitigation as well as planning measures. Includes IS modules IS 271 Anticipating Hazardous Weather & Community Risk and IS 240 Hazardous Materials Prevention. **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** BIOL 208 and evidence of satisfactory completion of SOCI 408/SOWK 408. **College Code:** CAS

Biology

Price Hall, Room 216
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Faculty

H. Thomas Goodwin, *Chair*
Pamela S. Coburn–Litvak, *Graduate Program Coordinator*
Daniel Gonzalez–Socoloske
James L. Hayward
Peter J. Lyons
Kanya C. Long
David N. Mbungu
Marlene N. Murray–Nseula
Benjamin A. Navia
Denise L. Smith
Robert E. Zdor

Emeriti

Bill Chobotar
David A. Steen
John F. Stout
Dennis W. Woodland

Mission

The Department of Biology provides transformational education in the biological sciences for a diverse student population, set in the context of a Seventh–day Adventist Christian worldview. To achieve this mission we:

- Seek knowledge and develop skills for lifelong learning through rigorous research, teaching and learning in the biological sciences;
- Affirm faith, engender integrity and honor the Creator through personal mentoring, intentional study of life as God’s creation, and the ethical practice of science; and
- Change the world by active service, promoting responsible living as stewards of creation, and preparing students for meaningful careers in church and society.

Each degree offered by the Department of Biology includes a common core curriculum and additional courses tailored to students’ special needs. Highly motivated students may compete for the Biology Undergraduate Research Traineeship (BURT) program. For full details, consult your academic advisor.

Bachelors

Biology, Behavior/Mathematics Emphasis BS

Behavioral Neuroscience Core — 41–43

- PSYC 180 – Dealing with Your Mind Credits: 3
- BIOL 165 – Foundations of Biology Credits: 5 or 4
- BIOL 166 – Foundations of Biology Credits: 5 or 4
- CHEM 131 – General Chemistry I Credits: 4
- CHEM 132 – General Chemistry II Credits: 4

Choose one of the following sets of courses:

- CHEM 231 – Organic Chemistry I Credits: 3
- CHEM 232 – Organic Chemistry II Credits: 3
- CHEM 241 – Organic Chemistry Laboratory I Credits: 1
- CHEM 242 – Organic Chemistry Laboratory II Credits: 1

OR

- PHYS 141 – General Physics I Credits: 4
- PHYS 142 – General Physics II Credits: 4

OR

- PHYS 241 – Physics for Scientists and Engineers I Credits: 4
- PHYS 242 – Physics for Scientists and Engineers II Credits: 4
- PHYS 271 – Physics for Scientists and Engineers Laboratory I Credits: 1
- PHYS 272 – Physics for Scientists and Engineers Laboratory II Credits: 1

Upper Division Core Courses

- BIOL 477 – Neurobiology Credits: 3
- PSYC 364 – Learning and Behavior Credits: 3
- PSYC 445 – Cognitive Psychology Credits: 3
- PSYC 449 – Neuropsychopharmacology Credits: 3
OR
- BIOL 450 – Neuropsychopharmacology Credits: 3

General Education

Completing the Behavioral Neuroscience core meets general education requirements for Interdisciplinary Social Science and both Physical and Life Sciences. Completing the Psychology/BNS major meets the general education requirement for Foundational Social Science.

BS: Biology

Behavior/Mathematics Emphasis — 28

- MATH 191 – Calculus I Credits: 4 or
- MATH 195 – Calculus I for Biology Credits: 4

- MATH 192 – Calculus II Credits: 4
- BIOL 371 – Genetics Credits: 3

- BIOL 372 – Cell and Molecular Biology Credits: 3 or
- BIOL 348 – General Ecology Credits: 3

- BIOL 449 – Historical and Philosophical Biology Credits: 3
- BIOL 484 – Animal Behavior Credits: 3

Mathematical Methods:

- BIOL 280 – Biostatistics and Research Design Credits: 3
- BIOL 285 – Research Seminar in Biology Credits: 0 (taken repeatedly – see course description)
- MATH 426 – Mathematical Modeling in Biology Credits: 3

Research Project:

- BIOL 495 – Independent Research in Biology Credits: 0–4 (2 credits required)

Cognates

- SOCI 119 – Principles of Sociology Credits: 3
- RELT 385 – Bioethics and Christian Faith Credits: 3

Biology, Biomedical Science Emphasis BS

BS: Biology

All biology majors must complete the following core and cognate courses, along with the requirements for one emphasis.

Biology Core—27 credits

- BIOL 165 – Foundations of Biology Credits: 5 or 4
- BIOL 166 – Foundations of Biology Credits: 5 or 4
- BIOL 280 – Biostatistics and Research Design Credits: 3
- BIOL 285 – Research Seminar in Biology Credits: 0
- BIOL 305 – Scientific Communication Credits: 2
- BIOL 348 – General Ecology Credits: 3
- BIOL 371 – Genetics Credits: 3
- BIOL 372 – Cell and Molecular Biology Credits: 3
- BIOL 449 – Historical and Philosophical Biology Credits: 3

Cognate Core—24 or 26 credits

- CHEM 131 – General Chemistry I Credits: 4
- CHEM 132 – General Chemistry II Credits: 4
- CHEM 231 – Organic Chemistry I Credits: 3

- CHEM 232 – Organic Chemistry II Credits: 3
- CHEM 241 – Organic Chemistry Laboratory I Credits: 1
- CHEM 242 – Organic Chemistry Laboratory II Credits: 1

Choose one of the following sets:

- PHYS 141 – General Physics I Credits: 4
- PHYS 142 – General Physics II Credits: 4

or

- PHYS 241 – Physics for Scientists and Engineers I Credits: 4
- PHYS 271 – Physics for Scientists and Engineers Laboratory I Credits: 1
- PHYS 242 – Physics for Scientists and Engineers II Credits: 4
- PHYS 272 – Physics for Scientists and Engineers Laboratory II Credits: 1

General Education Cognates—3 credits

- RELT 385 – Bioethics and Christian Faith Credits: 3

Choose one of the following (one of the latter two recommended):

- MATH 168 – Precalculus Credits: 4
- MATH 191 – Calculus I Credits: 4
- MATH 195 – Calculus I for Biology Credits: 4

- Students pursuing the premedical program will also need to take the following general education courses:
- PSYC 101 – Introduction to Psychology Credits: 3
- SOCI 119 – Principles of Sociology Credits: 3

Biomedical Science Emphasis—12–14 credits

BCHM 421 must be included in the cognate core.

Select three of the following courses:

- BIOL 315 – Developmental Biology Credits: 3
- BIOL 464 – Systems Physiology Credits: 4
- BIOL 465 – Histology Credits: 3
- BIOL 475 – Biology of Bacteria Credits: 3

or

- PHTH 417 – Human Anatomy Credits: 3 and
- PHTH 427 – Human Anatomy Laboratory Credits: 1

Select at least 3 additional credits of any upper-division biology electives. You may select an additional course from the preceding list if you wish. (BIOL 495, BIOL 496 excluded.)

Senior Thesis

A minimum of 3 credits of BIOL 495 or HONS 497H. Biology majors may elect to complete a minimum of 3 credits of original research in a topic of mutual interest with a Department of Biology faculty member and present this original work in the form of a senior thesis. This research experience may be supported by a research scholarship.

Biology, Molecular Biology Emphasis BS

BS: Biology

All biology majors must complete the following core and cognate courses, along with the requirements for one emphasis.

Biology Core—27 credits

- BIOL 165 – Foundations of Biology Credits: 5 or 4
- BIOL 166 – Foundations of Biology Credits: 5 or 4
- BIOL 280 – Biostatistics and Research Design Credits: 3
- BIOL 285 – Research Seminar in Biology Credits: 0
- BIOL 305 – Scientific Communication Credits: 2
- BIOL 348 – General Ecology Credits: 3
- BIOL 371 – Genetics Credits: 3
- BIOL 372 – Cell and Molecular Biology Credits: 3
- BIOL 449 – Historical and Philosophical Biology Credits: 3

Cognate Core—24 or 26 credits

- CHEM 131 – General Chemistry I Credits: 4
- CHEM 132 – General Chemistry II Credits: 4
- CHEM 231 – Organic Chemistry I Credits: 3
- CHEM 232 – Organic Chemistry II Credits: 3
- CHEM 241 – Organic Chemistry Laboratory I Credits: 1
- CHEM 242 – Organic Chemistry Laboratory II Credits: 1

Choose one of the following sets:

- PHYS 141 – General Physics I Credits: 4
- PHYS 142 – General Physics II Credits: 4

or

- PHYS 241 – Physics for Scientists and Engineers I Credits: 4
- PHYS 271 – Physics for Scientists and Engineers Laboratory I Credits: 1
- PHYS 242 – Physics for Scientists and Engineers II Credits: 4
- PHYS 272 – Physics for Scientists and Engineers Laboratory II Credits: 1

General Education Cognates—3 credits

- RELT 385 – Bioethics and Christian Faith Credits: 3

Choose one of the following (one of the latter two recommended):

- MATH 168 – Precalculus Credits: 4
- MATH 191 – Calculus I Credits: 4
- MATH 195 – Calculus I for Biology Credits: 4

Students pursuing the premedical program will also need to take the following general education courses:

- PSYC 101 – Introduction to Psychology Credits: 3
- SOCI 119 – Principles of Sociology Credits: 3

Molecular Biology Emphasis—12–13 credits

BCHM 421 must be included in the cognate core.

From Group A, select:

- BIOL 445 – Molecular Genetics Credits: 3
- And two additional courses (if BIOL 418 is selected, it must be taken with BIOL 419)

Also, select one of the following electives:

- BIOL 417 – Virology Credits: 3
 - BIOL 450 – Neuropsychopharmacology Credits: 3
 - BIOL 464 – Systems Physiology Credits: 4
 - BIOL 465 – Histology Credits: 3
 - BIOL 475 – Biology of Bacteria Credits: 3
 - BIOL 477 – Neurobiology Credits: 3
- or both
- BIOL 444 – Electron Microscopy in Biological Investigations Credits: 1 and
 - BIOL 446 – Electron Microscopy Laboratory Credits: 2

Senior Thesis

A minimum of 3 credits of BIOL 495 or HONS 497H. Biology majors may elect to complete a minimum of 3 credits of original research in a topic of mutual interest with a Department of Biology faculty member and present this original work in the form of a senior thesis. This research experience may be supported by a research scholarship.

Biology, Neurobiology Emphasis BS

BS: Biology

All biology majors must complete the following core and cognate courses, along with the requirements for one emphasis.

Biology Core—27 credits

- BIOL 165 – Foundations of Biology Credits: 5 or 4
- BIOL 166 – Foundations of Biology Credits: 5 or 4
- BIOL 280 – Biostatistics and Research Design Credits: 3

- BIOL 285 – Research Seminar in Biology Credits: 0
- BIOL 305 – Scientific Communication Credits: 2
- BIOL 348 – General Ecology Credits: 3
- BIOL 371 – Genetics Credits: 3
- BIOL 372 – Cell and Molecular Biology Credits: 3
- BIOL 449 – Historical and Philosophical Biology Credits: 3

Cognate Core—24 or 26 credits

- CHEM 131 – General Chemistry I Credits: 4
- CHEM 132 – General Chemistry II Credits: 4
- CHEM 231 – Organic Chemistry I Credits: 3
- CHEM 232 – Organic Chemistry II Credits: 3
- CHEM 241 – Organic Chemistry Laboratory I Credits: 1
- CHEM 242 – Organic Chemistry Laboratory II Credits: 1

Choose one of the following sets:

- PHYS 141 – General Physics I Credits: 4
- PHYS 142 – General Physics II Credits: 4

or

- PHYS 241 – Physics for Scientists and Engineers I Credits: 4
- PHYS 271 – Physics for Scientists and Engineers Laboratory I Credits: 1
- PHYS 242 – Physics for Scientists and Engineers II Credits: 4
- PHYS 272 – Physics for Scientists and Engineers Laboratory II Credits: 1

General Education Cognates—3 credits

- RELT 385 – Bioethics and Christian Faith Credits: 3

Choose one of the following (one of the latter two recommended):

- MATH 168 – Precalculus Credits: 4
- MATH 191 – Calculus I Credits: 4
- MATH 195 – Calculus I for Biology Credits: 4

Students pursuing the premedical program will also need to take the following general education courses:

- PSYC 101 – Introduction to Psychology Credits: 3
- SOCI 119 – Principles of Sociology Credits: 3

Neurobiology Emphasis—12 credits

Include BCHM 421 and BCHM 422 in the cognate core.

- BIOL 477 – Neurobiology Credits: 3

- BIOL 450 – Neuropsychopharmacology Credits: 3 or
- BIOL 486 – Neurobiology of Mental Illness Credits: 3

At least 3 credits of coursework from each of the following course groupings:

Group A
Group C (BIOL 484 highly recommended)

Senior Thesis

A minimum of 3 credits of BIOL 495 or HONS 497H. Biology majors may elect to complete a minimum of 3 credits of original research in a topic of mutual interest with a Department of Biology faculty member and present this original work in the form of a senior thesis. This research experience may be supported by a research scholarship.

Biology, Neuroscience Emphasis BS

Behavioral Neuroscience Core — 41–43

- PSYC 180 – Dealing with Your Mind Credits: 3
- BIOL 165 – Foundations of Biology Credits: 5 or 4
- BIOL 166 – Foundations of Biology Credits: 5 or 4
- CHEM 131 – General Chemistry I Credits: 4
- CHEM 132 – General Chemistry II Credits: 4

Choose one of the following sets of courses:

- CHEM 231 – Organic Chemistry I Credits: 3
- CHEM 232 – Organic Chemistry II Credits: 3

- CHEM 241 – Organic Chemistry Laboratory I Credits: 1
- CHEM 242 – Organic Chemistry Laboratory II Credits: 1

OR

- PHYS 141 – General Physics I Credits: 4
- PHYS 142 – General Physics II Credits: 4

OR

- PHYS 241 – Physics for Scientists and Engineers I Credits: 4
- PHYS 242 – Physics for Scientists and Engineers II Credits: 4
- PHYS 271 – Physics for Scientists and Engineers Laboratory I Credits: 1
- PHYS 272 – Physics for Scientists and Engineers Laboratory II Credits: 1

Upper Division Core Courses

- BIOL 477 – Neurobiology Credits: 3
- PSYC 364 – Learning and Behavior Credits: 3
- PSYC 445 – Cognitive Psychology Credits: 3

- PSYC 449 – Neuropsychopharmacology Credits: 3

OR

- BIOL 450 – Neuropsychopharmacology Credits: 3

General Education

Completing the Behavioral Neuroscience core meets general education requirements for Interdisciplinary Social Science and both Physical and Life Sciences. Completing the Psychology/BNS major meets the general education requirement for Foundational Social Science.

BS: Biology

Neuroscience Emphasis — 28

- BIOL 371 – Genetics Credits: 3
- BIOL 372 – Cell and Molecular Biology Credits: 3
- BIOL 449 – Historical and Philosophical Biology Credits: 3
- BIOL 468 – Systems Physiology: Organismal Maintenance Credits: 3
- BIOL 484 – Animal Behavior Credits: 3
- two upper division electives from biology, biochemistry or psychology

Research Methods:

- BIOL 280 – Biostatistics and Research Design Credits: 3
- BIOL 285 – Research Seminar in Biology Credits: 0

(Taken repeatedly – see course description)

- BIOL 305 – Scientific Communication Credits: 2

Research Project:

- BIOL 495 – Independent Research in Biology Credits: 0–4 (2 credits required)

Cognates:

- SOCI 119 – Principles of Sociology Credits: 3
- RELT 385 – Bioethics and Christian Faith Credits: 3

Biology, Secondary Education Emphasis BS

BS: Biology

All biology majors must complete the following core and cognate courses, along with the requirements for one emphasis.

Biology Core—27 credits

- BIOL 165 – Foundations of Biology Credits: 5 or 4
- BIOL 166 – Foundations of Biology Credits: 5 or 4
- BIOL 280 – Biostatistics and Research Design Credits: 3
- BIOL 285 – Research Seminar in Biology Credits: 0
- BIOL 305 – Scientific Communication Credits: 2
- BIOL 348 – General Ecology Credits: 3
- BIOL 371 – Genetics Credits: 3

- BIOL 372 – Cell and Molecular Biology Credits: 3
- BIOL 449 – Historical and Philosophical Biology Credits: 3

Cognate Core—24 or 26 credits

- CHEM 131 – General Chemistry I Credits: 4
- CHEM 132 – General Chemistry II Credits: 4
- CHEM 231 – Organic Chemistry I Credits: 3
- CHEM 232 – Organic Chemistry II Credits: 3
- CHEM 241 – Organic Chemistry Laboratory I Credits: 1
- CHEM 242 – Organic Chemistry Laboratory II Credits: 1

Choose one of the following sets:

- PHYS 141 – General Physics I Credits: 4
- PHYS 142 – General Physics II Credits: 4

or

- PHYS 241 – Physics for Scientists and Engineers I Credits: 4
- PHYS 271 – Physics for Scientists and Engineers Laboratory I Credits: 1
- PHYS 242 – Physics for Scientists and Engineers II Credits: 4
- PHYS 272 – Physics for Scientists and Engineers Laboratory II Credits: 1

General Education Cognates—3 credits

- RELT 385 – Bioethics and Christian Faith Credits: 3

Choose one of the following (one of the latter two recommended):

- MATH 168 – Precalculus Credits: 4
- MATH 191 – Calculus I Credits: 4
- MATH 195 – Calculus I for Biology Credits: 4

Students pursuing the premedical program will also need to take the following general education courses:

- PSYC 101 – Introduction to Psychology Credits: 3
- SOCI 119 – Principles of Sociology Credits: 3

Secondary Education Emphasis— 17 credits

Available only to those students obtaining secondary teacher certification. For more information regarding General Education Requirements or Secondary Certification with a BA or BS degree see the department of Teaching, Learning & Curriculum

- BIOL 208 – Environmental Science Credits: 4
- BIOL 428 – Paleobiology Credits: 3
- BIOL 454 – Vertebrate Zoology Credits: 3
- BIOL 476 – Biodiversity of Vascular Plants Credits: 4
- BIOL 484 – Animal Behavior Credits: 3

Senior Thesis

A minimum of 3 credits of BIOL 495 or HONS 497H. Biology majors may elect to complete a minimum of 3 credits of original research in a topic of mutual interest with a Department of Biology faculty member and present this original work in the form of a senior thesis. This research experience may be supported by a research scholarship.

Biology, Special Emphasis BS

BS: Biology

All biology majors must complete the following core and cognate courses, along with the requirements for one emphasis.

Biology Core—27 credits

- BIOL 165 – Foundations of Biology Credits: 5 or 4
- BIOL 166 – Foundations of Biology Credits: 5 or 4
- BIOL 280 – Biostatistics and Research Design Credits: 3
- BIOL 285 – Research Seminar in Biology Credits: 0
- BIOL 305 – Scientific Communication Credits: 2
- BIOL 348 – General Ecology Credits: 3
- BIOL 371 – Genetics Credits: 3

- BIOL 372 – Cell and Molecular Biology Credits: 3
- BIOL 449 – Historical and Philosophical Biology Credits: 3

Cognate Core—24 or 26 credits

- CHEM 131 – General Chemistry I Credits: 4
- CHEM 132 – General Chemistry II Credits: 4
- CHEM 231 – Organic Chemistry I Credits: 3
- CHEM 232 – Organic Chemistry II Credits: 3
- CHEM 241 – Organic Chemistry Laboratory I Credits: 1
- CHEM 242 – Organic Chemistry Laboratory II Credits: 1

Choose one of the following sets:

- PHYS 141 – General Physics I Credits: 4
- PHYS 142 – General Physics II Credits: 4

or

- PHYS 241 – Physics for Scientists and Engineers I Credits: 4
- PHYS 271 – Physics for Scientists and Engineers Laboratory I Credits: 1
- PHYS 242 – Physics for Scientists and Engineers II Credits: 4
- PHYS 272 – Physics for Scientists and Engineers Laboratory II Credits: 1

General Education Cognates—3 credits

- RELT 385 – Bioethics and Christian Faith Credits: 3

Choose one of the following (one of the latter two recommended):

- MATH 168 – Precalculus Credits: 4
- MATH 191 – Calculus I Credits: 4
- MATH 195 – Calculus I for Biology Credits: 4

Students pursuing the premedical program will also need to take the following general education courses:

- PSYC 101 – Introduction to Psychology Credits: 3
- SOCI 119 – Principles of Sociology Credits: 3

Special Emphasis—16 credits

In situations where students are preparing for a specific job opportunity or a graduate or professional program, the special emphasis may be considered if other degree programs are not adequate. Courses are to be selected from biology or other disciplines in consultation with a Department of Biology advisor. Credits must include coursework in at least two of three course groups—Group A: Cell and Molecular Biology, Group B: Structural and Functional Biology of Organisms, and Group C: Biodiversity and Environmental Biology; representation of all three groups is recommended. Departmental approval must be received before the beginning of the spring semester of the student's junior year.

Senior Thesis

A minimum of 3 credits of BIOL 495 or HONS 497H. Biology majors may elect to complete a minimum of 3 credits of original research in a topic of mutual interest with a Department of Biology faculty member and present this original work in the form of a senior thesis. This research experience may be supported by a research scholarship.

Biology, Zoology Emphasis BS

BS: Biology

All biology majors must complete the following core and cognate courses, along with the requirements for one emphasis.

Biology Core—27 credits

- BIOL 165 – Foundations of Biology Credits: 5 or 4
- BIOL 166 – Foundations of Biology Credits: 5 or 4
- BIOL 280 – Biostatistics and Research Design Credits: 3
- BIOL 285 – Research Seminar in Biology Credits: 0
- BIOL 305 – Scientific Communication Credits: 2
- BIOL 348 – General Ecology Credits: 3
- BIOL 371 – Genetics Credits: 3
- BIOL 372 – Cell and Molecular Biology Credits: 3

- BIOL 449 – Historical and Philosophical Biology Credits: 3

Cognate Core—24 or 26 credits

- CHEM 131 – General Chemistry I Credits: 4
- CHEM 132 – General Chemistry II Credits: 4
- CHEM 231 – Organic Chemistry I Credits: 3
- CHEM 232 – Organic Chemistry II Credits: 3
- CHEM 241 – Organic Chemistry Laboratory I Credits: 1
- CHEM 242 – Organic Chemistry Laboratory II Credits: 1

Choose one of the following sets:

- PHYS 141 – General Physics I Credits: 2
- PHYS 142 – General Physics II Credits: 2
- or
- PHYS 241 – Physics for Scientists and Engineers I Credits: 4
- PHYS 271 – Physics for Scientists and Engineers Laboratory I Credits: 1
- PHYS 242 – Physics for Scientists and Engineers II Credits: 4
- PHYS 272 – Physics for Scientists and Engineers Laboratory II Credits: 1

General Education Cognates—3 credits

- RELT 385 – Bioethics and Christian Faith Credits: 3

Choose one of the following (one of the latter two recommended):

- MATH 168 – Precalculus Credits: 4
- MATH 191 – Calculus I Credits: 4
- MATH 195 – Calculus I for Biology Credits: 4

Students pursuing the premedical program will also need to take the following general education courses:

- PSYC 101 – Introduction to Psychology Credits: 3
- SOCI 119 – Principles of Sociology Credits: 3

Zoology Emphasis—16 credits

Select 16 credits of upper-division biology electives, which must include the following.

From Group B: Structural and Functional Biology of Organisms, select at least one of the following:

- BIOL 315 – Developmental Biology Credits: 3
- BIOL 464 – Systems Physiology Credits: 4
- BIOL 465 – Histology Credits: 3
- BIOL 477 – Neurobiology Credits: 3
- PHTH 417 – Human Anatomy Credits: 3 along with
- PHTH 427 – Human Anatomy Laboratory Credits: 1

From Group C: Biodiversity and Environmental Biology, take at least one of the following plant biology courses:

- BIOL 455 – Medical Botany Credits: 3
- BIOL 456 – Marine Botany Credits: 3.5
- BIOL 476 – Biodiversity of Vascular Plants Credits: 4

From Group C: Biodiversity and Environmental Biology, take at least one of the following zoology courses:

- BIOL 428 – Paleobiology Credits: 3
- BIOL 454 – Vertebrate Zoology Credits: 3
- BIOL 458 – Marine Invertebrates Credits: 3.5
- BIOL 459 – Entomology Credits: 3
- BIOL 479 – Marine Ecology Credits: 3.5
- BIOL 484 – Animal Behavior Credits: 3
- BIOL 487 – Biogeography Credits: 3

Senior Thesis

A minimum of 3 credits of BIOL 495 or HONS 497H. Biology majors may elect to complete a minimum of 3 credits of original research in a topic of mutual interest with a Department of Biology faculty member and present this original work in the

form of a senior thesis. This research experience may be supported by a research scholarship.

Undergraduate Minors

Biology Minor

Minor Requirements

- BIOL 165 – Foundations of Biology Credits: 5 or 4
- BIOL 166 – Foundations of Biology Credits: 5 or 4
- BIOL 449 – Historical and Philosophical Biology Credits: 3
- Other credits may be drawn from remaining courses in the biology core, or electives in Group A: Cell and Molecular Biology, Group B: Structural and Functional Biology of Organisms, and Group C: Biodiversity and Environmental Biology.

Total Credits: 22

Environmental Science Minor

Electives

Suggested electives chosen in consultation with the advisor include:

- BIOL 454 – Vertebrate Zoology Credits: 3
- BIOL 456 – Marine Botany Credits: 3.5
- BIOL 458 – Marine Invertebrates Credits: 3.5
- BIOL 459 – Entomology Credits: 3
- BIOL 476 – Biodiversity of Vascular Plants Credits: 4
- BIOL 479 – Marine Ecology Credits: 3.5
- BIOL 484 – Animal Behavior Credits: 3
- BIOL 487 – Biogeography Credits: 3
- CHEM 340 – Environmental Chemistry Credits: 4
- GEOG 240 – Physical Geography Credits: 3
- PLSC 435 – Public Policy Credits: 3

Total Credits: 28

Masters

Biology MAT

Designed to prepare students for teaching biology in secondary schools, this degree is offered through the School of Education. A minor or its equivalent in biology on the undergraduate level is a prerequisite. In consultation with the department chair or the graduate program director, a minimum of 12 (6 credits must be 500-level or above) credits from courses listed below may be applied toward this program.

Required courses are BIOL 550 or MSCI 526. For further information, see the School of Education section of this bulletin on here.

Biology MS

In addition to the general requirements for admission to and enrollment in graduate degree programs, students must meet the following departmental requirements.

Admission Requirements

- A bachelor's degree with major in biology or an approved, related discipline, including courses in cell/molecular biology, organismal physiology, developmental biology, genetics, and ecology.
- A minimum GPA of 3.00 (B) in the undergraduate major for admission to regular student status.
- Cognate sciences, including full-year courses in general chemistry, organic chemistry, and physics. Mathematics through calculus level is encouraged.

Degree Requirements

- The inclusion of BIOL 550, BIOL 681, BIOL 682.

- A written comprehensive examination (BIOL 670) completed before the end of the third semester in residence.
- A thesis earning 6 credits (two registrations for BIOL 699).
- A final oral examination in defense of the thesis.
- A minimum of 30 credits of approved course work and thesis.

Group A: Cell and Molecular Biology

- BIOL 415 – Genomics, Proteomics, and Bioinformatics Credits: 3
- BIOL 416 – Cell Signaling Mechanisms in Human Disease Credits: 3
- BIOL 418 – Immunology Credits: 2
- BIOL 419 – Immunology Lab Credits: 1
- BIOL 445 – Molecular Genetics Credits: 3

Group B: Structural and Functional Biology of Organisms

- BIOL 315 – Developmental Biology Credits: 3
- BIOL 316 – Human Embryology Credits: 1
- BIOL 444 – Electron Microscopy in Biological Investigations Credits: 1
- BIOL 446 – Electron Microscopy Laboratory Credits: 2
- BIOL 464 – Systems Physiology Credits: 4
- BIOL 465 – Histology Credits: 3
- BIOL 468 – Systems Physiology: Organismal Maintenance Credits: 3
- BIOL 477 – Neurobiology Credits: 3
- BIOL 486 – Neurobiology of Mental Illness Credits: 3
- BIOL 477 – Neurobiology Credits: 3

Group C: Biodiversity and Environmental Biology

- BIOL 208 – Environmental Science Credits: 4
- BIOL 417 – Virology Credits: 3
- BIOL 425 – Parasitology Credits: 3
- BIOL 428 – Paleobiology Credits: 3
- BIOL 454 – Vertebrate Zoology Credits: 3
- BIOL 455 – Medical Botany Credits: 3
- BIOL 456 – Marine Botany Credits: 3.5
- BIOL 458 – Marine Invertebrates Credits: 3.5
- BIOL 459 – Entomology Credits: 3
- BIOL 475 – Biology of Bacteria Credits: 3
- BIOL 476 – Biodiversity of Vascular Plants Credits: 4
- BIOL 479 – Marine Ecology Credits: 3.5
- BIOL 484 – Animal Behavior Credits: 3
- BIOL 487 – Biogeography Credits: 3

Biology

BIOL 100 – Human Biology

Credits: 4

This course is designed to provide students with a basic understanding of the structure and function of the human body. Emphasis is placed on the practical application of principles learned in the areas of nutrition, anatomy and physiology. Meets the life science general education requirement. Does not apply to major or minor. Weekly: 3 lectures and a 3-hour lab \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **Offering:** Spring **College Code:** CAS

BIOL 105 – Techniques of Molecular Biology

Credits: 2

Lab-based introduction to techniques in molecular biology and their application to forensics. Does not apply to major or minor. Weekly: 1 lecture and a 3-hour lab **Grade Mode:** Normal (A–F,I,W) **Special Approval:** Only available for RESA students. **Offering:** Fall **College Code:** CAS

BIOL 110 – Principles of Biology

Credits: 4

A one-semester survey of the principles of biology as they apply to the study of biological molecules, cells, multicellular organisms, and ecosystems. The course will introduce key concepts of biological function, inheritance, adaptation, and diversity. Does not apply to major or minor. Weekly: 3 lectures and a 3-hour lab \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **Offering:** Spring **College Code:** CAS

BIOL 165 – Foundations of Biology

Credits: 5 or 4

First semester of a full-year sequence addressing the foundational principles in biology. Explores the cellular and molecular basis of life, principles of heredity, biodiversity and classification of organisms excluding animals, and plant form and function. 5 credits when offered during the academic year, 4 credits when taken at the Rosario Beach Marine Laboratory during the summer. Weekly: 5 lectures and a 3-hour lab \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **Offering:** Fall **College Code:** CAS

BIOL 166 – Foundations of Biology

Credits: 5 or 4

Second semester of a full-year sequence addressing the foundational principles in biology. Explores biodiversity and classification of animals, animal form and function, history of life on earth, and ecology. Five credits when offered during the academic year, 4 credits when taken at the Rosario Beach Marine Laboratory during the summer. Weekly: 5 lectures and a 3-hour lab \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **Offering:** Spring **College Code:** CAS

BIOL 208 – Environmental Science

Credits: 4

Study of basic ecological principles as applied to human activities. Discussions deal with contemporary environmental issues. Lab includes field trips, guest speakers, and experiments. Meets the life science general education requirement and certain state educational certification requirements. May apply to biology major or minor. Weekly: 3 lectures and a 3-hour lab \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **Offering:** Fall, Spring **College Code:** CAS

BIOL 221 – Anatomy and Physiology I

Credits: 4

First semester of a full-year sequence addressing the structure and function of the human organism. Surveys introductory biological chemistry, cell biology, histology, and the structure, function, and control of the integumentary, skeletal, muscular, nervous, and sensory systems. Does not apply to a major or minor. Weekly: 3 lectures and a 3-hour lab \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **Offering:** Fall **College Code:** CAS

BIOL 222 – Anatomy and Physiology II

Credits: 4

Second semester of a full-year sequence addressing the structure and function of the human organism. Surveys the structure, function, and control of the endocrine, cardiovascular, circulatory, respiratory, urinary, digestive and reproductive systems. Does not apply to a major or minor. Weekly: 3 lectures and a 3-hour lab \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** BIOL 221 **Offering:** Spring **College Code:** CAS

BIOL 251 – Research Methods I

Credits: 1

An introduction to scientific research with a focus on data analysis. Topics include scientific epistemology, hypothesis formation, probability, normal distributions, sampling, descriptive statistics, graphing, statistical inference, t-tests, analysis of variance, correlation, linear regression, and chi-square. Weekly: 1 lecture/discussion. **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** BIOL 165, BIOL 166, MATH 145 or higher. **Offering:** Fall **College Code:** CAS

BIOL 252 – Research Methods II

Credits: 1

Background and experience in understanding and reporting scientific information. Topics include scientific writing, the nature of scientific literature, literature searches, critique of scientific papers, oral and poster presentations, ethics in scientific reporting, preparing manuscripts for journal submission, and writing grant proposals. Weekly: 1 lecture/discussion. **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** BIOL 251, COMM 104, ENGL 215. **Offering:** Spring **College Code:** CAS

BIOL 260 – General Microbiology

Credits: 4

Includes history, morphology, classification, control, growth, transmission, and pathogenicity of selected bacteria, viruses, rickettsia, fungi, and parasites. Covers the nature of host defenses against pathogens, including the acquisition of specific immunity and immune disorders. Does not apply to major or minor. Weekly: 3 lectures and two 1.5-hour labs \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **Offering:** Fall **College Code:** CAS

BIOL 280 – Biostatistics and Research Design

Credits: 3

An introduction to research design and statistical methods in quantitative biology. Topics include probability, basic study design, descriptive statistics, sampling, contingency tables, t-tests, one- and two-way analysis of variance, correlation, and simple linear regression. Both parametric and non-parametric techniques are explored. Computational exercises will use the R and SPSS packages. Weekly: 2 lectures and a 3-hour lab \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** BIOL 165, BIOL 166, MATH 145 or higher or MPE ≥ 3 **Offering:** Spring **College Code:** CAS

BIOL 285 – Research Seminar in Biology

Credits: 0

Required for at least 5 semesters for biology majors (or each semester for students who transfer into biology with less than 5 semesters remaining). Each registration will require students to attend and report on at least 3 departmentally approved research seminars during that semester. For semester: Attend and report on at least 3 approved research seminars. **Grade Mode:** Satisfactory (S,U,I,W) **Repeatable:** Repeatable **Offering:** Fall, Spring **College Code:** CAS

BIOL 305 – Scientific Communication

Credits: 2

A practical introduction to scientific communication. This course will focus on developing the fundamental skills required to convey information in the form of grant proposals, oral and poster presentations and research articles. Weekly: 2 lectures **Grade Mode:** Normal (A–F,I,W) **Corequisite(s):** BIOL 280 **Prerequisite(s):** COMM 104 and ENGL 215. Honors students: HONS 115H. **Offering:** Fall, Spring **College Code:** CAS

BIOL 315 – Developmental Biology

Credits: 3

A study of the cellular and tissue-level events that result in the development of integrated organisms. Vertebrate and invertebrate model systems will be examined and compared with plants. Lab activities include vertebrate developmental anatomy and experimental approaches to understanding basic developmental processes. Weekly: 2 lectures and a 3-hour lab \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** BIOL 166. **Offering:** Spring **College Code:** CAS

BIOL 316 – Human Embryology

Credits: 1

Acquaints students with the process of human development and embryology. Weekly: 1 lecture **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** Prior or concurrent registration in BIOL 315 is recommended. **Offering:** Spring **College Code:** CAS

BIOL 330 – History of Earth and Life

Credits: 4

Survey of fundamental concepts of geology and paleontology with application to a study of the history of the earth and of life. Consideration is given to interactions of religious, philosophical, and geological ideas, within a biblical worldview. Meets the life science general education requirement. Weekly: 3 lectures and a 3-hour lab \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **Offering:** Fall, odd years **College Code:** CAS

BIOL 348 – General Ecology

Credits: 3

Ecological principles as applied to individual, population, community, and ecosystem levels of organization. Labs feature the characterization of ecological systems using standard field and lab techniques. Weekly: 2 lectures and a 3-hour lab \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** BIOL 165, BIOL 166 or BIOL 208 **Offering:** Fall **College Code:** CAS

BIOL 371 – Genetics

Credits: 3

Mechanisms of heredity are considered in light of classical population and molecular genetics. Labs feature experience in Drosophila genetics, chromosome analysis, statistical techniques, and recombinant DNA technology. Weekly: 2 lectures, a recitation and a 3-hour lab \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** BIOL 166, and completion of or simultaneous enrollment in CHEM 131. **Offering:** Fall **College Code:** CAS

BIOL 372 – Cell and Molecular Biology

Credits: 3

Information from molecular biology, biochemistry, biophysics, physical chemistry, and electron microscopy are integrated to present the cell as a functional unit. Labs provide experience in the collection and analysis of quantitative data about cells. Weekly: 2 lectures and a 3-hour lab \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** BIOL 166, and completion of or simultaneous enrollment in CHEM 132. **Offering:** Spring **College Code:** CAS

BIOL 405 – Topics in_____

Credits: 1–4

Investigates various specialties of biology. One lecture or lab for each credit taken **Grade Mode:** Normal w S/DG (A–F,I,S,U,DG,W) **Repeatable:** Repeatable with different topics **Offering:** Fall, Spring, Summer **College Code:** CAS

BIOL 415 – Genomics, Proteomics, and Bioinformatics

Credits: 3

An examination of the wealth of information to be found in our genomes and proteomes, the techniques used to produce and analyze these data, and its implications for biomedicine and related fields. Online databases and bioinformatics tools will be used extensively. Weekly: 2 lectures and a 3-hour lab \$ – Course or lab fee Swing course—Approved 400–499 courses qualify for graduate-level credit for graduate students **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** BIOL 165 and BIOL 166. Laptop required. **Offering:** Spring, even years **College Code:** CAS

BIOL 416 – Cell Signaling Mechanisms in Human Disease

Credits: 3

Study of how cells communicate with themselves and with each other through complex signaling pathways, and how the disintegration of these pathways leads to many common diseases. Lab will address current research problems in cell signaling and focus on mammalian cell culture techniques used to address these problems. Weekly: 2 lectures and a 3-hour lab \$ – Course or lab fee Swing course—Approved 400–499 courses qualify for graduate-level credit for graduate students **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** BIOL 165 and BIOL 166. **Offering:** Spring, odd years **College Code:** CAS

BIOL 417 – Virology

Credits: 3

An introduction to virus classification, structure and function. This course will present a survey of viruses that highlights species of human or animal health significance. Weekly: 2 lectures and a 3-hour lab \$ – Course or lab fee Swing course—Approved 400–499 courses qualify for graduate-level credit for graduate students **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** BIOL 165 and BIOL 166 **Offering:** Spring, as scheduled **College Code:** CAS

BIOL 418 – Immunology

Credits: 2

Topics include organs and cells of the immune system, antigens, immunoglobulins, the MHC, antibody diversity, tolerance and memory, complement, cell mediated immunity, regulation, hypersensitivity, autoimmune diseases, transplantation, and tumor immunology. Weekly: 2 lectures Swing course—Approved 400–499 courses qualify for graduate-level credit for graduate students **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** BIOL 166. **Offering:** Spring **College Code:** CAS

BIOL 419 – Immunology Lab

Credits: 1

A theoretical and practical study of techniques used in modern immunology. Includes immunoserological methods; isolation and detection of immunoglobulin molecules in immune serum by SDS–PAGE, western blotting, and immunofluorescence antibody (IFA) methods; enzyme-linked immunosorbant assay (ELISA), in vitro phagocytosis. Weekly: 1 lab \$ – Course or lab fee Swing course—Approved 400–499 courses qualify for graduate-level credit for graduate students **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** Previous or simultaneous enrollment in BIOL 418. **Offering:** Spring **College Code:** CAS

BIOL 425 – Parasitology

Credits: 3

Study of parasites, with emphasis on better known parasites of humans and animals. Attention given to ecological factors concerned with host–parasite contact, pathogenicity and pathology, and treatment and effect on parasitized populations. Weekly: 2 lectures and a 3–hour lab \$ – Course or lab fee Swing course—Approved 400–499 courses qualify for graduate–level credit for graduate students **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** BIOL 166. **Offering:** Fall **College Code:** CAS

BIOL 428 – Paleobiology

Credits: 3

Covers various specialities including general and vertebrate paleontology. Surveys the origins, history, adaptations, diversity and paleoecology of ancient organisms as documented by the fossil record. Weekly: 2 lectures and a 3–hour lab \$ – Course or lab fee Swing course—Approved 400–499 courses qualify for graduate–level credit for graduate students **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** BIOL 166. **Repeatable:** Repeatable with different topics **Offering:** Fall, even years **College Code:** CAS

BIOL 444 – Electron Microscopy in Biological Investigations

Credits: 1

The theory, functions, and use of the transmission and scanning electron microscopes. Weekly: 1 lecture Swing course—Approved 400–499 courses qualify for graduate–level credit for graduate students **Grade Mode:** Normal (A–F,I,W) **Offering:** Spring, odd years **College Code:** CAS

BIOL 445 – Molecular Genetics

Credits: 3

An advanced consideration of the structure, function, and manipulation of nucleic acids and application of molecular information in other disciplines. Weekly: 2 lectures and a 3–hour lab \$ – Course or lab fee Swing course—Approved 400–499 courses qualify for graduate–level credit for graduate students **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** BIOL 371. **Offering:** Spring, odd years **College Code:** CAS

BIOL 446 – Electron Microscopy Laboratory

Credits: 2

Lab preparation of tissues for transmission and scanning electron microscopy with hands–on experience with the ultramicrotome and both T.E.M. and S.E.M. instruments. Acceptable photographs with interpretations required with lab reports on appropriate research projects. Weekly: two 3–hour labs \$ – Course or lab fee Swing course—Approved 400–499 courses qualify for graduate–level credit for graduate students **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** Prior or concurrent registration in BIOL 444 **Offering:** Spring, odd years **College Code:** CAS

BIOL 449 – Historical and Philosophical Biology

Credits: 3

Examination of biological, paleontological, and geological concepts central to the study of historical events in biological systems. Considers the interactions of data, theories, and extra scientific concepts in historical biology, within the particular context of a biblical worldview. Weekly: 2 lectures and a 3–hour lab \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** BIOL 166. **Offering:** Spring **College Code:** CAS

BIOL 450 – Neuropsychopharmacology

Credits: 3

A study of the mechanisms of actions of psychotropic agents and how they affect human perception and behavior. Emphasis is placed on the organization and function of the nervous system and the molecular and biochemical basis of drugs used to treat behavioral and clinical disorders. Weekly: 2 lectures and a 3–hour lab \$ – Course or lab fee Swing course—Approved 400–499 courses qualify for graduate–level credit for graduate students **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** PSYC 101 or PSYC 180; BIOL 221, BIOL 222 or BIOL 165, BIOL 166. **Offering:** Spring **College Code:** CAS

BIOL 453 – Biology Seminar

Credits: 1

This course provides a capstone experience for senior biology majors. Guest speakers and readings focus on ethical dilemmas in science, medicine, dentistry, and science–related public policy issues. The course also serves as a venue for senior biology majors to report results of research projects completed under BIOL495. Weekly: 1 lecture/discussion. **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** BIOL 252, senior status. **Offering:** Spring **College Code:** CAS

BIOL 454 – Vertebrate Zoology

Credits: 3

Covers the various specialties of vertebrate biology, including herpetology, ornithology, and mammalogy. Weekly: 2 lectures and a 3–hour lab \$ – Course or lab fee Swing course—Approved 400–499 courses qualify for graduate–level credit for graduate students **Course Attribute:** Service course **Grade Mode:** Normal (A–F,I,W) **Special Approval:** Open to non–science majors. **Offering:** Vertebrate Zoology: Mammalogy (Fall, even years), Vertebrate Zoology: Ornithology (Spring, even years) **College Code:** CAS

BIOL 455 – Medical Botany

Credits: 3

Designed as an interface between botany, medicine, anthropology and pharmacology to define the impact plants have with the remedial, harmful or psychoactive health of humans. Weekly: 3 lectures and a 3–hour lab \$ – Course or lab fee Swing course—Approved 400–499 courses qualify for graduate–level credit for graduate students **Grade Mode:** Normal (A–F,I,W) **Offering:** Spring, as scheduled **College Code:** CAS

BIOL 456 – Marine Botany

Credits: 3.5

A systematic study of the marine plants found in Puget Sound, with a survey of marine plants from other areas. Swing course—Approved 400–499 courses qualify for graduate–level credit for graduate students **Grade Mode:** Normal (A–F,I,W) **Offering:** Summer, as scheduled, only at the Rosario Beach Marine Laboratory **College Code:** CAS

BIOL 458 – Marine Invertebrates

Credits: 3.5

Biology of invertebrates studied in the marine environment of Puget Sound. A survey of the various phyla is conducted by studying the living animals in the field, and by tide pool observation, dredging, and scuba diving. A project on a specific group or species is required. Swing course—Approved 400–499 courses qualify for graduate–level credit for graduate students **Grade Mode:** Normal (A–F,I,W) **Offering:** Summer, as scheduled, only at the Rosario Beach Marine Laboratory **College Code:** CAS

BIOL 459 – Entomology

Credits: 3

Study of the fundamental aspects of insect biology. Weekly: 2 lectures and a 3–hour lab \$ – Course or lab fee Swing course—Approved 400–499 courses qualify for graduate–level credit for graduate students **Grade Mode:** Normal (A–F,I,W) **Offering:** Fall, odd years **College Code:** CAS

BIOL 464 – Systems Physiology

Credits: 4

Functional processes used by animals in adjusting to their external environment and controlling their internal environment. Labs involve the firsthand analysis of selected aspects of the major functional systems. Weekly: 3 lectures and a 3.5–hour lab \$ – Course or lab fee Swing course—Approved 400–499 courses qualify for graduate–level credit for graduate students **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** BIOL 166, CHEM 131. **Offering:** Fall **College Code:** CAS

BIOL 465 – Histology

Credits: 3

Microscopic anatomy, cytology, ultrastructure of tissues and organ systems are correlated with function. Emphasis on normal tissues of vertebrates. Weekly: 2 lectures and a 3–hour lab \$ – Course or lab fee Swing course—Approved 400–499 courses qualify for graduate–level credit for graduate students **Grade Mode:** Normal (A–F,I,W) **Offering:** Spring **College Code:** CAS

BIOL 468 – Systems Physiology: Organismal Maintenance

Credits: 3

Functional processes that control an animal's internal environment. This course is the same as BIOL 464 but excludes the material on the nervous system. Students who have taken BIOL 477 begin the course later in the semester. Weekly: 3 lectures and a 3.5–hour lab \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** BIOL 477 **Offering:** Fall **College Code:** CAS

BIOL 475 – Biology of Bacteria

Credits: 3

Study of the properties of bacteria that illustrate their function and relationship to other living systems. Topics include structure and function, classification, and interaction with the environment. Weekly: 2 lectures and a 3-hour lab \$ – Course or lab fee Swing course—Approved 400–499 courses qualify for graduate-level credit for graduate students **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** BIOL 166; Organic Chemistry recommended (CHEM 231, CHEM 232, CHEM 241, CHEM 242). **Offering:** Fall **College Code:** CAS

BIOL 476 – Biodiversity of Vascular Plants

Credits: 4

A taxonomic and morphological study of vascular plants emphasizing the plants found in the Great Lakes area. Field trips. Weekly: 3 lectures and a 3-hour lab \$ – Course or lab fee Swing course—Approved 400–499 courses qualify for graduate-level credit for graduate students **Grade Mode:** Normal (A–F,I,W) **Special Approval:** Open to non-science majors. **Offering:** Fall, even years **College Code:** CAS

BIOL 477 – Neurobiology

Credits: 3

The neural basis of behavior, with some emphasis on the human nervous system, including cellular and molecular approaches to neuron function, development of neurons and circuits, and neuro-endocrine mechanisms. Labs develop skills in electrophysiology and neuroanatomy. Weekly: 2 lectures and a 3-hour lab \$ – Course or lab fee Swing course—Approved 400–499 courses qualify for graduate-level credit for graduate students **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** BIOL 166 **Offering:** Fall **College Code:** CAS

BIOL 478 – Study Tour:

Credits: 0

Travel to destinations relevant to individual programs of study. Classes will be selected from department(s) offerings. Fee may be required. \$ – Course or lab fee Swing course—Approved 400–499 courses qualify for graduate-level credit for graduate students **Grade Mode:** Normal (A–F,I,W) **Repeatable:** Repeatable up to 6 credits **College Code:** CAS

BIOL 479 – Marine Ecology

Credits: 3.5

A study of interspecific, intraspecific, and community relationships demonstrated by marine organisms. Swing course—Approved 400–499 courses qualify for graduate-level credit for graduate students **Grade Mode:** Normal (A–F,I,W) **Offering:** Summer, as scheduled, only at the Rosario Beach Marine Laboratory **College Code:** CAS

BIOL 484 – Animal Behavior

Credits: 3

Behavior of animals including considerations of social interactions, learning processes, instinct, motivation, experimental methods, and the analysis of behavior patterns characteristic of various species. Weekly: 2 lectures and a 3-hour lab \$ – Course or lab fee Swing course—Approved 400–499 courses qualify for graduate-level credit for graduate students **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** BIOL 166 **Offering:** Fall, odd years **College Code:** CAS

BIOL 486 – Neurobiology of Mental Illness

Credits: 3

An exploration of the neurobiological basis of mental disorders, with emphasis on those of special concern in society today (such as aging- and stress-related disorders). Current therapeutic approaches will be discussed. Weekly: 2 lectures and a 3-hour lab \$ – Course or lab fee Swing course—Approved 400–499 courses qualify for graduate-level credit for graduate students **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** BIOL 450 or BIOL 464 or BIOL 477 or PSYC 449 **Offering:** Spring, even years **College Code:** CAS

BIOL 487 – Biogeography

Credits: 3

The distribution of plants and animals in relation to their environment, including consideration of major biogeographic regions of the world and the role of distribution in adaptive change and diversification of life in the past and present. Weekly: 2 lectures and a 3-hour conference period \$ – Course or lab fee Swing course—Approved 400–499 courses qualify for graduate-level credit for graduate students **Grade Mode:** Normal (A–F,I,W) **Offering:** Spring, as scheduled **College Code:** CAS

BIOL 495 – Independent Research In Biology

Credits: 0–4

An independent research project in biology under the direction of a biology instructor. A minimum of 4 hours work per week is required for each credit earned (and for the 0-credit option), and a written paper is required. **Grade Mode:** Normal w S/DG (A–F,I,S,U,DG,W) **Repeatable:** Repeatable **Special Approval:** Instructor permission required. **Offering:** Fall, Spring, Summer **College Code:** CAS

BIOL 496 – Independent Study in Biology

Credits: 1–4

Independent study of a selected field in biology under the direction of a biology instructor. A minimum of 4 hours work per week is required for each credit earned and a written paper is required. **Grade Mode:** Normal w S/DG (A–F,I,S,U,DG,W) **Special Approval:** Instructor permission required. **Offering:** Fall, Spring, Summer **College Code:** CAS

BIOL 516 – Behavior of Marine Organisms

Credits: 3.5

Study of inter- and intra-specific behavior of marine animals and their behavioral response to the physical environment. Involves lab experience, field observation, and a research project. **Grade Mode:** Normal (A–F,I,W) **Special Approval:** Instructor permission required. **Offering:** Summer, as scheduled, only at the Rosario Beach Marine Laboratory **College Code:** CAS

BIOL 520 – Molecular and Developmental Neurobiology

Credits: 2

A seminar course that deals in depth with current and relevant issues in the areas of molecular and developmental neurobiology. Weekly: 2 lectures **Grade Mode:** Normal (A–F,I,W) **Offering:** Fall, as scheduled **College Code:** CAS

BIOL 530 – Molecular Laboratory Techniques

Credits: 3

Acquaints students with modern lab techniques of molecular biology. The manipulation and study of nucleic acids and proteins using model systems involving plant-microbe interactions. Weekly: 2 labs \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **Offering:** Spring, even years **College Code:** CAS

BIOL 550 – Issues in Origins and Speciation

Credits: 3

A comparative survey of the assumptions, attitudes, methods, and conclusions of science and religion in the handling of data. Attention is given to current scientific data and their relationship to an understanding of earth history and the present diversity of life. Weekly: 3 lectures **Grade Mode:** Normal (A–F,I,W) **Offering:** Spring **College Code:** CAS

BIOL 590 – Topics in _____

Credits: 1–4

Investigates various specialties of biology. One-hour lecture or a 3-hour lab for each credit **Grade Mode:** Normal w S/DG (A–F,I,S,U,DG,W) **Repeatable:** Repeatable with different topics **Offering:** As scheduled **College Code:** CAS

BIOL 648 – Workshop

Credits: 1–4

Grade Mode: Satisfactory (S,U,I,W) **Repeatable:** Repeatable **College Code:** CAS

BIOL 655 – Program Continuation

Credits: 0

Students may register for this non-credit continuation course to maintain active status. For additional information on active status, refer to the Graduate Academic Policies. Registration does not indicate full-time status. \$ – Course or lab fee **Grade Mode:** Noncredit (NC,W) **Repeatable:** Repeatable **College Code:** CAS

BIOL 660 – Thesis Continuation

Credits: 0

Student may register for this title while clearing deferred grade (DG) and/or incomplete (I) courses with advisor approval only. Registration for this title indicates full-time status. \$ – Course or lab fee **Grade Mode:** Noncredit (NC,W) **Repeatable:** Repeatable **College Code:** CAS

BIOL 670 – Comprehensive Exam

Credits: 0

Grade Mode: Satisfactory w/DG (S,U,I,W,DG) **Repeatable:** Repeatable **College Code:** CAS

BIOL 681 – Research Methods and Biology Seminar

Credits: 1

An introduction to graduate studies in biology, the nature and methods of science, and principles of research ethics. Weekly: 1 lecture **Grade Mode:** Satisfactory w/DG (S,U,I,W,DG) **Offering:** Fall **College Code:** CAS

BIOL 682 – Research Methods and Biology Seminar

Credits: 1

In this second semester of Research Methods and Biology Seminar, graduate students report to the group on topics from current literature and on specific problems in biology. Weekly: 1 lecture **Grade Mode:** Satisfactory w/DG (S,U,I,W,DG) **Offering:** Spring **College Code:** CAS

BIOL 690 – Independent Study

Credits: 1–4

Independent study in biology under the direction of the instructor. Consent of instructor required. **Grade Mode:** Normal w S/DG (A–F,I,S,U,DG,W) **Prerequisite(s):** Fall, Spring, Summer **Repeatable:** Repeatable **College Code:** CAS

BIOL 697 – Research in Biology

Credits: 1–4

Grade Mode: Normal w S/DG (A–F,I,S,U,DG,W) **Repeatable:** Repeatable up to 4 credits **Offering:** Arranged **College Code:** CAS

BIOL 699 – Master's Thesis

Credits: 3

Grade Mode: Satisfactory w/DG (S,U,I,W,DG) **Repeatable:** Repeatable up to 6 credits **Offering:** Arranged **College Code:** CAS

Chemistry & Biochemistry

Halenz Hall, Room 225
269-471-324
chemistry@andrews.edu
www.andrews.edu/chem/

Faculty

D. David Nowack, *Chair*
Lisa Ahlberg
Ryan Hayes
Getahun Merga
Desmond H. Murray
David W. Randall
John Rorabeck

Academic Programs	Credits
BS: Biochemistry	38
BS: Biochemistry (Approved by the American Chemical Society Committee on Professional Training)	45
BS: Chemistry	38
BS: Chemistry (Approved by the American Chemical Society Committee on Professional Training)	44
BS: Chemistry (Secondary Education Emphasis)	44
Minor in Chemistry	20
Minor in Chemistry (Secondary Education Emphasis)	24

Mission

The mission of the Department of Chemistry & Biochemistry within the context of a Seventh-day Adventist Christian worldview is to assist all students to excel in developing their analytical and critical reasoning skills, using fundamental chemical principles and computational methods; prepare our chemistry and biochemistry majors to enter graduate school, professional school, the chemical industry, or the teaching profession, in a diverse world; develop in our students an understanding of responsible, environmentally sensitive use of global resources; engage students and faculty in the process of discovery and creativity in the research lab and the classroom to model a life of personal and professional integrity.

Students who plan to major in chemistry or biochemistry are expected to have entrance credit in the preparatory subjects of chemistry and mathematics (including algebra and trigonometry); a background in physics is desirable. Those who do not have entrance credit or equivalent training in these subjects, particularly mathematics, may not fulfill the department graduation requirements in four years.

Students are encouraged to plan early for an on-campus or off-campus research experience required of all students in the Bachelor of Science degree programs in chemistry and biochemistry (ACS) and strongly recommended for those in the Bachelor of Science degree program in biochemistry. This experience may take the form of a cooperative educational research experience or research in an academic, industrial, or governmental laboratory setting. Interested students should consult the department chair.

American Chemical Society Certification

Students desiring American Chemical Society certification must

- Complete the required courses for the (ACS) Bachelor of Science degree in chemistry or biochemistry as spelled out in this bulletin.
- Achieve a minimum GPA of 3.00 in all chemistry courses taken at Andrews University.
- Satisfactorily complete a research or cooperative educational experience in chemistry.

A complete statement of certification requirements is available from the department chair.

Bachelors

Biochemistry BS

Core Requirements for Chemistry or Biochemistry:

Core Courses—34

- CHEM 131 – General Chemistry I Credits: 4
- CHEM 132 – General Chemistry II Credits: 4
- CHEM 200 – Quantitative Analysis Credits: 4
- CHEM 210 – Current Chemistry Topics Credits: 0
- CHEM 231 – Organic Chemistry I Credits: 3
- CHEM 232 – Organic Chemistry II Credits: 3
- CHEM 241 – Organic Chemistry Laboratory I Credits: 1
- CHEM 242 – Organic Chemistry Laboratory II Credits: 1
- CHEM 311 – Seminar in Chemistry Credits: 0.5
- CHEM 312 – Seminar in Chemistry Credits: 0.5
- CHEM 400 – Chemical Separations and Analysis Credits: 2
- CHEM 411 – Seminar in Chemistry Credits: 0.5
- CHEM 412 – Seminar in Chemistry Credits: 0.5
- CHEM 430 – Instrumental Analysis Credits: 2
- CHEM 431 – Physical Chemistry I Credits: 3
- CHEM 441 – Physical Chemistry Laboratory I Credits: 1
- BCHM 421 – Biochemistry I Credits: 4

Note:

* CHEM 210 is required every semester for students of freshman and sophomore class standing.

Major Requirements:

Core plus:

- BCHM 422 – Biochemistry II Credits: 3
- BCHM 430 – Biochemistry Lab Credits: 1

Cognate Courses:

- BIOL 165 – Foundations of Biology Credits: 5 or 4
- BIOL 166 – Foundations of Biology Credits: 5 or 4
- MATH 191 – Calculus I Credits: 4 **or**
- MATH 195 – Calculus I for Biology Credits: 4
- MATH 192 – Calculus II Credits: 4
- PHYS 141 – General Physics I Credits: 4
- PHYS 142 – General Physics II Credits: 4
- or**
- PHYS 241 – Physics for Scientists and Engineers I Credits: 4
- PHYS 242 – Physics for Scientists and Engineers II Credits: 4
- PHYS 271 – Physics for Scientists and Engineers Laboratory I Credits: 1
- PHYS 272 – Physics for Scientists and Engineers Laboratory II Credits: 1

two courses selected from

- BIOL 371 – Genetics Credits: 3
- BIOL 372 – Cell and Molecular Biology Credits: 3
- FDNT 485 – Nutrition and Metabolism Credits: 3
- BIOL 315 – Developmental Biology Credits: 3
- BIOL 464 – Systems Physiology Credits: 4
- BIOL 465 – Histology Credits: 3

Note:

Students desiring a career in biochemistry might be better served by pursuing the ACS Bachelor of Science degree in biochemistry, but the Bachelor of Science degree in biochemistry can be strengthened by the addition of CHEM 415 – Advanced Inorganic Chemistry and CHEM 495 – Advanced Independent Research.

Total Credits: 38

Biochemistry BS (ACS Approved)

(American Chemical Society approved)

Core Requirements for Chemistry or Biochemistry:

Core Courses—34

- CHEM 131 – General Chemistry I Credits: 4
- CHEM 132 – General Chemistry II Credits: 4
- CHEM 200 – Quantitative Analysis Credits: 4
- CHEM 210 – Current Chemistry Topics Credits: 0
- CHEM 231 – Organic Chemistry I Credits: 3
- CHEM 232 – Organic Chemistry II Credits: 3
- CHEM 241 – Organic Chemistry Laboratory I Credits: 1
- CHEM 242 – Organic Chemistry Laboratory II Credits: 1
- CHEM 311 – Seminar in Chemistry Credits: 0.5
- CHEM 312 – Seminar in Chemistry Credits: 0.5
- CHEM 400 – Chemical Separations and Analysis Credits: 2
- CHEM 411 – Seminar in Chemistry Credits: 0.5
- CHEM 412 – Seminar in Chemistry Credits: 0.5
- CHEM 430 – Instrumental Analysis Credits: 2
- CHEM 431 – Physical Chemistry I Credits: 3
- CHEM 441 – Physical Chemistry Laboratory I Credits: 1
- BCHM 421 – Biochemistry I Credits: 4

Note:

* CHEM 210 is required every semester for students of freshman and sophomore class standing.

Major Requirements:

Core plus:

- BCHM 422 – Biochemistry II Credits: 3
- BCHM 430 – Biochemistry Lab Credits: 1
- CHEM 415 – Advanced Inorganic Chemistry Credits: 4
- CHEM 432 – Physical Chemistry II Credits: 3

Research/Cooperative Experience:

An on-campus or off-campus research or cooperative educational experience. The student may satisfy this requirement by matriculating in:

- CHEM 495 – Advanced Independent Research Credits: 0–4 , or
- HONS 497H – Senior Honors Project Credits: 2–4

Cognate Courses:

- BIOL 165 – Foundations of Biology Credits: 5 or 4
- BIOL 166 – Foundations of Biology Credits: 5 or 4
- MATH 191 – Calculus I Credits: 4 **or**
- MATH 195 – Calculus I for Biology Credits: 4
- MATH 192 – Calculus II Credits: 4
- MATH 286 – Differential Equations Credits: 3
- CPTR 125 – Introduction to Computer Programming Credits: 3 **or**
- CPTR 151 – Computer Science I Credits: 4
- PHYS 241 – Physics for Scientists and Engineers I Credits: 4
- PHYS 242 – Physics for Scientists and Engineers II Credits: 4
- PHYS 271 – Physics for Scientists and Engineers Laboratory I Credits: 1
- PHYS 272 – Physics for Scientists and Engineers Laboratory II Credits: 1

one course selected from the following:

- BIOL 371 – Genetics Credits: 3
- BIOL 418 – Immunology Credits: 2

Note:

Courses in economics and marketing are strongly recommended. Students desiring American Chemical Society certification must achieve a minimum GPA of 3.00 in all chemistry courses taken at Andrews University.

Total Credits: 45

Chemistry BS

Core Requirements for Chemistry or Biochemistry:

Core Courses—34

- CHEM 131 – General Chemistry I Credits: 4
- CHEM 132 – General Chemistry II Credits: 4
- CHEM 200 – Quantitative Analysis Credits: 4
- CHEM 210 – Current Chemistry Topics Credits: 0
- CHEM 231 – Organic Chemistry I Credits: 3
- CHEM 232 – Organic Chemistry II Credits: 3
- CHEM 241 – Organic Chemistry Laboratory I Credits: 1
- CHEM 242 – Organic Chemistry Laboratory II Credits: 1
- CHEM 311 – Seminar in Chemistry Credits: 0.5
- CHEM 312 – Seminar in Chemistry Credits: 0.5
- CHEM 400 – Chemical Separations and Analysis Credits: 2
- CHEM 411 – Seminar in Chemistry Credits: 0.5
- CHEM 412 – Seminar in Chemistry Credits: 0.5
- CHEM 430 – Instrumental Analysis Credits: 2
- CHEM 431 – Physical Chemistry I Credits: 3
- CHEM 441 – Physical Chemistry Laboratory I Credits: 1
- BCHM 421 – Biochemistry I Credits: 4

Note:

* CHEM 210 is required every semester for students of freshman and sophomore class standing.

Major Requirements:

Core plus:

- CHEM 415 – Advanced Inorganic Chemistry Credits: 4

Research/Cooperative Experience:

An on-campus or off-campus research or cooperative educational experience. The student may satisfy this requirement by matriculating in:

- CHEM 495 – Advanced Independent Research Credits: 0–4
- HONS 497H – Senior Honors Project Credits: 2–4
- IDSC 380 – Cooperative Education in _____ (subject area) Credits: 0.5 or 1

Cognate Courses:

- CPTR 125 – Introduction to Computer Programming Credits: 3 **or**
- CPTR 151 – Computer Science I Credits: 4
- MATH 191 – Calculus I Credits: 4 **or**
- MATH 195 – Calculus I for Biology Credits: 4
- MATH 192 – Calculus II Credits: 4
- PHYS 241 – Physics for Scientists and Engineers I Credits: 4
- PHYS 242 – Physics for Scientists and Engineers II Credits: 4
- PHYS 271 – Physics for Scientists and Engineers Laboratory I Credits: 1
- PHYS 272 – Physics for Scientists and Engineers Laboratory II Credits: 1

Total Credits: 38

Chemistry BS (ACS approved)

(American Chemical Society approved)

Core Requirements for Chemistry or Biochemistry:

Core Courses—34

- CHEM 131 – General Chemistry I Credits: 4
- CHEM 132 – General Chemistry II Credits: 4
- CHEM 200 – Quantitative Analysis Credits: 4
- CHEM 210 – Current Chemistry Topics Credits: 0
- CHEM 231 – Organic Chemistry I Credits: 3
- CHEM 232 – Organic Chemistry II Credits: 3
- CHEM 241 – Organic Chemistry Laboratory I Credits: 1
- CHEM 242 – Organic Chemistry Laboratory II Credits: 1
- CHEM 311 – Seminar in Chemistry Credits: 0.5
- CHEM 312 – Seminar in Chemistry Credits: 0.5
- CHEM 400 – Chemical Separations and Analysis Credits: 2
- CHEM 411 – Seminar in Chemistry Credits: 0.5
- CHEM 412 – Seminar in Chemistry Credits: 0.5
- CHEM 430 – Instrumental Analysis Credits: 2
- CHEM 431 – Physical Chemistry I Credits: 3
- CHEM 441 – Physical Chemistry Laboratory I Credits: 1
- BCHM 421 – Biochemistry I Credits: 4

Note:

* CHEM 210 is required every semester for students of freshman and sophomore class standing.

Major Requirements:

Core plus:

- CHEM 415 – Advanced Inorganic Chemistry Credits: 4
- CHEM 432 – Physical Chemistry II Credits: 3
- CHEM 442 – Physical Chemistry Laboratory II Credits: 3

and one course selected from the following:

- CHEM 470 – Modern Synthetic Techniques Credits: 2
- CHEM 474 – Advanced Topics in Organic Chemistry Credits: 2
- CHEM 475 – Advanced Topics in Physical Chemistry Credits: 2

Research/Cooperative Experience:

An on-campus or off-campus research or cooperative educational experience. The student may satisfy this requirement by matriculating in:

- CHEM 495 – Advanced Independent Research Credits: 0–4 , or
- HONS 497H – Senior Honors Project Credits: 2–4

Cognate Courses:

- MATH 191 – Calculus I Credits: 4 **or**
- MATH 195 – Calculus I for Biology Credits: 4
- MATH 192 – Calculus II Credits: 4
- MATH 286 – Differential Equations Credits: 3
- CPTR 125 – Introduction to Computer Programming Credits: 3 **or**
- CPTR 151 – Computer Science I Credits: 4
- PHYS 241 – Physics for Scientists and Engineers I Credits: 4
- PHYS 242 – Physics for Scientists and Engineers II Credits: 4
- PHYS 271 – Physics for Scientists and Engineers Laboratory I Credits: 1
- PHYS 272 – Physics for Scientists and Engineers Laboratory II Credits: 1

Note:

Courses in economics and marketing are strongly recommended.

A reading knowledge of German or French, although not required for professional undergraduate education in chemistry, is strongly recommended for students planning advanced study.

Students desiring American Chemical Society certification must achieve a minimum GPA of 3.00 in all chemistry courses taken at Andrews University.

Total Credits: 44

Chemistry BS (Secondary Education Emphasis

Students majoring in chemistry or biochemistry in preparation for teaching in secondary schools must complete the degree requirements for Chemistry BS, Chemistry BS (ACS approved), Biochemistry BS or Biochemistry BS (ACS Approved), and the general education requirements listed below. They must also consult with an advisor in the department of Teaching, Learning & Curriculum who can guide them through the teacher preparation program successfully. In order for Andrews University to recommend a student for certification, the Michigan Test for Teacher Certification (MTTC) subject area exams must be passed in both the major and minor chosen by the student.

Students minoring in chemistry in preparation for teaching in secondary schools must complete the degree requirements for Chemistry Minor, Secondary Education Emphasis.

General Education Requirements—Chemistry with Secondary Certification

For more information regarding General Education Requirements or Secondary Certification with a BA or BS degree see the department of Teaching, Learning & Curriculum

Note the following specific requirements:

Religion—12

- RELT 100 – God and Human Life Credits: 3
- RELT 225 – Doctrines of the Adventist Faith Credits: 3
- RELH 400 – SDA History and Prophetic Heritage Credits: 3
- and a 3–credit elective chosen in consultation with your SED advisor

Language/Communication—9

- ENGL 115 – English Composition I Credits: 3
- ENGL 215 – English Composition II Credits: 3
- COMM 450 – Communication in the Classroom Credits: 3

Foreign Language (BA only)—4

- Intermediate Language Credits: 4

History—6

- HIST 117 – Civilizations and Ideas I Credits: 3
- HIST 118 – Civilizations and Ideas II Credits: 3

Fine Arts/Humanities—3

Choose one course from:

- ARTH 220 – Language of Art Credits: 3
- PHTO 210 – History of Photography Credits: 3
- Studio Art Credits: 3
- ENGL 255 – Studies in Literature Credits: 3
- PHIL 224 – Introduction to Philosophy Credits: 3
- MUHL 214 – Enjoyment of Music Credits: 3
- Ensemble Music Credits: 3

Life/Physical Sciences—8

- covered by professional degree requirements for majors and minors

Mathematics—3

- covered by professional degree requirements for majors
- minors take MATH 145 – Reasoning with Functions or higher-level course

Computer Literacy—3 (or competency exam)

- INFS 120 – Foundations of Information Technology Credits: 3

Service—4

- EDTE 165 – Philosophical and Social Foundations of Education Credits: 4

Social Sciences—6

- GDPG 302 – Educational Psychology Credits: 3
- EDTE 228 – Strategies for Educating Exceptional and Diverse Learners Credits: 3

Fitness Education—3

- HLED 120 – Fit for Life Credits: 1
- plus two activity courses

Undergraduate Minors

Chemistry Minor

Degree Requirements

- CHEM 131 – General Chemistry I Credits: 4
- CHEM 132 – General Chemistry II Credits: 4
- CHEM 231 – Organic Chemistry I Credits: 3
- CHEM 232 – Organic Chemistry II Credits: 3
- CHEM 241 – Organic Chemistry Laboratory I Credits: 1
- CHEM 242 – Organic Chemistry Laboratory II Credits: 1
- plus 4 credits of CHEM/BCHM courses that apply to a major in chemistry or biochemistry.

Total Credits: 20

Chemistry Minor (Secondary Education Emphasis)

Students minoring in chemistry in preparation for teaching in secondary schools must consult with an advisor in the department of Teaching, Learning & Curriculum who can guide them through the teacher preparation program successfully. In order for Andrews University to recommend a student for certification, the Michigan Test for Teacher Certification (MTTC) subject area exams must be passed in both the major and minor chosen by the student. For more information regarding Secondary Certification with a minor see the department of Teaching, Learning & Curriculum

Degree Requirements

- CHEM 131 – General Chemistry I
- CHEM 132 – General Chemistry II
- CHEM 200 – Quantitative Analysis
- CHEM 231 – Organic Chemistry I
- CHEM 232 – Organic Chemistry II
- CHEM 241 – Organic Chemistry Laboratory I
- CHEM 242 – Organic Chemistry Laboratory II
- BCHM 421 – Biochemistry I

Total Credits: 24

Biochemistry

BCHM 120 – Introduction to Biological Chemistry

Credits: 4

A survey of major concepts in biochemistry such as structures of biological molecules, their functions, energy metabolism, regulation of biochemical pathways; for nursing, dietetics, and allied health students. Not applicable toward a major or minor in chemistry or biochemistry. Weekly: 3 lectures, 1 recitation and a 3-hour lab \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** CHEM 110 **Offering:** Spring **College Code:** CAS

BCHM 421 – Biochemistry I

Credits: 4

Study of the fundamental principles of enzyme kinetics and mechanisms based on the structure and chemistry of biomolecules including amino acids, carbohydrates, lipids, proteins, nucleotides, nucleic acids, and biological membranes. Weekly: 4 lectures Swing course—Approved 400–499 courses qualify for graduate-level credit for graduate students **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** CHEM 232 **Offering:** Fall **College Code:** CAS

BCHM 422 – Biochemistry II

Credits: 3

Continuation of BCHM 421 including selected topics of hormone and regulatory biochemistry, the study of the four primary neurotransmitter systems and an overview of selected human pathologies emphasizing cancer biochemistry and biology. Weekly: 3 lectures Swing course—Approved 400–499 courses qualify for graduate-level credit for graduate students **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** BCHM 421 **Offering:** Spring **College Code:** CAS

BCHM 430 – Biochemistry Lab

Credits: 1

Introduction to quantitative and qualitative methods for the isolation, purification and identification of biological materials and applications of enzyme kinetics. Weekly: 4 hours of lab \$ – Course or lab fee Swing course—Approved 400–499 courses qualify for graduate-level credit for graduate students **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** BCHM 421 **Prerequisite/Corequisite:** BCHM 422 **Offering:** Spring **College Code:** CAS

Chemistry

CHEM 100 – Consumer Chemistry

Credits: 4

A one-semester course primarily for non-science majors presenting an introduction to fundamental concepts of chemistry to convey an appreciative understanding of the nature of chemistry and how it is applied to our daily lives. Topics of consumer chemistry to be studied will be selected from fuels, energy, polymers, fertilizers, pesticides, food and food additives, household cleaners, cosmetics and personal care chemicals, pharmaceuticals, and air and water pollution. Not applicable toward a major or minor in chemistry or biochemistry. Weekly: 3 lectures and a 3-hour lab \$ – Course or lab fee **Course Attribute:** Fulfills the General Education Physical Science requirement **Grade Mode:** Normal (A–F,I,W) **Offering:** Spring **College Code:** CAS

CHEM 110 – Introduction to Inorganic and Organic Chemistry

Credits: 4

An introduction to the principles and applications of inorganic and organic chemistry; for nursing, dietetics, and allied health students. Not applicable toward a major or minor in chemistry or biochemistry. Weekly: 3 lectures, 1 recitation and a 3-hour lab \$ – Course or lab fee **Course Attribute:** Fulfills the General Education Natural/Physical Science requirement **Grade Mode:** Normal (A–F,I,W) **Offering:** Fall **College Code:** CAS

CHEM 131 – General Chemistry I

Credits: 4

This first course in chemistry is for students planning to major in science and engineering. Topics include stoichiometry, atomic and molecular structure, bonding, states of matter, solutions, chemical kinetics, and chemical equilibrium. Weekly: 3 lectures, 2 recitations and a 3-hour lab \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** MPE greater than or equal to P3, or passing grade in MATH 165/MATH 168 or above, or MATH 191/MATH 195 **Recommended:** High school chemistry or physics strongly recommended. **Offering:** Fall **College Code:** CAS

CHEM 132 – General Chemistry II

Credits: 4

A continuation of CHEM 131 with topics including thermodynamics, acid and base chemistry, descriptive and nuclear chemistry. Weekly: 3 lectures, 2 recitations and a 3–hour lab \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** a grade of C– or better in CHEM 131 **Offering:** Spring **College Code:** CAS

CHEM 195 – Independent Research I

Credits: 0–3

Students will either assist a faculty member in an ongoing research project or develop a project of their own with the help and approval of the faculty member in their areas of interest or study. This course is for students who are beginning to establish their knowledge of chemistry and biochemistry. Weekly: a minimum of 4 hours of work per credit \$ – Course or lab fee **Grade Mode:** Normal w S/DG (A–F,I,S,U,DG,W) **Repeatable:** Repeatable **Special Approval:** Permission of faculty member required. **Offering:** Arranged. Fall, Spring, Summer **College Code:** CAS

CHEM 200 – Quantitative Analysis

Credits: 4

Lecture topics include statistics, chemical equilibrium, titrimetric procedures, gravimetric procedures, and electrochemistry. Laboratory experiments include gravimetric procedures and titrimetric procedures of acid and base systems and redox systems, electrochemistry, and an introduction to instrumental methods. Weekly: 2 lectures and two 4–hour labs \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** CHEM 132 **Offering:** Fall **College Code:** CAS

CHEM 210 – Current Chemistry Topics

Credits: 0

Attendance at departmental seminar series devoted to topics in current chemical research as presented by students, faculty, and guest speakers. Weekly: 1 seminar **Grade Mode:** Satisfactory (S,U,I,W) **Repeatable:** Repeatable and required each semester of all freshman and sophomore chemistry and biochemistry majors **Offering:** Fall, Spring **College Code:** CAS

CHEM 231 – Organic Chemistry I

Credits: 3

The chemistry of carbon–containing compounds with emphasis on nomenclature, molecular structure, spectra–structure relationships, and a mechanistic approach to organic reactions. Weekly: 3 lectures and 2 recitations **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** CHEM 132 **Offering:** Fall **College Code:** CAS

CHEM 232 – Organic Chemistry II

Credits: 3

This course is a continuation of CHEM 231 Weekly: 3 lectures and 2 recitations **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** a grade of C– or better in CHEM 231 **Offering:** Spring **College Code:** CAS

CHEM 241 – Organic Chemistry Laboratory I

Credits: 1

Experiments related to the course content of CHEM 231. Weekly: one 4–hour lab \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** CHEM 231 or concurrent enrollment in CHEM 231 **Offering:** Fall **College Code:** CAS

CHEM 242 – Organic Chemistry Laboratory II

Credits: 1

Experiments related to the course content of CHEM 232. Weekly: one 4–hour lab \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** CHEM 232 or concurrent enrollment in CHEM 232 **Offering:** Spring **College Code:** CAS

CHEM 295 – Independent Research II

Credits: 0–3

Students will either assist a faculty member in an ongoing research project or develop a project of their own with the help and approval of the faculty member in their areas of interest or study. This course is for students who are establishing their knowledge of chemistry and biochemistry at the college level. Weekly: a minimum of 4 hours of work per credit \$ – Course or lab fee **Grade Mode:** Normal w S/DG (A–F,I,S,U,DG,W) **Prerequisite(s):** A passing grade in CHEM132 required **Repeatable:** Repeatable **Special Approval:** Permission of faculty member required. **Offering:** Arranged. Fall, Spring, Summer **College Code:** CAS

CHEM 300 – Laboratory Glassblowing

Credits: 2

Practice of fundamental glassblowing skills common to both scientific and creative glassblowing. Two projects are required. The student may choose between scientific and creative projects. Not applicable toward a major or minor in chemistry or biochemistry. Does not meet the general education requirement in natural science. Weekly: 1 lecture demonstration and 4 hours of lab \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **Offering:** Fall, even years **College Code:** CAS

CHEM 311 – Seminar in Chemistry

Credits: 0.5

Departmental seminar series devoted to topics in current chemical research as presented by students, faculty, and guest speakers. This course is required of, and open only to, junior chemistry and biochemistry majors, and attendance for both semesters is required for one credit. A deferred grade (DG) is assigned fall semester and is removed upon successful completion of CHEM 312. Weekly: 1 seminar **Grade Mode:** Satisfactory w/DG (S,U,I,W,DG) **Prerequisite(s):** CHEM 232 **Repeatable:** Repeatable up to 1 credit **Offering:** Fall **College Code:** CAS

CHEM 312 – Seminar in Chemistry

Credits: 0.5

Continuation of CHEM 311. This course is required of, and open only to, junior chemistry and biochemistry majors. Weekly: 1 seminar **Grade Mode:** Satisfactory (S,U,I,W) **Prerequisite(s):** CHEM 311 **Offering:** Spring **College Code:** CAS

CHEM 340 – Environmental Chemistry

Credits: 4

A survey of environmental and energy–related problems. Topics include air, soil, and water pollution, energy and other resources, solid wastes and recycling, and toxic chemicals. Not applicable toward a major in chemistry or biochemistry. Weekly: 3 lectures and a 4–hour lab \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** CHEM 132 **Recommended:** CHEM 200 or CHEM 232 strongly recommended **Offering:** Spring, odd years **College Code:** CAS

CHEM 400 – Chemical Separations and Analysis

Credits: 2

Theory and practice of analytical separations by extraction and chromatographic methods including flash column, thin layer, high pressure liquid, gas, and affinity chromatography. After separation, the components of mixtures are analyzed by a variety of spectroscopic techniques that may include nuclear magnetic resonance, infrared spectroscopy and/or mass spectrometry. Weekly: 1 lecture and a 4–hour lab \$ – Course or lab fee Swing course—Approved 400–499 courses qualify for graduate–level credit for graduate students **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** CHEM 200, CHEM 231, and CHEM 241 **Offering:** Spring **College Code:** CAS

CHEM 410 – Forensic Chemistry

Credits: 2

Principles of chemistry as applied to the methods of analysis and identification of drugs. Rules of evidence as they apply to testimony in court. Observation of drug–related court procedures. Weekly: 1 lecture and two 3–hour labs \$ – Course or lab fee Swing course—Approved 400–499 courses qualify for graduate–level credit for graduate students **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** CHEM 200, CHEM 232 **Special Approval:** Participation must be arranged with the instructor at least 2 months prior to beginning of course. **Offering:** Spring **College Code:** CAS

CHEM 411 – Seminar in Chemistry

Credits: 0.5

First half of semester consists of two meetings per week: one is an introduction to chemical literature and computer searching of Chemical Abstracts and chemical databases, the other meeting is the regular seminar series presented by students, faculty, and invited speakers. During the semester, each student prepares and presents a seminar. This course is required of, and open only to, senior chemistry and biochemistry majors, and attendance for both semesters is required for one credit. A deferred grade (DG) is assigned fall semester and is removed upon successful completion of CHEM 412. Weekly: 2 meetings during first half of semester, one meeting remainder of semester **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **Prerequisite(s):** CHEM 312 **Offering:** Fall **College Code:** CAS

CHEM 412 – Seminar in Chemistry

Credits: 0.5

Continuation of CHEM 411. During the semester, each student prepares and presents a seminar. This course is required of, and open only to, senior chemistry and biochemistry majors. **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** CHEM 411 **Offering:** Spring **College Code:** CAS

CHEM 415 – Advanced Inorganic Chemistry

Credits: 4

Atomic and molecular structure, symmetry, group theory, solid state, acids and bases; structure, bonding, spectra, and reaction mechanisms of d-metal complexes, systematic chemistry of non-metals; organometallic chemistry and catalysis. Weekly: 4 lectures Swing course—Approved 400–499 courses qualify for graduate-level credit for graduate students **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** CHEM 232, CHEM 431 **Offering:** Spring **College Code:** CAS

CHEM 430 – Instrumental Analysis

Credits: 2

Theory and practice of chemical analysis by spectroscopic and electrochemical methods. Introduction to automated data collection and computer control of instruments. Operational theory that emphasizes hands-on student learning for a broad range of analytical instruments commonly used by industry and academia including: UV–Vis–NIR, fluorescence, atomic, and laser spectrophotometers; potentiostats; and analog and digital electronics. Weekly: 1 lecture and 4 hours of lab \$ – Course or lab fee Swing course—Approved 400–499 courses qualify for graduate-level credit for graduate students **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** CHEM 200, MATH 192 **Offering:** Spring **College Code:** CAS

CHEM 431 – Physical Chemistry I

Credits: 3

Fundamental concepts in chemical thermodynamics, free energy, chemical equilibria, phase changes, solutions, molecular transport, chemical dynamics, and electrochemistry. Weekly: 3 lectures Swing course—Approved 400–499 courses qualify for graduate-level credit for graduate students **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** CHEM 200, MATH 192, PHYS 142 (or PHYS 242, PHYS 272) **Offering:** Fall **College Code:** CAS

CHEM 432 – Physical Chemistry II

Credits: 3

Wave mechanics, atomic and molecular structure, chemical bonding, atomic and molecular spectroscopies, and applications to chemical dynamics and statistical thermodynamics. Weekly: 3 lectures Swing course—Approved 400–499 courses qualify for graduate-level credit for graduate students **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** CHEM 431, MATH 286 **Recommended:** MATH 240 strongly recommended **Offering:** Spring **College Code:** CAS

CHEM 441 – Physical Chemistry Laboratory I

Credits: 1

Experiments related to the course content of CHEM 431. Weekly: one 4-hour lab \$ – Course or lab fee Swing course—Approved 400–499 courses qualify for graduate-level credit for graduate students **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** concurrent enrollment in CHEM 431 **Offering:** Fall **College Code:** CAS

CHEM 442 – Physical Chemistry Laboratory II

Credits: 1

Experiments related to the course content of CHEM 432. Weekly: one 4-hour lab \$ – Course or lab fee Swing course—Approved 400–499 courses qualify for graduate-level credit for graduate students **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** concurrent enrollment in CHEM 432 **Offering:** Spring **College Code:** CAS

CHEM 470 – Modern Synthetic Techniques

Credits: 2

An advanced laboratory course designed to incorporate a wide variety of modern synthetic techniques of organic, organometallic, and inorganic chemistry. Weekly: two 4-hour labs \$ – Course or lab fee Swing course—Approved 400–499 courses qualify for graduate-level credit for graduate students **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** CHEM 474, CHEM 415 or concurrent enrollment in CHEM 415 **Offering:** Spring **College Code:** CAS

CHEM 474 – Advanced Topics in Organic Chemistry

Credits: 2

Study of the principles of modern synthetic organic chemistry with applications from one or more of the following areas: natural product, medicinal, or polymer chemistry. Weekly: 2 lectures **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** CHEM 232 **Offering:** Fall **College Code:** CAS

CHEM 475 – Advanced Topics in Physical Chemistry

Credits: 2

Advanced study of molecular spectroscopy, statistical thermodynamics, chemical dynamics, or the application of quantum mechanics. Swing course—Approved 400–499 courses qualify for graduate-level credit for graduate students **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** CHEM 432 or CHEM 431 and permission of the instructor **College Code:** CAS

CHEM 495 – Advanced Independent Research

Credits: 0–4

Students will either assist a faculty member in an ongoing research project or develop a project of their own with the help and approval of the faculty member in their areas of interest or study. This course is for students who have a reasonably established knowledge of chemistry and biochemistry at the college level. Weekly: a minimum of 4 hours of work per credit \$ – Course or lab fee Swing course—Approved 400–499 courses qualify for graduate-level credit for graduate students **Grade Mode:** Normal w S/DG (A–F,I,S,U,DG,W) **Prerequisite(s):** A passing grade in CHEM 232/CHEM 242 or (CHEM 200 and CHEM 231 /CHEM 241) required **Repeatable:** Repeatable **Special Approval:** Permission of faculty member required. **Offering:** Arranged. Fall, Spring, Summer **College Code:** CAS

CHEM 530 – Topics in Teaching Chemistry

Credits: 2–4

Each time the course is offered, it treats one of the following areas: • Concepts in Chemistry; Fundamental ideas of chemistry • Demonstrations; Simple experiments which illustrate chemical principles • Problem-Solving Strategies; Exploration into the mental processes and logic behind problem-solving; None of the above areas are to occur twice in one student's program. **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** CHEM 232 **Repeatable:** Repeatable up to 6 credits **College Code:** CAS

CHEM 540 – Topics in Chemistry

Credits: 2–4

Independent readings to be chosen in consultation with the instructor. A written report and an oral presentation covering the materials read are required. A minimum of 60 hours of work is required for each credit. **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** CHEM 431 **Repeatable:** Repeatable up to 6 credits **College Code:** CAS

Communication

Nethery Hall, Room 224
269–471–6314; Fax 269–471–3125
commdept@andrews.edu
www.andrews.edu/comm/

Faculty

Delyse E. Steyn, Chair
Patrice Jones
Beverly J. Matiko
Debbie Michel
Melchizedek M. Ponniah
Desrene L. Vernon

Emerita

Luanne J. Bauer

Mission

The Department of Communication creates and fosters a diverse, Christian learning community dedicated to producing professionals of distinction committed to global service.

“Communicating for community” reflects the vision of the programs offered by the Department of Communication.

Communication is all about connection—successfully sharing messages and meaning. Communication competence is critical to being an effective leader. Lee Iacocca, chairman and CEO of Chrysler Corporation, said, “The most important thing I learned in school was how to communicate...you can have brilliant ideas, but if you can't get them across, your brains won't get you anywhere.”

The Department of Communication offers a variety of undergraduate programs as well as a master's program and graduate certificate program.

Lambda Pi Eta

Lambda Pi Eta is the National Communication Association (NCA) affiliated honor society.

Public Relations Student Society of America (PRSSA)

Chapter

The Andrews University PRSSA chapter is affiliated with the Western Michigan Public Relations Society of America. At the national level students are eligible for PRSA's publications, scholarships, award programs, leadership training and a national conference.

Computer Policy

The Department of Communication regards the computer as a tool integral to the success of students in their professional development. It is required that all students purchase a laptop computer and software to meet the department guidelines. Because computer technology is continually changing, a revised policy is drafted in the fall semester. A list of software is available in the department. Specific requirements change so it is important to make sure the software listed is compatible with the laptop you choose to purchase. Use of the computer in the curriculum varies by course.

Internships

Communication Management Emphasis and Communication Media Technology Emphasis, Journalism, and PR majors must submit applications for required internships during the sophomore and/or junior year. Students must fulfill the required number of clock hours to meet the requirements for their degree. Communication majors are encouraged to participate in the internship program and must then submit applications for internships during the junior or senior year. Department approval must be obtained prior to the start of an internship. It is strongly recommended that students complete COMM 480 prior to submitting applications.

Practicum

Practicum refers to the out-of-class opportunities on campus and in the immediate area for developing skills valuable to the communication professional. Students are encouraged to apply to the department for such opportunities. These experiences will be documented in a Portfolio as evidence of the student's involvement in the practical application of theory.

Bachelors

Communication Arts, Secondary Education BS

Return to: Communication Programs

This degree, granted by the College of Arts & Sciences in cooperation with the Department of Teaching, Learning & Curriculum, prepares students to teach communication arts at the secondary level. For more information regarding General Education Requirements or Secondary Certification with a BA or BS degree, see the department of Teaching, Learning & Curriculum

Core—10

- COMM 215 – Introduction to Communication Theory Credits: 4
- COMM 480 – Communicating for Community Credits: 3
- JOUR 230 – Beginning Media Writing Credits: 3

Foundational courses— 26–28

- COMM 280 – Voice and Diction Credits: 3
- COMM 320 – Interpersonal Communication Credits: 3
- COMM 425 – Media Literacy Credits: 3
- COMM 450 – Communication in the Classroom Credits: 3
- COMM 475 – Professional Presentations Credits: 3
- JOUR 330 – Advanced Media Writing Credits: 3
- JOUR 445 – Publication Production Credits: 3
- JOUR 455 – Media Law and Ethics Credits: 3
- JOUR 465 – Advanced Topics in Journalism: _____ Credits: 3

Note:

Students seeking Michigan State certification for elementary– or secondary–school teaching must take COMM 450.

General Education Requirements—Communication Arts with Secondary Certification

Note the following **specific** requirements:

Religion: 12*

- RELT 100 – God and Human Life Credits: 3
- RELT 225 – Doctrines of the Adventist Faith Credits: 3
- RELH 400 – SDA History and Prophetic Heritage Credits: 3–4
- Plus a 3–credit elective chosen in consultation with your SED advisor

Language/Communication:

- ENGL 115 – English Composition I Credits: 3
- ENGL 215 – English Composition II Credits: 3
- COMM 450 – Communication in the Classroom Credits: 3

History:

- HIST 117 – Civilizations and Ideas I Credits: 3
- HIST 118 – Civilizations and Ideas II Credits: 3

Fine Arts/Humanities:

Choose one course from:

- ARTH 220 – Language of Art Credits: 3
- PHTO 210 – History of Photography Credits: 3
- Studio Art Credits: 3
- ENGL 255 – Studies in Literature Credits: 3
- PHIL 224 – Introduction to Philosophy Credits: 3
- MUHL 214 – Enjoyment of Music Credits: 3
- Ensemble Music Credits: 3

Life/Physical Sciences:

- Take one course from Life Science and one from Physical Science. Choose from General Education Program requirements.

Mathematics:

See professional degree requirements

Computer Literacy:

- INFS 120 – Foundations of Information Technology Credits: 3

Service:

- EDTE 165 – Philosophical and Social Foundations of Education Credits: 4

Social Sciences:

- GDPC 302 – Educational Psychology Credits: 3
- EDTE 228 – Strategies for Educating Exceptional and Diverse Learners Credits: 3

Fitness Education:

- HLED 120 – Fit for Life Credits: 1
- plus two Fitness Education courses

Communication BA

Total Credits: 38

Communication Core

Required for each of the five majors and interdisciplinary emphases offered:

- COMM 215 – Introduction to Communication Theory Credits: 4
- COMM 230 – Communication Practices Credits: 1
- COMM 480 – Communicating for Community Credits: 3
- JOUR 230 – Beginning Media Writing Credits: 3

Total Credits: 11

Major requirements:

A minor or a second major is required for this major.

- JOUR 140 – Media, Culture and Society Credits: 3
- COMM 320 – Interpersonal Communication Credits: 3
- COMM 405 – Persuasion Credits: 3
- COMM 432 – Research Methods in Communication Credits: 3
- COMM 436 – Intercultural Communication Credits: 3
- COMM 456 – Group Dynamics and Leadership Credits: 3
- COMM 475 – Professional Presentations Credits: 3

Choose one of the following:

- COMM 280 – Voice and Diction Credits: 3
- COMM 465 – Topics in Communication Arts:_____ Credits: 3
- Plus 3 credits of electives chosen in consultation with the advisor.

Communication, Communication Management Emphasis BA

Communication Core

Required for each of the five majors and interdisciplinary emphases offered:

- COMM 215 – Introduction to Communication Theory Credits: 4
- COMM 230 – Communication Practices Credits: 1
- COMM 480 – Communicating for Community Credits: 3
- JOUR 230 – Beginning Media Writing Credits: 3

Total Credits: 11

Major requirements:

A second major or minor is not required.

- JOUR 140 – Media, Culture and Society Credits: 3
- COMM 389 – Internship in Communication Credits: 1–3

- COMM 454 – Topics in Communication:_____ Credits: 1–3
Organizational communication
- COMM 425 – Media Literacy Credits: 3
- COMM 320 – Interpersonal Communication Credits: 3
- COMM 405 – Persuasion Credits: 3
- COMM 432 – Research Methods in Communication Credits: 3
- COMM 436 – Intercultural Communication Credits: 3
- COMM 456 – Group Dynamics and Leadership Credits: 3
- COMM 475 – Professional Presentations Credits: 3
- PREL 460 – Development Credits: 3
- BSAD 355 – Management and Organization Credits: 3

Choose one of the following:

- COMM 280 – Voice and Diction Credits: 3
- COMM 465 – Topics in Communication Arts:_____ Credits: 3

Choose one of the following:

- BSAD 384 – Human Resource Management Credits: 3
- BSAD 436 – Motivation and Work Behavior Credits: 3
- Plus 8 credits of multi-disciplinary in consultation with the advisor
- Plus 3 credits of communication electives chosen in consultation with the advisor

Note:

Electives should reflect the emphasis in management and communication.

Communication, International Communication Emphasis BA

Total Credits: 60

Communication Core

Required for each of the five majors and interdisciplinary emphases offered:

- COMM 215 – Introduction to Communication Theory Credits: 4
- COMM 230 – Communication Practices Credits: 1
- COMM 480 – Communicating for Community Credits: 3
- JOUR 230 – Beginning Media Writing Credits: 3

Total Credits: 11

Major requirements:

A second major or minor is not required.

- JOUR 140 – Media, Culture and Society Credits: 3
- COMM 320 – Interpersonal Communication Credits: 3
- COMM 389 – Internship in Communication Credits: 1–3
- COMM 405 – Persuasion Credits: 3
- COMM 432 – Research Methods in Communication Credits: 3
- COMM 436 – Intercultural Communication Credits: 3
- COMM 456 – Group Dynamics and Leadership Credits: 3
- COMM 475 – Professional Presentations Credits: 3

Choose one of the following:

- COMM 280 – Voice and Diction Credits: 3
- COMM 465 – Topics in Communication Arts:_____ Credits: 3
- Plus 3 credits of communication electives chosen in consultation with the advisor
- ANTH 200 – Cultural Anthropology Credits: 3
- PLSC 230 – International Relations Credits: 3
- PLSC 420 – Human Rights, Violations, and Reconciliations Credits: 3

- Plus 12 credits of multidisciplinary course electives chosen in consultation with the advisor.

Additional Requirement

The Adventist Colleges Abroad Program (full year or summer) or participation in the Student Missionary program or a comparable international experience is required.

Communication, Media Technology BA

Return to: Communication Programs

Communication Core

Required for each of the five majors and interdisciplinary emphases offered:

- COMM 215 – Introduction to Communication Theory Credits: 4
- COMM 230 – Communication Practices Credits: 1
- COMM 480 – Communicating for Community Credits: 3
- JOUR 230 – Beginning Media Writing Credits: 3

Total Credits: 11

Major requirements:

A second major or minor is not required.

- JOUR 140 – Media, Culture and Society Credits: 3
- JOUR 455 – Media Law and Ethics Credits: 3
- JOUR 465 – Advanced Topics in Journalism: _____ Credits: 3
- COMM 425 – Media Literacy Credits: 3
- COMM 320 – Interpersonal Communication Credits: 3
- COMM 436 – Intercultural Communication Credits: 3
- COMM 405 – Persuasion Credits: 3
- COMM 432 – Research Methods in Communication Credits: 3
- COMM 456 – Group Dynamics and Leadership Credits: 3

Choose one of the following:

- COMM 280 – Voice and Diction Credits: 3
- COMM 465 – Topics in Communication Arts: _____ Credits: 3

Choose one of the following:

- JOUR 405 – Technology for Journalism Credits: 3
- JOUR 450 – Multimedia Journalism Credits: 3
- JOUR 460 – News Editing for Electronic Media Credits: 3

- and 2–3 credits of multi-disciplinary electives chosen in consultation with the advisor

Interdisciplinary Courses for Emphasis:

- COMM 389 – Internship in Communication Credits: 1–3
- And electives chosen in consultation with the advisor.

Cognate: (fulfills GE requirement)

Choose one of the following:

- PHTO 115 – Photography I Credits: 3
- PHTO 116 – Digital Photography I Credits: 3

Additional Requirement

- An internship in the area of Video Production is required.

Total Credits: 59

Electronic Journalism BFA

Communication Core

Required for each of the five majors and interdisciplinary emphases offered:

- COMM 215 – Introduction to Communication Theory Credits: 4
- COMM 230 – Communication Practices Credits: 1
- COMM 480 – Communicating for Community Credits: 3
- JOUR 230 – Beginning Media Writing Credits: 3

Total Credits: 11

Communication & Media Studies—21

- JOUR 140 – Media, Culture and Society Credits: 3
- COMM 425 – Media Literacy Credits: 3
- COMM 432 – Research Methods in Communication Credits: 3
- COMM 456 – Group Dynamics and Leadership Credits: 3
- COMM 436 – Intercultural Communication Credits: 3
- COMM 405 – Persuasion Credits: 3
- JOUR 455 – Media Law and Ethics Credits: 3

Electronic Journalism—33

- PHTO 116 – Digital Photography I Credits: 3
- JOUR 405 – Technology for Journalism Credits: 3
- JOUR 460 – News Editing for Electronic Media Credits: 3
- JOUR 330 – Advanced Media Writing Credits: 3
- JOUR 441 – Intro to News Production Credits: 3
- JOUR 389 – Internship in Journalism Credits: 1–3
- JOUR 450 – Multimedia Journalism Credits: 3
- JOUR 375 – Photojournalism Credits: 3
- JOUR 442 – Advanced News Production Credits: 3
- JOUR 436 – Electronic News Magazine Production Credits: 3
- COMM 290 – Practicum Credits: 1–3
- JOUR 496 – Portfolio Credits: 1–3 (1 credit required)

Electives—10–12

- JOUR 440 – Magazine and Feature Writing Credits: 3
- DSGN 214 – Graphic Design I Credits: 3
- Any other Journalism, PR, Media, or Communication course that suits the student's academic goals.

General Education Requirements

Religion:

See General Education Program requirements

Language/Communication:

See General Education Program requirements

History:

See General Education Program requirements

Fine Arts/Humanities:

See General Education Program requirements

Life/Physical Sciences:

See General Education Program requirements

Mathematics:

See General Education Program requirements

Computer Literacy:

Choose one of the following:

- ART 130 – Introduction to Digital Media Credits: 3
- INFS 120 – Foundations of Information Technology Credits: 3

Service:

- S–designated course: COMM 456 – Group Dynamics and Leadership

Social Sciences:

See General Education Program requirements

Fitness Education:

See General Education Program requirements

Total Credits: 75–77

Journalism BA

Total Credits: 38

Communication Core

Required for each of the five majors and interdisciplinary emphases offered:

- COMM 215 – Introduction to Communication Theory Credits: 4
- COMM 230 – Communication Practices Credits: 1
- COMM 480 – Communicating for Community Credits: 3
- JOUR 230 – Beginning Media Writing Credits: 3

Total Credits: 11

Major requirements:

A minor or second major is required for this major.

- JOUR 140 – Media, Culture and Society Credits: 3
- JOUR 330 – Advanced Media Writing Credits: 3
- JOUR 375 – Photojournalism Credits: 3
- JOUR 389 – Internship in Journalism Credits: 1–3
- JOUR 445 – Publication Production Credits: 3
- JOUR 455 – Media Law and Ethics Credits: 3

Choose one of the following:

- COMM 320 – Interpersonal Communication Credits: 3
- COMM 436 – Intercultural Communication Credits: 3

Choose 1 from

- COMM 425 – Media Literacy Credits: 3
- JOUR 405 – Technology for Journalism Credits: 3
- COMM 432 – Research Methods in Communication Credits: 3
- JOUR 445 – Publication Production Credits: 3
- JOUR 441 – Intro to News Production Credits: 3
- JOUR 442 – Advanced News Production Credits: 3
- JOUR 450 – Multimedia Journalism Credits: 3
- COMM 456 – Group Dynamics and Leadership Credits: 3
- JOUR 460 – News Editing for Electronic Media Credits: 3

Cognate:

(fulfills GE requirement)

Choose one of the following:

- PHTO 115 – Photography I Credits: 3
- PHTO 116 – Digital Photography I Credits: 3

Journalism, Media Studies BA

Communication Core

Required for each of the five majors and interdisciplinary emphases offered:

- COMM 215 – Introduction to Communication Theory Credits: 4
- COMM 230 – Communication Practices Credits: 1
- COMM 480 – Communicating for Community Credits: 3

- JOUR 230 – Beginning Media Writing Credits: 3

Total Credits: 11

Major requirements:

A second major or minor is not required.

- COMM 425 – Media Literacy Credits: 3
- JOUR 140 – Media, Culture and Society Credits: 3
- JOUR 330 – Advanced Media Writing Credits: 3
- JOUR 389 – Internship in Journalism Credits: 1–3
- COMM 405 – Persuasion Credits: 3
- COMM 432 – Research Methods in Communication Credits: 3
- COMM 456 – Group Dynamics and Leadership Credits: 3
- ENGL 430 – Topics in _____ Credits: 1–4
- Plus 3 credits of communication electives chosen in consultation with the advisor

Choose one of the following:

- COMM 280 – Voice and Diction Credits: 3
- COMM 465 – Topics in Communication Arts: _____ Credits: 3

Choose one of the following:

- COMM 320 – Interpersonal Communication Credits: 3
- COMM 436 – Intercultural Communication Credits: 3

Choose one of the following:

- JOUR 375 – Photojournalism Credits: 3
- JOUR 445 – Publication Production Credits: 3

Choose one of the following:

- JOUR 465 – Advanced Topics in Journalism: _____ Credits: 3
- JOUR 405 – Technology for Journalism Credits: 3
- JOUR 450 – Multimedia Journalism Credits: 3
- JOUR 460 – News Editing for Electronic Media Credits: 3
- Plus 13 credits of multi-disciplinary courses chosen in consultation with the advisor.

Additional Requirements

There must be at least one course in each of the three areas of art, design and the technical courses. An internship in an area of media is required.

Cognate:

(fulfills GE requirement)

Choose one of the following:

- PHTO 115 – Photography I Credits: 3
- PHTO 116 – Digital Photography I Credits: 3

Total Credits: 60

Public Relations BA

Communication Core

Required for each of the five majors and interdisciplinary emphases offered:

- COMM 215 – Introduction to Communication Theory Credits: 4
- COMM 230 – Communication Practices Credits: 1
- COMM 480 – Communicating for Community Credits: 3
- JOUR 230 – Beginning Media Writing Credits: 3

Total Credits: 11

Major requirements:

A minor or second major is required for this major.

- PREL 255 – Introduction to Public Relations Credits: 3

- PREL 320 – Managing PR Campaigns and Special Events Credits: 3
- PREL 389 – Internship in Public Relations Credits: 1–3
- PREL 454 – Advanced Public Relations Credits: 3
- PREL 460 – Development Credits: 3
- PREL 465 – Advanced Topics in Public Relations: Credits: 3
- COMM 432 – Research Methods in Communication Credits: 3
- JOUR 140 – Media, Culture and Society Credits: 3
- JOUR 445 – Publication Production Credits: 3

Choose one of the following:

- COMM 405 – Persuasion Credits: 3
- COMM 456 – Group Dynamics and Leadership Credits: 3

Total Credits: 38

Public Relations, International Public Relations BA

Communication Core

Required for each of the five majors and interdisciplinary emphases offered:

- COMM 215 – Introduction to Communication Theory Credits: 4
- COMM 230 – Communication Practices Credits: 1
- COMM 480 – Communicating for Community Credits: 3
- JOUR 230 – Beginning Media Writing Credits: 3

Total Credits: 11

Major Requirements:

A second major or minor is not required.

- PREL 255 – Introduction to Public Relations Credits: 3
- PREL 320 – Managing PR Campaigns and Special Events Credits: 3
- PREL 389 – Internship in Public Relations Credits: 1–3
- PREL 454 – Advanced Public Relations Credits: 3
- PREL 460 – Development Credits: 3
- PREL 465 – Advanced Topics in Public Relations: Credits: 3
- COMM 432 – Research Methods in Communication Credits: 3
- COMM 436 – Intercultural Communication Credits: 3
- JOUR 140 – Media, Culture and Society Credits: 3
- JOUR 445 – Publication Production Credits: 3

Choose one of the following:

- COMM 405 – Persuasion Credits: 3
- COMM 456 – Group Dynamics and Leadership Credits: 3
- Plus 6 credits of communication electives chosen in consultation with the advisor
- PLSC 230 – International Relations Credits: 3
- PLSC 420 – Human Rights, Violations, and Reconciliations Credits: 3
- ANTH 200 – Cultural Anthropology Credits: 3
- Plus 9 credits of multi-disciplinary course electives chosen in consultation with the advisor.

Additional Requirement

The Adventist Colleges Abroad Program (full year or summer) or participation in the Student Missionary program or a comparable international experience is required.

Total Credits: 59

Undergraduate Minors

Advocacy of Public Policy Minor

Return to: Communication Programs

Degree Requirements

- COMM 405 – Persuasion Credits: 3
- COMM 425 – Media Literacy Credits: 3
- JOUR 230 – Beginning Media Writing Credits: 3
- JOUR 455 – Media Law and Ethics Credits: 3
- PLSC 420 – Human Rights, Violations, and Reconciliations Credits: 3
- PLSC 435 – Public Policy Credits: 3

Electives—3

- COMM 454 – Topics in Communication: _____ Credits: 1–3 Org comm.
- BHSC 440 – Topics in _____ Credits: 1–4 Peace and Conflict Resolution
- JOUR 465 – Advanced Topics in Journalism: _____ Credits: 3 Media Activism and Social Change

Recommended General Education

- PLSC 237 – The Individual, State, and Marketplace Credits: 3
- PHIL 224 – Introduction to Philosophy Credits: 3

Total Credits: 21

Communication and Community Development Minor

Return to: Communication Programs

Degree Requirements

- COMM 436 – Intercultural Communication Credits: 3
- JOUR 465 – Advanced Topics in Journalism: _____ Credits: 3 Media Activism and Social Change
- SOCI 160 – Introduction to International Development Credits: 3
- PREL 460 – Development Credits: 3
- PLSC 420 – Human Rights, Violations, and Reconciliations

Electives—6 Credits

- PLSC 435 – Public Policy Credits: 3
- COMM 454 – Topics in Communication: _____ Credits: 1–3 Org Comm
- FDNT 469 – International Nutrition Credits: 2–3
- SOCI 408 – Emergency Preparedness Credits: 2
- SOCI 431 – Needs Assessment and Social Policy Credits: 3
- COMM 432 – Research Methods in Communication Credits: 3

Recommended General Education

- FNCE 206 – Personal Finance Credits: 2–3
- ECON 225 – Principles of Macroeconomics Credits: 3

Total Credits: 21

Communication and the Family Minor

Degree Requirements

- FMST 115 – Introduction to Family Studies Credits: 3
- COMM 320 – Interpersonal Communication Credits: 3
- COMM 436 – Intercultural Communication Credits: 3
- COMM 445 – Family Communication Credits: 3

- COMM 446 – Gender Communication Credits: 3

Electives—6

- FMST 310 – Parent–Child Relationships Credits: 3
- FMST 460 – Family Resource Management Credits: 3

Recommended General Education

- FDNT 230 – Nutrition Credits: 3

Total Credits: 21

Communication Arts, Secondary Education Minor

(Secondary Education)

Available only to those students obtaining secondary teacher certification. For more information regarding Secondary Certification with a minor see the department of Teaching, Learning & Curriculum

Degree Requirements

- COMM 215 – Introduction to Communication Theory Credits: 4
- COMM 480 – Communicating for Community Credits: 3
- JOUR 230 – Beginning Media Writing Credits: 3
- and 10 credits of electives selected from foundational courses of the major.

Total Credits: 20

Communication Studies Minor

Students apply to the department for this minor. When accepted, each student designs minor in consultation with departmental minor advisor to ensure that the plan of study is appropriate for the student's goals. Communication–core classes are recommended.

Degree Requirements

- At least 10 credits must be upper division.

Total Credits: 20

Electronic Journalism Minor

Degree Requirements

- JOUR 230 – Beginning Media Writing Credits: 3
- JOUR 460 – News Editing for Electronic Media Credits: 3
- JOUR 441 – Intro to News Production Credits: 3
- JOUR 442 – Advanced News Production Credits: 3
- JOUR 436 – Electronic News Magazine Production Credits: 3
- JOUR 450 – Multimedia Journalism Credits: 3

Choose one of the following:

- JOUR 375 – Photojournalism Credits: 3
- JOUR 405 – Technology for Journalism Credits: 3

Recommended General Education

- PHTO 116 – Digital Photography I Credits: 3

Total Credits: 21

Event Management Minor

Degree Requirements

- JOUR 230 – Beginning Media Writing Credits: 3
- PREL 255 – Introduction to Public Relations Credits: 3
- PREL 460 – Development Credits: 3
- COMM 454 – Topics in Communication:_____ Credits: 1–3 Org comm.
- COMM 475 – Professional Presentations Credits: 3

Choose one of the following:

- PREL 320 – Managing PR Campaigns and Special Events Credits: 3
- PREL 465 – Advanced Topics in Public Relations: Credits: 3 Special Events Planning

Recommended General Education

- FNCE 206 – Personal Finance Credits: 2–3
- COMM 320 – Interpersonal Communication Credits: 3

Total Credits: 21

Health Communication Minor

Degree Requirements

- JOUR 230 – Beginning Media Writing Credits: 3
- PREL 255 – Introduction to Public Relations Credits: 3
- PREL 465 – Advanced Topics in Public Relations: Credits: 3 Healthcare Communication
- COMM 405 – Persuasion Credits: 3

Electives—9

Choose a specific area of interest (e.g. Nutrition and Wellness)

- FDNT 448 – Nutrition and Wellness Credits: 3
- FDNT 460 – Seminar Credits: 1–2
- FTES 305 – Current Concepts and Applications in Physical Fitness Credits: 3
- FTES 410 – Issues in Exercise Studies Credits: 2
- HLED 445 – Consumer Health Credits: 2
- COMM 454 – Topics in Communication:_____ Credits: 1–3 Org comm.
- JOUR 440 – Magazine and Feature Writing Credits: 3
- JOUR 450 – Multimedia Journalism Credits: 3
- PREL 320 – Managing PR Campaigns and Special Events Credits: 3

Recommended General Education

- COMM 320 – Interpersonal Communication Credits: 3

Total Credits: 21

Image, Identity, and Popular Culture Minor

Degree Requirements

- COMM 425 – Media Literacy Credits: 3
- COMM 405 – Persuasion Credits: 3
- JOUR 140 – Media, Culture and Society Credits: 3
- JOUR 230 – Beginning Media Writing Credits: 3

Electives—6

Choose 6 Credits from the Following:

- COMM 450 – Communication in the Classroom Credits: 3
- BHSC 220 – An Interdisciplinary Approach to Contemporary Social Issues Credits: 3
- Or courses chosen in consultation with advisor.

Recommended General Education

- COMM 320 – Interpersonal Communication Credits: 3
- PSYC 180 – Dealing with Your Mind Credits: 3

Total Credits: 21

International Relations and Peace Studies Minor

Degree Requirements

- COMM 435 – Crisis Communications Credits: 3
- COMM 436 – Intercultural Communication Credits: 3
- COMM 454 – Topics in Communication:_____ Credits: 1–3 Mediation, conflict resolution
- JOUR 465 – Advanced Topics in Journalism:_____ Credits: 3 Media Activism and Social Change
- PLSC 230 – International Relations Credits: 3
- PLSC 420 – Human Rights, Violations, and Reconciliations Credits: 3

Electives—3

- PLSC 225 – Comparative Politics Credits: 3
- PLSC 435 – Public Policy Credits: 3

Recommended General Education

- ANTH 200 – Cultural Anthropology Credits: 3
- PLSC 237 – The Individual, State, and Marketplace Credits: 3

Total Credits: 21

Journalism Minor

Degree Requirements

- JOUR 140 – Media, Culture and Society Credits: 3
- JOUR 230 – Beginning Media Writing Credits: 3
- JOUR 330 – Advanced Media Writing Credits: 3
- JOUR 375 – Photojournalism Credits: 3
- Choose 8 credits of electives from courses allowed in the major Journalism.

Total Credits: 20

Media Studies Minor

Degree Requirements

- JOUR 140 – Media, Culture and Society Credits: 3
- JOUR 230 – Beginning Media Writing Credits: 3
- COMM 425 – Media Literacy Credits: 3
- Choose electives in consultation with advisor to meet career goals.

Total Credits: 20

Photojournalism Minor

Degree Requirements

- JOUR 230 – Beginning Media Writing Credits: 3
- JOUR 375 – Photojournalism Credits: 3
- JOUR 450 – Multimedia Journalism Credits: 3
- JOUR 445 – Publication Production Credits: 3

- PHTO 200 – Advanced Photography I Credits: 3
Choose one of the following:
- PHTO 326 – Business of Photography Credits: 3
- BSAD 210 – Small Business Management Credits: 3

Electives—6

Chosen in consultation with advisor.

For Journalism majors, JOUR 230 and JOUR 375 are required.

Choose one of the following:

- PHTO 425 – Travel Photography Credits: 3
- PHTO 420 – Documentary Photography Credits: 1–6

Recommended General Education

- PHTO 116 – Digital Photography I Credits: 3

Total Credits: 21

Public Relations Minor

Degree Requirements

- JOUR 140 – Media, Culture and Society Credits: 3
- JOUR 230 – Beginning Media Writing Credits: 3
- PREL 255 – Introduction to Public Relations Credits: 3
- PREL 454 – Advanced Public Relations Credits: 3
- PREL 460 – Development Credits: 3
- COMM 405 – Persuasion Credits: 3
- Choose 8 credits of electives from major Public Relations.

Total Credits: 20

Publication Production Minor

Degree Requirements

- JOUR 230 – Beginning Media Writing Credits: 3
- JOUR 440 – Magazine and Feature Writing Credits: 3
- JOUR 445 – Publication Production Credits: 3
- JOUR 450 – Multimedia Journalism Credits: 3
- ART 130 – Introduction to Digital Media Credits: 3
- PHTO 175 – Digital Imaging Credits: 3

Electives—3

- Chosen in consultation with advisor.

Recommended General Education

- PHTO 116 – Digital Photography I Credits: 3

Total Credits: 21

Strategic Communication Minor

Degree Requirements

- JOUR 230 – Beginning Media Writing Credits: 3
- PREL 255 – Introduction to Public Relations Credits: 3
- PREL 460 – Development Credits: 3
- COMM 454 – Topics in Communication:_____ Credits: 1–3 Org Comm
- COMM 435 – Crisis Communications Credits: 3
- PLSC 420 – Human Rights, Violations, and Reconciliations Credits: 3

Electives—3

From emergency response/management courses chosen in consultation with advisor.

- JOUR 465 – Advanced Topics in Journalism: _____ Credits: 3 Adv Topics: Media Activism and Social Change

Total Credits: 21

Masters

Communication, MA

Master of Arts: Communication is designed for students who wish to develop advanced-level communication skills in combination with knowledge or skills in another area or areas.

Students may select either the interdisciplinary program or one of the emphasis areas. The procedures are explained in the department's Graduate Student Manual. The Graduate Student Manual is available online at: www.andrews.edu/comm/ under Graduate Students.

General Admission Requirements

Graduate Program admission requirements, academic information and graduation procedures are detailed in the School of Graduate Studies & Research section of this catalog.

Departmental Admission Requirements

This is a summary of the procedures that a student planning to enroll in the MA should note:

1. At the time of application for admission, students must:
 - a) have a bachelor's degree or its equivalent.
 - b) present a portfolio of current evidence of communication experience/background.
 - c) submit a *Statement of Purpose* which explains how the relevant disciplines will be integrated to meet his/her career and academic goals.
2. Upon acceptance and registration, the student in conjunction with the graduate advisor will develop a Plan of Study which is based on the student's *Statement of Purpose*.
3. In addition to the admission requirements of the School of Graduate Studies & Research, the student applying to the Department of Communication must:
 - a) have a minimum of 12 semester credits in communication and/or related areas.
 - b) have an overall GPA of 2.75
 - c) complete all deficiencies at the beginning of the program. These courses are in addition to the regular graduate-degree course work.
 - d) evidence a sufficient command of the English language to succeed in the proposed program. This requires a minimum TOEFL score of 600 average with no section score lower than 60 and a minimum 5.5 score on the TWE (Test of Written English) or a minimum MELAB average score of 90 with no section lower than 88. No test score may be older than one year.
 - e) evidence a sufficient command of the English language to succeed in the proposed program. This requires a minimum paper-based TOEFL score of 600 with no section score lower than 60 and a minimum 5.5 score on the TWE (Test of Written English), 93 on the Internet-based TOEFL, or a minimum MELAB average score of 90 with no section lower than 88. No test score may be older than one year with the exception of the ibt which is good for two years.

Progression

All graduate students need to understand that

- The GRE must be completed in order to register for the second semester courses.
- A student on regular status must, in consultation with the graduate advisor, identify members to serve on a supervisory committee. This committee is appointed before students register for their second semester in the program. It determines individual requirements for completion with reference to a student's Plan of Study.
- A 3.00 GPA per semester must be maintained.
- Application for Graduation must be completed before completing the Advancement to Candidacy.

- Upon completion of 50% of course work, Advancement to Candidacy is initiated by the student, who completes all the required forms.

Forms are submitted to the chair of the Department Graduate Program Subcommittee. On approval, recommendations are made to the Records Office and to the Dean of Graduate Studies. See General Academic Policies for further details on graduation procedures and degree conferral.

MA Degree Requirements

1. Comply with the standards outlined in the School of Graduate Studies & Research section of the bulletin.
2. Select either the interdisciplinary program or one of the emphases and complete a curriculum consisting of a minimum of 40 credits of course work approved by the supervising committee.
3. Pass COMM 670 – Comprehensive Examination over the areas selected for the degree.
4. Submit and successfully defend a portfolio.

Communication MA Program Requirements

- Interdisciplinary Program requirements
- Emphasis Program requirements

Communication MA Program Requirements

Communication, Interdisciplinary Program MA

Communication core—12

- COMM 515 – A Christian Perspective of Communication Theories Credits: 3
- COMM 520 – Communication Research Methodology Credits: 3 **or** an approved graduate level research class
- COMM 590 – Graduate Seminar in _____ Credits: 2–3
- COMM 651 – Communication Research Seminar I Credits: 1
- COMM 652 – Communication Research Seminar II Credits: 2
- COMM 670 – Comprehensive Examination Credits: 0

Two projects—4

Selected from:

- COMM 589 – Internship/Practicum in Communication Credits: 2–3
- COMM 599 – Production Project in Communication Credits: 2–3
- COMM 695 – Research Project in Communication Credits: 2–3

Note:

Students consult with their advisor and with their supervising committee to determine what combination of the above is most suited to their degree goals.

Additional communication courses—12

Selected with the approval of the supervising committee.

Additional courses in other area(s)—12–15

Selected with the approval of the other department(s) and the student's supervising committee.

Total MA degree credits required—40–43

Communication, Emphasis Programs MA

Communication core—12

- COMM 515 – A Christian Perspective of Communication Theories Credits: 3
- COMM 520 – Communication Research Methodology Credits: 3 **or** an approved graduate level research class
- COMM 648 – Communication Workshop Credits: 1–6

- COMM 651 – Communication Research Seminar I Credits: 1
- COMM 652 – Communication Research Seminar II Credits: 2
- COMM 670 – Comprehensive Examination Credits: 0

Two Projects—4

Students must complete two of

- COMM 589 – Internship/Practicum in Communication Credits: 2–3
- COMM 599 – Production Project in Communication Credits: 2–3
- COMM 695 – Research Project in Communication Credits: 2–3

Communication Electives—12

Selected with the approval of the supervising committee.

Emphasis—12

Advancement and Fundraising Emphasis

Core:

- PREL 510 – Advancement and Communication Credits: 2
- BSAD 500 – Survey of Management Credits: 2
- plus 8 credits of electives selected with approval of the supervising committee.

International Community & Communication Emphasis

Core:

- COMM 540 – Communication in Development Practice Credits: 2–3
- COMM 590 – Graduate Seminar in _____ Credits: 2–3 International Communication
- plus 8 credits of electives selected with approval of the supervising committee.

Communication Management and Strategy Emphasis

Core:

- COMM 590 – Graduate Seminar in _____ Credits: 2–3 Grad Seminar: Leadership Communication
- COMM 590 – Graduate Seminar in _____ Grad Seminar: Organizational Communication
- plus 8 credits of electives selected with approval of the supervising committee.

Media Studies Emphasis

Electives in Public Relations, Journalism New Media selected with approval of the supervising committee.

Total MA degree credits required—40

Certificates

Communication Graduate Certificate

The Graduate Certificate Program in Communication is a focused group of Andrews University courses in the field of communication. After completing the program, a student will have general communication skills for work in business, communication industries and the Church setting, both nationally and internationally. These skills include planning and preparing promotional materials, web content, speeches, presentations and visual media products. A portfolio of current evidence related to experience within related areas of communication must be submitted before completion of the Graduate Certificate Program. A student who successfully completes the 12 credits will have met the requirements of the Graduate Certificate Program which is noted on the student's transcript. Courses taken in the Graduate Certificate Program may be applied by petition to a master's program in Communication.

Admission and Time Limit

Graduate admission processes and standards of the Graduate School apply. The Graduate Record Exam (GRE) is not required. The time limit for completion of the certificate program should not exceed five years from the first enrollment.

Prerequisite

Bachelor's degree

Delivery System

Courses may be delivered as summer courses, as intensives on a three-year rotation basis and pre-campus and post-campus work may be required. The courses may be offered on a regular on-campus basis during the semester.

Curriculum

Core—5

- COMM 648 – Communication Workshop Credits: 1–6 Competencies in speaking 1 Credit required
- writing 1 Credit required
- visual communication 1 Credit required
- COMM 554 – Topics in _____ Credits: 1–3 Communicating Mission 2 Credits required

Electives—7

Choose from:

- PREL 510 – Advancement and Communication Credits: 2 Advancement and Communication 2 Credits required
- COMM 554 – Topics in _____ Credits: 1–3 International Communication 1–2 Credits required
- COMM 590 – Graduate Seminar in _____ Credits: 2–3 Organizational Communication 2 Credits required
- COMM 554 – Topics in _____ Media and Communication 1–2 Credits required
- other courses selected in consultation with the advisor to meet career goals.

Total Credits for Graduate Certificate—12

Communication

COMM 104 – Communication Skills

Credits: 3

Study of the human communication process—including a multicultural perspective and the importance of diversity—focusing on interactions with oneself, with one other person, with a small group, and within public-speaking situations. Transfer students, juniors, and seniors meet the General Education requirement by taking one of the following: COMM320, 436, or 456. Communication majors who transfer in take COMM 320, COMM 436 or COMM 456. \$ – Course or lab fee **Delivery:** Interactive online option available **Grade Mode:** Normal (A–F,I,W) **College Code:** CAS

COMM 104V – Communication Skills

Credits: 3

Study of the human communication process—including a multicultural perspective and the importance of diversity—focusing on interactions with oneself, with one other person, with a small group, and within public-speaking situations. Transfer students, juniors, and seniors meet the General Education requirement by taking one of the following: COMM320, 436, or 456. Communication majors who transfer in take COMM 320, COMM 436 or COMM 456. **Delivery:** Self-paced online course **Grade Mode:** Griggs corresp (A–F,I,W,DG,DN) **College Code:** CAS

COMM 215 – Introduction to Communication Theory

Credits: 4

A study of classical and modern theories of rhetoric, interpersonal communication, language, and the role of communication in establishing social reality and a sample research project. \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **College Code:** CAS

COMM 230 – Communication Practices

Credits: 1

A foundational course which introduces students to the study of the human communication process and career opportunities in the field of communication. Majors and minors are advised to complete this course. \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **College Code:** CAS

COMM 280 – Voice and Diction

Credits: 3

Through vocal analysis and studying the production and differentiation of sound units in the English language, students identify and develop vocal strengths and identify and remedy vocal problems. Students learn to use their voices to achieve maximum understanding and pleasure. Includes theory, practice exercises, public performances, and an introduction to the International Phonetic Alphabet. \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **College Code:** CAS

COMM 290 – Practicum

Credits: 1–3

Supervised work experience in journalism, public relations, or another aspect of communication. A minimum of 75 clock hours of work experience is required. Obtain procedures and guidelines from the department. **Grade Mode:** Satisfactory w/DG (S,U,I,W,DG) **Repeatable:** Repeatable up to 3 credits **College Code:** CAS

COMM 320 – Interpersonal Communication

Credits: 3

Emphasis is placed on interpersonal skills for the workplace. Students examine components of interpersonal communication such as listening, perception, managing conflict, etc., then apply specific strategies to build relationships. \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **College Code:** CAS

COMM 389 – Internship in Communication

Credits: 1–3

Students work full time at communication enterprises. At least 90 clock hours per credit of work experience are required. Obtain procedures and guidelines from the department. \$ – Course or lab fee **Grade Mode:** Satisfactory w/DG (S,U,I,W,DG) **Repeatable:** Repeatable up to 3 credits **College Code:** CAS

COMM 405 – Persuasion

Credits: 3

The analysis of persuasive appeals from the point of view of a critical consumer plus practical experience, oral and written, in ethically persuading others. \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** COMM 104 or COMM 230 or permission of instructor. **College Code:** CAS

COMM 425 – Media Literacy

Credits: 3

A critical and experiential approach to information conveyed through the mass media. It includes an introduction to myth and meaning and the importance of understanding prevailing ideologies in the context of a Christian world view and a sense of identity. \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **Offering:** Alternate years **College Code:** CAS

COMM 432 – Research Methods in Communication

Credits: 3

An introduction to methods including textual analysis, qualitative, quantitative, ethnomethodology. Specific emphasis on methods in Public Relations, Journalism and Media Studies. \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **Offering:** Alternate years **College Code:** CAS

COMM 435 – Crisis Communications

Credits: 3

Understanding communication during crisis conditions. Planning, preventing and anticipating Public Relations emergencies. Preparing a crisis communication's plan including internal and external consulting factors. Implementing Public Relations activities including understanding and handling the media and the press, explaining technical information, communicating about risks and responding to warnings. Notification priorities and protocols. Developing information centers and methods and tools for disseminating information during emergencies. \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **Offering:** Alternate years **College Code:** CAS

COMM 436 – Intercultural Communication

Credits: 3

Students examine the relationship between culture and communication and the ways culture influences values and perceptions. Discussion and activities help students develop and apply analytic and communication skills which enable them to interact with cultural sensitivity and communicate more effectively in intercultural, interethnic, and cross-gender contexts. Particularly useful for students in business, behavioral sciences, education, and theology. \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **College Code:** CAS

COMM 445 – Family Communication

Credits: 3

A study of the family from a communication perspective (odd years). \$ – Course or lab fee Swing course—Approved 400–499 courses qualify for graduate-level credit for graduate students **Grade Mode:** Normal (A–F,I,W) **Offering:** Alternate years **College Code:** CAS

COMM 446 – Gender Communication

Credits: 3

The study of the interactive relationships between gender and communication as experienced in various contexts such as personal relationships, school and work settings (even years). \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **Offering:** Alternate years **College Code:** CAS

COMM 450 – Communication in the Classroom

Credits: 3

The study and development of effective communication skills within the context of the classroom. Focus is on interactive learning where the student rather than the instructor is central. Open only to upper division and graduate students. \$ – Course or lab fee Swing course—Approved 400–499 courses qualify for graduate-level credit for graduate students **Grade Mode:** Normal (A–F,I,W) **College Code:** CAS

COMM 454 – Topics in Communication:_____

Credits: 1–3

Topics of current significance. Credit to be announced with topic in advance. \$ – Course or lab fee Swing course—Approved 400–499 courses qualify for graduate-level credit for graduate students **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **Repeatable:** Repeatable with different topics **College Code:** CAS

COMM 456 – Group Dynamics and Leadership

Credits: 3

An experiential study of groups in process within organizations for the purpose of problem-solving and team building. Students work in teams to plan and complete a service project during the semester. \$ – Course or lab fee **Course Attribute:** Service course **Grade Mode:** Normal (A–F,I,W) **College Code:** CAS

COMM 465 – Topics in Communication Arts:_____

Credits: 3

Study of selected topics in Communication Arts. Topic to be announced in advance. Swing course—Approved 400–499 courses qualify for graduate-level credit for graduate students **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** Varies according to topic. • Drama • Interpretive Reading • British Dramatic Arts **Repeatable:** Repeatable up to 9 credits with different topics. **College Code:** CAS

COMM 475 – Professional Presentations

Credits: 3

Grounded in rhetorical theory and research, students conduct advanced research on speech topics of various situations and modes towards a professional and engaging performance of public communication. Speeches must be solidly supported and logically reasoned. Principles of eloquence, presentation design, and ethics characterize the articulate delivery. Focus is practical application of argumentation and debate skills to develop critical thinking for reasoned decision-making and problem-solving. Particularly useful for students in fields such as pre-law and business. Swing course—Approved 400–499 courses qualify for graduate-level credit for graduate students **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** COMM 104. **Offering:** Alternate years **College Code:** CAS

COMM 478 – Study Tour:

Credits: 0

Travel to destinations relevant to individual programs of study. Classes will be selected from department(s) offerings. Fee may be required. \$ – Course or lab fee Swing course—Approved 400–499 courses qualify for graduate-level credit for graduate students **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **Repeatable:** Repeatable **College Code:** CAS

COMM 480 – Communicating for Community

Credits: 3

A practical capstone class which helps students integrate and synthesize material acquired in their major. Practical applications are made to specific communities of practice. Students are required to complete their portfolios including mission statements and samples of performance in their major, and give evidence of an organized job search. Preparation for internship. \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **College Code:** CAS

COMM 495 – Independent Study/Readings/Research

Credits: 1–4

Topics chosen in consultation with an instructor. **Grade Mode:** Normal w S/DG (A–F,I,S,U,DG,W) **Prerequisite(s):** Requires prior approval from instructor. **Repeatable:** Repeatable up to 6 credits **College Code:** CAS

COMM 515 – A Christian Perspective of Communication Theories

Credits: 3

The study of communication theories from a biblical worldview approach. Various perspectives to be evaluated in this context are covering laws, human action, and systems perspectives. Students engage in seminar presentations and classroom discussions of how the theories can be applied in practical ways with an emphasis on faith and spirituality. \$ – Course or lab fee **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **College Code:** CAS

COMM 520 – Communication Research Methodology

Credits: 3

Consideration of basic research principles and methodologies with emphasis on constructing appropriate research designs and choosing appropriate methods. Students usually conduct a class research project. **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **Prerequisite(s):** COMM515 **College Code:** CAS

COMM 535 – Crisis Communications

Credits: 2

Understanding communication during crisis conditions. Planning, preventing and anticipating Public Relations emergencies. Preparing a crisis communication’s plan including internal and external consulting factors. Implementing Public Relations activities including understanding and handling the media and the press, explaining technical information, communicating about risks and responding to warnings. Notification priorities and protocols. Developing information centers and methods and tools for disseminating information during emergencies. \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **College Code:** CAS

COMM 536 – Issues in Intercultural Communication

Credits: 2–3

Examination of intercultural communication issues with specific applications to student’s chosen fields of enquiry or employment. Students explore critical issues influencing the effectiveness of their interaction with individuals from varied cultures in specific organizational and societal contexts. \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **Repeatable:** Repeatable **College Code:** CAS

COMM 540 – Communication in Development Practice

Credits: 2–3

Students examine the relationship between culture and communication. Apply analytic and communication skills which enable effective communication in various communities. Develop skills in persuasion and explore sensitivity to diversity issues. **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **College Code:** CAS

COMM 554 – Topics in _____

Credits: 1–3

Study of selected communication topics of current significance. Topics to be announced in advance. **Grade Mode:** Normal (A–F,I,W) **Repeatable:** Repeatable with different topics **College Code:** CAS

COMM 589 – Internship/Practicum in Communication

Credits: 2–3

Students apply their academic preparation at a full–time professional communication–related job. At least 400 clock hours of work experience are required. Obtain procedures and guidelines from the department. Registration for this course indicates full–time status. \$ – Course or lab fee **Grade Mode:** Satisfactory w/DG (S,U,I,W,DG) **Repeatable:** Repeatable **College Code:** CAS

COMM 590 – Graduate Seminar in _____

Credits: 2–3

Projects, reports, and discussions. Seminars are offered in various subjects such as Conflict Management, Prejudice Communication and Forgiveness, Religious Journalism, Contextualized Communication, Communication Paradigms, and Teambuilding. Topic announced in advance. \$ – Course or lab fee **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **Repeatable:** Repeatable with different topics **College Code:** CAS

COMM 599 – Production Project In Communication

Credits: 2–3

Students produce some major communication effort, such as creating and offering a training workshop, designing a public–relations campaign, editing a department magazine, directing a play, or offering a one–person show. **Grade Mode:** Satisfactory w/DG (S,U,I,W,DG) **Prerequisite(s):** Completed production project proposal. S/U grade. **Repeatable:** Repeatable **College Code:** CAS

COMM 640 – Project Continuation

Credits: 0

Students may register for this title while clearing deferred grade (DG) and/or incomplete (I) classes with advisor approval only. Registration for this title indicates full–time status. \$ – Course or lab fee **Grade Mode:** Noncredit (NC,W) **Repeatable:** Repeatable **College Code:** CAS

COMM 648 – Communication Workshop

Credits: 1–6

Intensive study on selected practical topics including competencies in speaking, writing and visual communication. Offered on a periodic basis with topic announced in class schedule. \$ – Course or lab fee **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **Repeatable:** Repeatable with different topics **College Code:** CAS

COMM 651 – Communication Research Seminar I

Credits: 1

A seminar, based on the skills acquired/learned in COMM 520, assists students to explore studies relevant to student’s research/production project. Emphasis is given to understanding and critiquing research studies and writing the literature review chapter for student’s research/production project(s). **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **College Code:** CAS

COMM 652 – Communication Research Seminar II

Credits: 2

This research seminar provides an opportunity to identify and develop the appropriate research method(s) including the theoretical framework for student’s research/production projects. This seminar requires students to refine and present their research proposal for their research/production project. **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **Prerequisite(s):** COMM 515, COMM 520, COMM 651. **College Code:** CAS

COMM 655 – Program Continuation

Credits: 0

Students may register for this non–credit continuation course to maintain active status. For additional information on active status, please refer to p. 56 in the bulletin. Registration does not indicate full–time status. \$ – Course or lab fee **Grade Mode:** Noncredit (NC,W) **Repeatable:** Repeatable **College Code:** CAS

COMM 660 – Thesis Continuation

Credits: 0

Student may register for this title while clearing deferred grade (DG) and/or incomplete (I) courses with advisor approval only. Registration for this title indicates full–time status. \$ – Course or lab fee **Grade Mode:** Noncredit (NC,W) **Repeatable:** Repeatable **College Code:** CAS

COMM 670 – Comprehensive Examination

Credits: 0

Grade Mode: Satisfactory w/DG (S,U,I,W,DG) **Repeatable:** Repeatable **College Code:** CAS

COMM 690 – Independent Study in Communication

Credits: 1–3

Individualized reading or research in a specified area under the guidance of an instructor; admission by consent of Area Coordinator. \$ – Course or lab fee **Grade Mode:** Normal w S/DG (A–F,I,S,U,DG,W) **Repeatable:** Repeatable **College Code:** CAS

COMM 695 – Research Project In Communication

Credits: 2–3

Independent work on final research project(s). **Grade Mode:** Normal w S/DG (A–F,I,S,U,DG,W) **Prerequisite(s):** COMM 520 and approved project proposal. **Repeatable:** Repeatable up to 6 credits with Graduate Committee permission **College Code:** CAS

COMM 699 – Master’s Thesis

Credits: 2

Grade Mode: Satisfactory w/DG (S,U,I,W,DG) **College Code:** CAS

Journalism

JOUR 140 – Media, Culture and Society

Credits: 3

A study of how media affects our popular culture and to critically assess the role of media in our lives. Beginning with the invention of mass communication and using culture as a thematic approach, students study the broad and overlapping media. \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **Offering:** Alternate years **College Code:** CAS

JOUR 230 – Beginning Media Writing

Credits: 3

Aimed at all communication majors, media writing introduces students to writing targeted communication in a journalistic style. They learn the basics of journalistic writing for various media (i.e., newspapers, radio and television), public relations press releases, basic features and editorials, the importance of audience for any written communication as well as the values of timeliness, objectivity, and fairness critical to any communication career. \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** Ability in word-processing. **College Code:** CAS

JOUR 330 – Advanced Media Writing

Credits: 3

Continues on the foundation of Beginning Media Writing, helping students to develop a deeper understanding of journalism and its place in society. Students learn how to cover a journalistic “beat”, develop sources, and how to research in-depth stories. Students also practice the art of the interview and learn the rights and obligations of reporters and communicators in any media. \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** JOUR230. **College Code:** CAS

JOUR 375 – Photojournalism

Credits: 3

Practice in the composition of good news pictures and in producing the picture story. \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** JOUR230, PHTO115. **Offering:** Alternate years **College Code:** CAS

JOUR 389 – Internship In Journalism

Credits: 1–3

Students work full time at journalistic enterprises. At least 90 clock hours per credit of work experience are required. Obtain procedures and guidelines from the department. \$ – Course or lab fee **Grade Mode:** Satisfactory w/DG (S,U,I,W,DG) **Repeatable:** Repeatable up to 3 credits **College Code:** CAS

JOUR 405 – Technology for Journalism

Credits: 3

An introduction to changing technology by identifying, learning and applying skills relevant to journalism. Students will be introduced to established and emerging technology applicable to gather and disseminate news on various platforms. \$ – Course or lab fee Swing course—Approved 400–499 courses qualify for graduate-level credit for graduate students **Grade Mode:** Normal (A–F,I,W) **Offering:** Alternate years **College Code:** CAS

JOUR 436 – Electronic News Magazine Production

Credits: 3

Students will receive individual coaching, as they complete a 20–30 minute work of video storytelling designed to be the capstone of their studies in electronic news. Emphasis will be placed on production techniques, reporting and storytelling. The expectation is that work produced by students in this course will be of broadcast quality for media such as television, the Internet, or at a film festival. \$ – Course or lab fee Swing course—Approved 400–499 courses qualify for graduate-level credit for graduate students **Grade Mode:** Normal (A–F,I,W) **Offering:** Alternate years **College Code:** CAS

JOUR 440 – Magazine and Feature Writing

Credits: 3

This course emphasizes developing original ideas and content for the specific, niche audiences served by magazines and focuses on how to think and write for magazines and newspapers. \$ – Course or lab fee Swing course—Approved 400–499 courses qualify for graduate-level credit for graduate students **Grade Mode:** Normal (A–F,I,W) **Offering:** Alternate years **College Code:** CAS

JOUR 441 – Intro to News Production

Credits: 3

An introduction to basic news production. Topics will include story structure, writing to picture, interview techniques, shooting, editing, pitching your stories and yourself to media outlets. Lab experience is expected. Course culminates in the production of a short hard news story. \$ – Course or lab fee Swing course—Approved 400–499 courses qualify for graduate-level credit for graduate students **Grade Mode:** Normal (A–F,I,W) **Offering:** Alternate years **College Code:** CAS

JOUR 442 – Advanced News Production

Credits: 3

Students will write, shoot, report, produce and anchor news stories. Students will rotate through different jobs, which will expose them to newsroom and studio operations. Editorial decision-making and production management is emphasized. Students will concentrate on producing hard news and feature reports. \$ – Course or lab fee Swing course—Approved 400–499 courses qualify for graduate-level credit for graduate students **Grade Mode:** Normal (A–F,I,W) **Offering:** Alternate years **College Code:** CAS

JOUR 445 – Publication Production

Credits: 3

The theory and practice of planning and producing of any publication, be it newspaper, magazine or newsletter. Students will learn the value of careful editing and basic layout from an editor's perspective. Practice in editing copy, writing headlines, composing picture captions, planning layout and designing pages, as well as tips and tricks on project production, will be covered. \$ – Course or lab fee Swing course—Approved 400–499 courses qualify for graduate-level credit for graduate students **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** JOUR 230. **Offering:** Alternate years **College Code:** CAS

JOUR 450 – Multimedia Journalism

Credits: 3

In the context of media convergence, this course embraces storytelling for delivery across various media platforms. Hands-on production focuses on news content for print, broadcast (TV and radio), new media (Internet, blogs, vodcasts, podcasts and interactive elements). \$ – Course or lab fee Swing course—Approved 400–499 courses qualify for graduate-level credit for graduate students **Grade Mode:** Normal (A–F,I,W) **Offering:** Alternate years **College Code:** CAS

JOUR 455 – Media Law and Ethics

Credits: 3

Case studies of court decisions affecting the mass media in the United States and the place of the ethical journalist in society. Consideration of the development of freedom, censorship, libel, privacy, obscenity laws, and the relationship between the press and the courts and freedom of information, and broadcast regulation. \$ – Course or lab fee Swing course—Approved 400–499 courses qualify for graduate-level credit for graduate students **Grade Mode:** Normal (A–F,I,W) **Offering:** Alternate years **College Code:** CAS

JOUR 460 – News Editing for Electronic Media

Credits: 3

Using news industry's editing standards, this course will assist student to develop techniques to edit news for the electronic media consistent with broadcast quality. This course will emphasize the roles and responsibilities of an editor including deadlines and ethics. \$ – Course or lab fee Swing course—Approved 400–499 courses qualify for graduate-level credit for graduate students **Grade Mode:** Normal (A–F,I,W) **Offering:** Alternate years **College Code:** CAS

JOUR 465 – Advanced Topics in Journalism:_____

Credits: 3

Study of selected topics in Journalism. Topic to be announced in advance. \$ – Course or lab fee Swing course—Approved 400–499 courses qualify for graduate-level credit for graduate students **Grade Mode:** Normal (A–F,I,W) **Repeatable:** Repeatable up to 15 credits with different topics **College Code:** CAS

JOUR 496 – Portfolio

Credits: 1–3

This course focuses on the student's portfolios, relevant professional standards and expectations of the job market. Existing projects are refined and new projects are identified to complete the requirements. Portfolios are presented and defended. \$ – Course or lab fee Swing course—Approved 400–499 courses qualify for graduate-level credit for graduate students **Grade Mode:** Normal (A–F,I,W) **College Code:** CAS

Public Relations

PREL 255 – Introduction to Public Relations

Credits: 3

Basic concepts in public relations, publics, public opinions, attitudes, two-way communications, and evaluation of public relations effectiveness. Basic literature of the field is examined. Basic principles for production of news releases, public service announcements, and other materials are covered. \$ – Course or lab fee

Grade Mode: Normal (A–F,I,W) **College Code:** CAS

PREL 320 – Managing PR Campaigns and Special Events

Credits: 3

Focuses on preparation for Public Relations careers, media relations, ethics, and industry issues and trends, including literature in the field and professional organizations. Students focus on writing projects, including press kits, proposals, newsletters, brochures, fundraising, speeches, public service announcements, copywriting and create documents for portfolios. \$ – Course or lab fee **Grade**

Mode: Normal (A–F,I,W) **Prerequisite(s):** PREL 255 and JOUR 230 or permission of instructor. **College Code:** CAS

PREL 389 – Internship in Public Relations

Credits: 1–3

Students intern at public relations or a related field. At least 90 clock hours per credit of work experience are required. Obtain procedures and guidelines from the department. \$ – Course or lab fee **Grade Mode:** Satisfactory w/DG (S,U,I,W,DG)

Repeatable: Repeatable up to 3 credits **College Code:** CAS

PREL 454 – Advanced Public Relations

Credits: 3

Examines the characteristics of successful public relations campaigns. Emphasis given to public relations planning and evaluating, as well as to advanced techniques in news publicity, controlled media publicity, and media relations. Professional practitioners are frequent guest lecturers. \$ – Course or lab fee Swing course—Approved 400–499 courses qualify for graduate-level credit for graduate students

Grade Mode: Normal (A–F,I,W) **Prerequisite(s):** PREL 255. **College Code:** CAS

PREL 460 – Development

Credits: 3

Provides student with an understanding of the facets of development intrinsic to a non-profit organization. Students work on team projects in local agencies and organization. They report to the class, write reflection papers, and give a final oral presentation about their experiences. \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **Offering:** Alternate years **College Code:** CAS

PREL 465 – Advanced Topics in Public Relations:

Credits: 3

Study of selected topics in Public Relations. Topic to be announced in advance. \$ – Course or lab fee Swing course—Approved 400–499 courses qualify for graduate-level credit for graduate students **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):**

PREL 255. • Crisis/Issues Management • Critical Issues in Public Relations • Case Studies in Public Relations • Health Care Communication • Special Events Planning

• Public Relations Research Techniques **Repeatable:** Repeatable up to 9 credits with different topics **College Code:** CAS

PREL 510 – Advancement and Communication

Credits: 2

Developing communication skills necessary to the non-profit arena, including working with volunteers, promoting and positioning various service organizations. Communication with relevant publics. **Grade Mode:** Normal (A–F,I,W) **College**

Code: CAS

Engineering & Computer Science

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Rodney Summerscales

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Roy Villafane

William Wolfer

Mission

The Engineering and Computer Science department aspires to be a place of choice for engineering and computer science education where dedicated students and faculty grow together to reach their God-given potential for service to society and the church.

Faculty and students in the Engineering and Computer Science Department will:

Seek Knowledge by:

- Exploring current knowledge in engineering and computing from a Christian viewpoint, within the broader context of the liberal arts.
- Creating a nurturing environment for a committed lifetime of intellectual discovery, problem-solving, and innovation.
- Enhancing learning through research and scholarship.
- Preparing students to join their chosen profession or attend graduate school.
- Engaging industry and professional stakeholders in the planning and assessing of our curriculum.

Affirm Faith by:

- Acknowledging the leadership of God in their lives.
- Acting with personal and moral integrity.
- Serving humanity in a complex, technological, global society.

Change the World by:

- Applying knowledge and skills to the care of their God-given home.
- Solving contemporary societal problems.
- Providing selfless service to others.

Bachelors

Computing, Computer Science Emphasis BS

Computer Science focuses on a study of computing as well as on its role in an application area. Areas of interest include artificial intelligence, compilers, computer architectures, computer graphics, computer networks, operating systems, program development, and analytical theory. A degree in computing with the Computer Science emphasis prepares students for graduate study, employment in computer systems/networks, administration/development, software development/maintenance, and for careers in education.

Major Requirements – 40

Common Core – 22

- CPTR 151 – Computer Science I Credits: 4
- CPTR 152 – Computer Science II Credits: 3
- CPTR 276 – Data Structures and Algorithms Credits: 3
- CPTR 440 – Operating Systems Credits: 3
- CPTR 460 – Software Engineering Credits: 3
- CPTR 491 – Computing Capstone I Credits: 3
- CPTR 492 – Computing Capstone II Credits: 3

Required courses—9

- CPTR 425 – Programming Languages Credits: 3
- CPTR 437 – Formal Theory of Computation Credits: 3
- CPTR 467 – Database Concepts and Theory Credits: 3

Major electives—9

Chosen from CPTR courses in consultation with an advisor. A minimum of 9 upper division credits required.

Cognate requirements—26–28

- MATH 191 – Calculus I Credits: 4
- MATH 192 – Calculus II Credits: 4
- MATH 355 – Discrete Mathematics Credits: 3
- STAT 340 – Probability Theory with Statistical Applications Credits: 3
- ENGR 385 – Microprocessor Systems Credits: 4

Choose one of the following sets:

- BIOL 165 – Foundations of Biology Credits: 5 or 4 *
- BIOL 166 – Foundations of Biology Credits: 5 or 4 *
- or
- CHEM 131 – General Chemistry I Credits: 4 *
- CHEM 132 – General Chemistry II Credits: 4 *
- or
- PHYS 141 – General Physics I Credits: 4
- PHYS 142 – General Physics II Credits: 4 *
- or
- PHYS 241 – Physics for Scientists and Engineers I Credits: 4 *
- PHYS 242 – Physics for Scientists and Engineers II Credits: 4 *
- PHYS 271 – Physics for Scientists and Engineers Laboratory I Credits: 1 *
- PHYS 272 – Physics for Scientists and Engineers Laboratory II Credits: 1 *

*These courses may apply toward the general education life/physical science requirement.

Program Requirements

Progression Requirements:

No grade lower than C– may be counted toward any degree requirement. An Engineering or Computing course may be repeated only once. Students may repeat only two Engineering or Computing courses. Students will be asked to withdraw from the program if they fail two Engineering or Computing courses in the same semester. Readmission will be considered on an individual basis. Transfer credits need to be submitted a minimum of six weeks prior to beginning of classes. Transfer students will be considered on an individual basis. Courses 200-level and above are restricted to admitted majors/minors only.

The major field examination in Computing is part of the senior exit test.

Computer Policy

The computer is a tool that is integral to the success of the computer scientist in her/his professional development. All students in the Computing program are required to have a computer and software meeting the program guidelines. The policy is updated yearly and will be in effect at the beginning of the Fall semester. It includes changes to reflect continual changes in technology. Computer purchases should be made such that the computer is ready for use on the first day of the semester.

Computing, Software Systems Emphasis BS

Software Systems is focusing on the development and maintenance of software in an application area. A minor in an application area is included as part of the degree. Typical minors might include one of the sciences, behavioral science, or business. Supervised “real-world” projects are a requirement for this degree. A degree in Computing with the Software Systems emphasis prepares students for employment in developing and maintaining commercial applications and for graduate studies in applied computing such as software engineering.

Major Requirements – 40

Common Core – 22

- CPTR 151 – Computer Science I Credits: 4
- CPTR 152 – Computer Science II Credits: 3
- CPTR 276 – Data Structures and Algorithms Credits: 3
- CPTR 440 – Operating Systems Credits: 3
- CPTR 460 – Software Engineering Credits: 3
- CPTR 491 – Computing Capstone I Credits: 3
- CPTR 492 – Computing Capstone II Credits: 3

Required courses—9

- CPTR 310 – Database Application Programming Credits: 3
- CPTR 427 – Object–Oriented Design and Programming Credits: 3
- CPTR 450 – Network Computing and Architecture Credits: 3

Major electives—9

Chosen from CPTR courses in consultation with an advisor. A minimum of 9 upper division credits required.

Cognate requirements—30–32

- MATH 191 – Calculus I Credits: 4
- MATH 355 – Discrete Mathematics Credits: 2
- STAT 285 – Elementary Statistics Credits: 3
- Minor in an advisor–approved application area (20–22)

Program Requirements

Progression Requirements:

No grade lower than C– may be counted toward any degree requirement. An Engineering or Computing course may be repeated only once. Students may repeat only two Engineering or Computing courses. Students will be asked to withdraw from the program if they fail two Engineering or Computing courses in the same semester. Readmission will be considered on an individual basis. Transfer credits need to be submitted a minimum of six weeks prior to beginning of classes. Transfer students will be considered on an individual basis. Courses 200–level and above are restricted to admitted majors/minors only.

The major field examination in Computing is part of the senior exit test.

Computer Policy

The computer is a tool that is integral to the success of the computer scientist in her/his professional development. All students in the Computing program are required to have a computer and software meeting the program guidelines. The policy is updated yearly and will be in effect at the beginning of the Fall semester. It includes changes to reflect continual changes in technology. Computer purchases should be made such that the computer is ready for use on the first day of the semester.

Engineering, Electrical and Computer Engineering Emphasis BS

Engineering builds on a strong traditional mathematics, science, and engineering core. The Electrical and Computer Engineering emphasis focuses on the areas of digital systems, communication systems, and computer controlled instrumentation and computer simulation.

The mathematics courses listed as cognates for the Engineering degree satisfy the requirements for a minor in mathematics. A second major in mathematics requires 6 additional credits in mathematics, and a second major in physics requires 14–17 additional credits in physics. See the Mathematics and Physics department listings for details.

Major Requirements – 66

Common Core – 30

- ENGR 120 – Introduction to Engineering & Design Credits: 2
- ENGR 125 – Engineering Graphics Credits: 3
- ENGR 180 – Materials Science Credits: 4
- ENGR 185 – Engineering Statics Credits: 3

- ENGR 225 – Circuit Analysis Credits: 3
- ENGR 275 – Electronics I Credits: 3
- ENGR 285 – Engineering Dynamics Credits: 3
- ENGR 310 – Linear Systems Analysis Credits: 3
- ENGR 450 – Engineering Economy Credits: 2
- ENGR 491 – Review of Engineering Design Credits: 1
- ENGR 492 – Senior Design Project Credits: 3

Required courses—31

- CPTR 151 – Computer Science I Credits: 4
- CPTR 152 – Computer Science II Credits: 3
- CPTR 465 – Computer Architecture Credits: 3
- ENGR 325 – Electronics II Credits: 4
- ENGR 335 – Logic Circuit Design Credits: 3
- ENGR 385 – Microprocessor Systems Credits: 4
- ENGR 415 – Virtual Instrumentation Credits: 3
- ENGR 435 – Electromagnetic Fields Credits: 3
- ENGR 455 – Communication Systems Credits: 4

Major electives—5

Chosen from upper division ENGR and CPTR courses in consultation with an advisor.

Cognates – 35

- MATH 191 – Calculus I Credits: 4
- MATH 192 – Calculus II Credits: 4
- MATH 215 – Introduction to Linear Algebra Credits: 3
- MATH 240 – Calculus III Credits: 4
- MATH 286 – Differential Equations Credits: 3
- CHEM 131 – General Chemistry I Credits: 4
- PHYS 241 – Physics for Scientists and Engineers I Credits: 4
- PHYS 242 – Physics for Scientists and Engineers II Credits: 4
- PHYS 271 – Physics for Scientists and Engineers Laboratory I Credits: 1
- PHYS 272 – Physics for Scientists and Engineers Laboratory II Credits: 1
- STAT 340 – Probability Theory with Statistical Applications Credits: 3

Professional Program

Admission Requirements:

Transfer students will be considered on an individual basis. Engineering foundation courses—

- MATH 191 – Calculus I Credits: 4
- ENGR 120 – Introduction to Engineering & Design Credits: 2
- ENGR 125 – Engineering Graphics Credits: 3
- ENGR 180 – Materials Science Credits: 4
- ENGR 185 – Engineering Statics Credits: 3
- CHEM 131 – General Chemistry I Credits: 4

Progression Requirements:

No grade lower than C– may be counted toward any degree requirement. An Engineering or Computing course may be repeated only once. Students may repeat only two Engineering or Computing courses. Students will be asked to withdraw from the program if they fail **two** Engineering or Computing courses in the same semester. Readmission will be considered on an individual basis. Transfer credits need to be submitted a minimum of **six** weeks prior to beginning of classes. Transfer students will be considered on an individual basis. Courses 200–level and above are restricted to admitted majors/minors only.

General Education Requirements

See professional program requirements and note the following **specific** requirements:

Religion:

- RELT 100 – God and Human Life Credits: 3
- RELT 340 – Religion and Ethics in Modern Society Credits: 3
- and **two more courses** from RELB, RELG, RELP, RELT

Language/Communication:

- ENGL 115 – English Composition I Credits: 3
- ENGL 220 – Technical Writing Credits: 3
- COMM 104 – Communication Skills Credits: 3

History:

- HIST 118 – Civilizations and Ideas II Credits: 3

Fine Arts/Humanities:

- professional degree requirements

Life/Physical Sciences:

- CHEM 131 – General Chemistry I Credits: 4

Mathematics:

- MATH 191 – Calculus I Credits: 4

Computer Literacy:

Computer courses within required courses for the emphasis

Service:

- BHSC 100 – Philosophy of Service Credits: 2 **or**
- ENGR 485 – Community Project in Engineering Credits: 2–6

Social Sciences:

Take **one** course from the following:

- ANTH 200 – Cultural Anthropology Credits: 3
- ECON 225 – Principles of Macroeconomics Credits: 3
- GEOG 110 – Survey of Geography Credits: 3
- PLSC 104 – American Government Credits: 3
- PSYC 101 – Introduction to Psychology Credits: 3
- SOCI 119 – Principles of Sociology Credits: 3

Fitness Education:

- HLED 120 – Fit for Life Credits: 1
- and one additional course from personal fitness, outdoor skills or team activity

Engineering, Mechanical Engineering Emphasis BS

Engineering builds on a strong traditional mathematics, science, and engineering core. The Mechanical Engineering emphasis focuses on mechanical design and the electromechanical elements of smart machines.

The mathematics courses listed as cognates for the Engineering degree satisfy the requirements for a minor in mathematics. A second major in mathematics requires 6 additional credits in mathematics, and a second major in physics requires 14–17 additional credits in physics. See the Mathematics and Physics department listings for details.

Major Requirements –66

Common Core – 30

- ENGR 120 – Introduction to Engineering & Design Credits: 2
- ENGR 125 – Engineering Graphics Credits: 3
- ENGR 180 – Materials Science Credits: 4
- ENGR 185 – Engineering Statics Credits: 3
- ENGR 225 – Circuit Analysis Credits: 3
- ENGR 275 – Electronics I Credits: 3
- ENGR 285 – Engineering Dynamics Credits: 3
- ENGR 310 – Linear Systems Analysis Credits: 3
- ENGR 450 – Engineering Economy Credits: 2
- ENGR 491 – Review of Engineering Design Credits: 1
- ENGR 492 – Senior Design Project Credits: 3

Required courses—30

- CPTR 125 – Introduction to Computer Programming Credits: 3
- ENGR 320 – Manufacturing Processes Credits: 3
- ENGR 330 – Thermodynamics Credits: 3
- ENGR 340 – Mechanics of Materials Credits: 3
- ENGR 350 – Sensors and Actuators Credits: 3
- ENGR 360 – Fluid Dynamics Credits: 3
- ENGR 390 – Engineering Measurements Lab Credits: 2
- ENGR 410 – Feedback Control Systems Credits: 4
- ENGR 420 – Machine Design Credits: 3
- ENGR 440 – Heat and Mass Transfer Credits: 3

Major electives—6

Chosen from upper division ENGR courses in consultation with an advisor.

Cognates – 35

- MATH 191 – Calculus I Credits: 4
- MATH 192 – Calculus II Credits: 4
- MATH 215 – Introduction to Linear Algebra Credits: 3
- MATH 240 – Calculus III Credits: 4
- MATH 286 – Differential Equations Credits: 3
- STAT 340 – Probability Theory with Statistical Applications Credits: 3
- CHEM 131 – General Chemistry I Credits: 4
- PHYS 241 – Physics for Scientists and Engineers I Credits: 4
- PHYS 242 – Physics for Scientists and Engineers II Credits: 4
- PHYS 271 – Physics for Scientists and Engineers Laboratory I Credits: 1
- PHYS 272 – Physics for Scientists and Engineers Laboratory II Credits: 1

Professional Program

Admission Requirements:

Transfer students will be considered on an individual basis.

Engineering foundation courses—

- MATH 191 – Calculus I Credits: 4
- ENGR 120 – Introduction to Engineering & Design Credits: 2
- ENGR 125 – Engineering Graphics Credits: 3
- ENGR 180 – Materials Science Credits: 4
- ENGR 185 – Engineering Statics Credits: 3
- CHEM 131 – General Chemistry I Credits: 4

Progression Requirements:

No grade lower than C– may be counted toward any degree requirement. An Engineering or Computing course may be repeated only once. Students may repeat only two Engineering or Computing courses. Students will be asked to withdraw from the program if they fail **two** Engineering or Computing courses in the same semester. Readmission will be considered on an individual basis. Transfer credits need to be submitted a minimum of **six** weeks prior to beginning of classes. Transfer students will be considered on an individual basis. Courses 200–level and above are restricted to admitted majors/minors only.

General Education Requirements

See professional program requirements and note the following **specific** requirements:

Religion:

- RELT 100 – God and Human Life Credits: 3
- RELT 340 – Religion and Ethics in Modern Society Credits: 3
- and **two more courses** from RELB, RELG, RELP, RELT

Language/Communication:

- ENGL 115 – English Composition I Credits: 3
- ENGL 220 – Technical Writing Credits: 3
- COMM 104 – Communication Skills Credits: 3

History:

- HIST 118 – Civilizations and Ideas II Credits: 3

Fine Arts/Humanities:

professional degree requirements

Life/Physical Sciences:

- CHEM 131 – General Chemistry I Credits: 4

Mathematics:

- MATH 191 – Calculus I Credits: 4

Computer Literacy:

Computer courses within required courses for the emphasis

Service:

- BHSC 100 – Philosophy of Service Credits: 2 **or**
- ENGR 485 – Community Project in Engineering Credits: 2–6

Social Sciences:

take **one** course from the following:

- ANTH 200 – Cultural Anthropology Credits: 3
- ECON 225 – Principles of Macroeconomics Credits: 3
- GEOG 110 – Survey of Geography Credits: 3
- PLSC 104 – American Government Credits: 3
- PSYC 101 – Introduction to Psychology Credits: 3
- SOCI 119 – Principles of Sociology Credits: 3

Fitness Education:

- HLED 120 – Fit for Life Credits: 1
- and one additional course from personal fitness, outdoor skills or team activity

Undergraduate Minors

Computing Minor

Required courses—10

- CPTR 151 – Computer Science I Credits: 4
- CPTR 152 – Computer Science II Credits: 3
- CPTR 276 – Data Structures and Algorithms Credits: 3

Minor electives—10

Chosen from CPTR courses in consultation with an advisor.

Note:

No course grade below a C– may apply to a major or minor in Computing.

Total Credits: 20

Engineering Minor

Required courses—11

- ENGR 120 – Introduction to Engineering & Design Credits: 2
- ENGR 125 – Engineering Graphics Credits: 3
- ENGR 185 – Engineering Statics Credits: 3
- ENGR 225 – Circuit Analysis Credits: 3

Minor Electives—9

Chosen from ENGR courses in consultation with an engineering advisor.

Cognates:

- MATH 191 – Calculus I Credits: 4
- MATH 192 – Calculus II Credits: 4

Total Credits: 20

Computing & Software Engineering

CPTR 125 – Introduction to Computer Programming

Credits: 3

Programming in a selected language. May be repeated for a total of three unique languages. Satisfies general education requirements for computing majors. Only 3 credits of CPTR125 may apply toward a computing major or minor. **Grade Mode:** Normal (A–F,I,W) **Repeatable:** Repeatable up to 9 credits **Offering:** Spring **College Code:** CAS

CPTR 151 – Computer Science I

Credits: 4

An introduction to programming methodology, problem–solving, algorithm development, control structures, arrays, program style, design correctness and documentation techniques, as well as a brief overview of computer systems and computer history. **Grade Mode:** Normal (A–F,I,W) **Offering:** Fall **College Code:** CAS

CPTR 152 – Computer Science II

Credits: 3

A continuation of CPTR151 examines program specifications, design, coding, correctness, and style with additional coverage of pointers and arrays, and an in–depth study of recursion and data structures. Includes files, lists, stacks, queues, trees, graphs, and an overview of computer ethics. **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** CPTR151. **Offering:** Spring **College Code:** CAS

CPTR 276 – Data Structures and Algorithms

Credits: 3

A study of techniques for the design and analysis of algorithms using appropriate data structures covered in CPTR152. Topics include: asymptotic complexity bounds, graph and tree algorithms, fundamental algorithmic strategies (such as greedy, divide–and–conquer, backtracking, branch–and–bound, heuristics, pattern matching and string/text algorithms), numerical approximation and dynamic programming. **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** CPTR152. **Offering:** Fall **College Code:** CAS

CPTR 295 – Directed Computer Language Study

Credits: 1–3

Directed study of computer language in consultation with the instructor. Normally, the language is not included in other courses taught by the department. A programming project may be required. **Grade Mode:** Normal w S/DG (A–F,I,S,U,DG,W) **Prerequisite(s):** CPTR151 or equivalent. **Repeatable:** Repeatable **College Code:** CAS

CPTR 310 – Database Application Programming

Credits: 3

A study of basic database principles and web applications using technologies such as PHP, MySQL, Three Tier Architectures, scripting languages and data manipulation. Manipulating databases using SQL. Sessions, authentication and security. **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** CPTR151. **Offering:** Fall **College Code:** CAS

CPTR 416 – Internet Technologies

Credits: 3

A study of current technologies and their effects, including web server software, e–commerce, various scripting languages, human–computer interaction, perception, and related issues. **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** CPTR152. **Offering:** Fall, even years **College Code:** CAS

CPTR 425 – Programming Languages

Credits: 3

Survey of current programming languages, including structure, runtime systems, the specification of syntax, and semantics. Definition of syntax for formal languages with emphasis on context–free languages. Techniques for scanning and parsing programming languages. Automated grammar analysis parsers. **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** CPTR276. **Offering:** Spring **College Code:** CAS

CPTR 427 – Object–Oriented Design and Programming

Credits: 3

Emphasizes the study of object–oriented analysis and design methodologies and the application of these to the development of advanced software. Includes survey of object–oriented programming languages and environments. **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** CPTR 152. **Offering:** Spring **College Code:** CAS

CPTR 436 – Numerical Methods and Analysis

Credits: 3

A study of common numerical techniques applicable on a computer. Includes interpolation, extrapolation, approximation techniques, numerical methods for linear problems, root finding, function fitting, numerical integration, location of extremes, efficiency of numerical algorithms, and minimization of computational error. **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** CPTR 276 and MATH 215.

Offering: Spring, odd years **College Code:** CAS

CPTR 437 – Formal Theory of Computation

Credits: 3

Includes post productions, Turing machines, and recursive functions. Recursive and recursively enumerable sets. Undecidability results of computation. **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** CPTR 152 and MATH 355. **Offering:** Fall **College Code:** CAS

CPTR 440 – Operating Systems

Credits: 3

Process management, including asynchronous concurrent processes and deadlock, virtual storage management and job and process scheduling, multiprocessing, disk scheduling and file and database systems, performance and security. **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** CPTR 276. **Offering:** Fall **College Code:** CAS

CPTR 450 – Network Computing and Architecture

Credits: 3

Concepts applicable to constructing a computer network and the application of computing algorithms and solutions using networked computers and devices. Study topics such as physical transmission media, protocols and associated layers, TCP/IP, application programming interfaces and frameworks, sockets, clustering and security. **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** CPTR 152. **Offering:** Spring **College Code:** CAS

CPTR 460 – Software Engineering

Credits: 3

Surveys basic software engineering topics associated with the processes, documents, and products of the entire software life cycle. Topics include software evolution, project organization, and management, feasibility studies, product definition, design, implementation, and testing issues, and the role of the software engineer within the life cycle. **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** CPTR 152. **Offering:** Fall **College Code:** CAS

CPTR 465 – Computer Architecture

Credits: 3

Focus on hardware aspects of computing and logical concepts. Includes data representation for numbers and other data types, Boolean algebra, digital logic circuit representations of basic computational building blocks, CPU components, interrupt schemes and buses. Relevance of supporting concepts is discussed, including system software, assemblers, assembly language programming and operating systems. **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** CPTR 152. **Offering:** Spring **College Code:** CAS

CPTR 467 – Database Concepts and Theory

Credits: 3

Study of issues relevant to abstract and concrete aspects in both the creation of database management system software and its use. Indexing, buffering and other internal and physical database design issues. Relational model algebra, calculus and query languages. Functional dependencies and normalization. Study of and modeling using Entity–Relationship and other relevant paradigms. Common application databases. Introduction to the use of transactions, query optimization and non–relational database models. Design and programming assignments using databases. **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** CPTR 152. **Offering:** Spring **College Code:** CAS

CPTR 475 – Topics in _____

Credits: 1–4

Selected topics of current interest in computing such as Robotics, advanced languages, or others. **Grade Mode:** Normal (A–F,I,W) **Repeatable:** Repeatable with different topics **College Code:** CAS

CPTR 485 – Computer Graphics

Credits: 3

Introduction to computer graphics focusing on the algorithms and data structures for the modeling and shading of 3–d images. Topics include basic OpenGL programming, mesh generation, shading, raytracing, radiosity methods, procedural textures, and fractal methods. **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** CPTR 152. **Offering:** Fall **College Code:** CAS

CPTR 487 – Artificial Intelligence

Credits: 3

Provides the conceptual basis for understanding current trends in Artificial Intelligence. Topics include both symbolic and numeric processing, intelligent search methods, problem representation, machine learning, expert systems, and a survey of some social implications of AI. **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** CPTR 152. **Offering:** Fall, odd years **College Code:** CAS

CPTR 491 – Computing Capstone I

Credits: 3

The first of a capstone project sequence required for all senior computing majors. Software engineering and its methodologies are applied. Various software life cycle models are incorporated. Students are placed into teams and assigned to a client and/or project. The teams create a project plan, analyze and specify requirements for their project and develop a design. Prototype demonstrations and periodic oral and written progress reports are required to help assure steady progress. Individuals and teams produce a variety of documents throughout the course. Documents include a management plan, project abstracts, a requirements specification, a user interface prototype document, and a design document consisting of architectural and detailed design elements. This course is a writing–intensive course. **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** CPTR 460 **College Code:** CAS

CPTR 492 – Computing Capstone II

Credits: 3

The second of a capstone project sequence required for all computing majors. Students are placed into teams and assigned to complete an existing project for a client. The teams implement and debug code according to a design produced earlier. They produce a testing plan, carry out testing, record test results and summarize them. Prototype demonstrations and periodic progress reports are required to help assure steady progress. Individuals and teams produce a variety of documents throughout the course. These documents include a testing plan, a testing log, and a summary of testing, a maintenance manual and a user manual. Teams also deliver a public demonstration at the end of the course, as well as a final presentation. **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** CPTR 491. **College Code:** CAS

CPTR 495 – Independent Study

Credits: 1–3

Directed study of material of special interest chosen in consultation with the instructor. No more than 6 credits may be earned in CPTR495. **Grade Mode:** Satisfactory w/DG (S,U,I,W,DG) **Repeatable:** Repeatable up to 6 credits **College Code:** CAS

CPTR 496 – Special Projects

Credits: 1–3

Project chosen in consultation with instructor. No more than 6 credits may be earned in CPTR 495. **Grade Mode:** Satisfactory w/DG (S,U,I,W,DG) **Repeatable:** Repeatable up to 6 credits **College Code:** CAS

CPTR 660 – Thesis/Project Extension

Credits: 0

Grade Mode: Noncredit (NC,W) **Repeatable:** Repeatable **College Code:** CAS

CPTR 699 – Master's Thesis

Credits: 1–6

To be repeated to 6 credits. **Grade Mode:** Satisfactory w/DG (S,U,I,W,DG) **Repeatable:** Repeatable up to 6 credits **College Code:** CAS

Engineering

ENGR 120 – Introduction to Engineering & Design

Credits: 2

An introductory course in engineering and design. It teaches the basic principles of design and related design tools from a basic level. Students will be taught to use computer tools for engineering analysis. \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **Offering:** Fall **College Code:** CAS

ENGR 125 – Engineering Graphics

Credits: 3

Fundamentals of drawing as applied to mechanical engineering problems. Orthographic projections, auxiliary and sectional views, dimensioning and tolerancing, oblique and isometric views, detail and assembly drawing. Sketching and computer aided drafting. Weekly: two 1–hour lectures and two 1.5–hour labs \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **Offering:** Fall **College Code:** CAS

ENGR 180 – Materials Science

Credits: 4

Introduction to the study of materials. Covers physical properties, application and relevant properties associated with engineering material. A weekly hands-on laboratory helps demonstrate the relationship of properties of materials studied in lecture. Weekly: 3–hour lecture and a 3–hour lab \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** CHEM 131. **Offering:** Spring **College Code:** CAS

ENGR 185 – Engineering Statics

Credits: 3

Principles of statics and their application to engineering problems; forces, moments, couples, friction, centroids and moments of inertia. **Grade Mode:** Normal (A–F,I,W) **Prerequisite/Corequisite:** MATH 191. **Offering:** Spring **College Code:** CAS

ENGR 225 – Circuit Analysis

Credits: 3

Resistive circuit analysis, network theorems, dependent sources, energy storage elements, 1st and 2nd order circuit transient responses, ac circuit analysis using phasors and impedances, and ac complex power. Weekly: 2–hour lecture and a 3–hour lab \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** MATH 191. **Prerequisite/Corequisite:** MATH 192. **Offering:** Fall **College Code:** CAS

ENGR 248 – Workshop

Credits: 1–4

Provides flexibility for the occasional workshop where it is appropriate to offer engineering credit. Workshop requirements must be approved by the department. **Grade Mode:** Normal (A–F,I,W) **Repeatable:** Repeatable **College Code:** CAS

ENGR 275 – Electronics I

Credits: 3

Introduction to diodes and transistors and their applications in switching and amplification circuits. Introduction to the basic op–amp circuits and their characteristics. Binary numbers and codes, Boolean algebra, logic circuits, flip–flops and registers. Digital circuit applications. Weekly: 2–hour lecture and a 3–hour lab \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** ENGR 225. **Offering:** Spring **College Code:** CAS

ENGR 285 – Engineering Dynamics

Credits: 3

Vectorial kinematics of moving bodies in fixed and moving reference frames. Kinetics of particles, assemblies of particles, and rigid bodies, with emphasis on the concept of momentum. Keplerian motion, elementary vibrations, and conservative dynamic systems. **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** ENGR 185 and MATH 192. **Offering:** Spring **College Code:** CAS

ENGR 310 – Linear Systems Analysis

Credits: 3

Convolution, analysis and spectra of continuous time domain signals, Fourier and Laplace transforms, discrete time domain signals, and the z–transform. **Grade Mode:** Normal (A–F,I,W) **Corequisite(s):** CPTR 125. **Prerequisite(s):** MATH 215, MATH 286. **Offering:** Spring **College Code:** CAS

ENGR 320 – Manufacturing Processes

Credits: 3

Deals with today’s technologies and the future of manufacturing. It includes details of product design process, rapid prototyping and a survey of manufacturing technologies. **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** ENGR 180. **Offering:** Fall **College Code:** CAS

ENGR 325 – Electronics II

Credits: 4

Modeling of transistors, biasing of transistors in amplifier circuits, and amplitude and frequency limitations of transistors. Linear and switching electronic circuits with an emphasis on op–amps. Weekly: 3–hour lecture and a 3–hour lab \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** ENGR 275. **Offering:** Fall **College Code:** CAS

ENGR 330 – Thermodynamics

Credits: 3

Introduction to the nature of energy and study of energy transport conservation in closed and flowing systems; properties and states of solids, liquids, vapors, and gases; enthalpy; meaning and production of entropy and introduction to cyclic systems. **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** PHYS 242. **Offering:** Fall **College Code:** CAS

ENGR 335 – Logic Circuit Design

Credits: 3

Modern digital logic families, state machines, design of digital logic circuits in FPGAs, and VHDL specification of logic circuits. **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** ENGR 275. **Offering:** Fall **College Code:** CAS

ENGR 340 – Mechanics of Materials

Credits: 3

Study of stresses and strain, deformations and deflections of posts, shafts, beams, columns; combined stresses; elasticity. **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** ENGR 185. **Offering:** Fall **College Code:** CAS

ENGR 350 – Sensors and Actuators

Credits: 3

Study of temperature, mechanical, and optical sensors; sensor signal conditioning; ac, dc, and stepping motors; and the motor control requirements. Weekly: 2 lectures and a 3–hour lab \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** ENGR 275. **Offering:** Spring **College Code:** CAS

ENGR 360 – Fluid Dynamics

Credits: 3

Fluid statics and dynamics of fluid motion. Conservation of mass, momentum, and energy in laminar and turbulent flow. Boundary layer flow, lift and drag forces, viscous flow in conduits, open channel flow, flow measurements. **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** ENGR 285, ENGR 330, MATH 286. **Offering:** Spring **College Code:** CAS

ENGR 380 – Programmable Controllers

Credits: 2

Introduction to typical programmable logic controllers and their applications. Emphasis on programming and interfacing to electromechanical systems. Weekly: 1–hour lecture and a 3–hour lab \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** ENGR 275. **Offering:** Spring **College Code:** CAS

ENGR 385 – Microprocessor Systems

Credits: 4

Introduction to computer organization, microprocessors, assembly language programming, memory devices, I/O devices, interfacing with emphasis on control applications. Weekly: 3–hour lecture and a 3–hour lab \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** ENGR 335 or CPTR 276. **Offering:** Spring **College Code:** CAS

ENGR 390 – Engineering Measurements Lab

Credits: 2

Introduction to various measurement techniques available for mechanical and general engineering application. National Instrument LabView Data Acquisition System is used to collect data for analysis. Weekly: two 3–hour labs \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** ENGR 330, ENGR 340. **Offering:** Spring **College Code:** CAS

ENGR 410 – Feedback Control Systems

Credits: 4

Study of both analog and digital feedback control systems. Performance criteria and design and analysis methods. Weekly: 3–hour lecture and a 3–hour lab \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** ENGR 275, ENGR 285, and ENGR 310. **Offering:** Fall **College Code:** CAS

ENGR 415 – Virtual Instrumentation

Credits: 3

For engineering majors. Introduction to virtual instrumentation with emphasis on the sampling requirements and the signal conditioning requirements. Data logging and control applications. **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** ENGR 275 and CPTR 125 or CPTR 151. **Offering:** Fall **College Code:** CAS

ENGR 415–02 – Virtual Instrumentation

Credits: 1

Introduction to virtual instrumentation with emphasis on the sampling requirements and the signal conditioning requirements. Data logging and control applications. **Offering:**

Fall

College Code: CAS

ENGR 420 – Machine Design

Credits: 3

This course emphasizes both failure theory and analysis as well as the synthesis and design aspect of machine elements. It touches on the commonality of the analytical approaches needed to design a wide variety of elements and the need to use computer aided engineering as an approach to the design and analysis of these classes of problems. **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** ENGR 320, ENGR 390. **Offering:** Fall **College Code:** CAS

ENGR 425 – Project Management

Credits: 3

Methodology used successfully to carry out a technical project including proposals, planning, work breakdown, scheduling, creativity, monitoring progress, and documentation. **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** STAT 285 or STAT 340. **Offering:** Fall **College Code:** CAS

ENGR 430 – Quality Control

Credits: 3

Analysis of the factors affecting product quality during manufacturing. Topics include use of basic statistics and probability for measurements, observations, sampling, control charts and reliability. **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** STAT 285 or STAT 340. **Offering:** Spring **College Code:** CAS

ENGR 435 – Electromagnetic Fields

Credits: 3

Study of static and dynamic electric and magnetic fields. Unbounded and bounded fields, fields in materials, force and torque, energy and potential functions, and Faraday induction. Propagation of electromagnetic energy; plane waves, transmission lines, and waveguides; radiation from dipole antennas; introduction to arrays. **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** MATH 240, MATH 286, PHYS 242. **Offering:** Fall **College Code:** CAS

ENGR 440 – Heat and Mass Transfer

Credits: 3

Study of steady–state and transient heat conduction, forced and non–forced convection through ducts and over surfaces, blackbody thermal radiation, solar radiation, heat exchangers, and mass transfer. **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** ENGR 360, MATH 286. **Offering:** Spring **College Code:** CAS

ENGR 450 – Engineering Economy

Credits: 2

Study of engineering decision methodology and criteria used to include economic factors in determining the best alternative in the design and selection of equipment, structures, methods, and processes. **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** MATH 145 or MATH 191. **Offering:** Fall **College Code:** CAS

ENGR 455 – Communication Systems

Credits: 4

Introduction to analog and digital communication systems; including topics in modulation; baseband and bandpass signals; power spectral density and bandwidth; random processes; noise, signal–to–noise ratio, and error probability; and system performance. \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** ENGR 310, ENGR 325, STAT 340. **Offering:** Spring **College Code:** CAS

ENGR 465 – Operations Analysis and Modeling

Credits: 3

The methodology of mathematical modeling and its relation to solving problems in industrial and public systems. Linear programming, scheduling, queuing, simulation, optimization, and decision analysis. **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** MATH 192, STAT 340. May not be offered each year. **Offering:** Spring **College Code:** CAS

ENGR 470 – Finite Element Methods

Credits: 3

Introduction of finite element methods for the solution of problems in solid mechanics and heat transfer. Techniques for obtaining approximate numerical solutions to governing differential equations in the problem areas are covered. Industrial software is applied to the analysis and design of a broad range of engineering problems. **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** ENGR 330, ENGR 340, MATH 286. **Offering:** Fall **College Code:** CAS

ENGR 475 – Topics In

Credits: 1–4

Selected topics of current interest in engineering. **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** (prerequisites depend on topic). **Repeatable:** Repeatable with different topics **College Code:** CAS

ENGR 478 – Study Tour

Credits: 0

Travel to destinations relevant to individual programs of study. Classes will be selected from department offerings. \$ – Tour fee **Grade Mode:** Noncredit (NC,W) **Repeatable:** Repeatable **College Code:** CAS

ENGR 485 – Community Project in Engineering

Credits: 2–6

“Hands–on” involvement in humanitarian and/or service–oriented projects. Work initiated by students requires prior approval of faculty. **Grade Mode:** Satisfactory w/DG (S,U,I,W,DG) **Repeatable:** Repeatable up to 6 credits **College Code:** CAS

ENGR 491 – Review of Engineering Design

Credits: 1

Selection, proposal and planning of capstone project. **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **Offering:** Fall **College Code:** CAS

ENGR 492 – Senior Design Project

Credits: 3

A significant design project which culminates in a working system, component, process or a complete description of a proposed design. Both an oral and written presentation of the results of the project are required. \$ – Course or lab fee **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **Prerequisite(s):** ENGR 385 or ENGR 390. **Offering:** Spring **College Code:** CAS

ENGR 495 – Independent Study

Credits: 1–3

Individual study, research, or project in some field of engineering under the direction of a member of the engineering faculty. **Grade Mode:** Normal w S/DG (A–F,I,S,U,DG,W) **Prerequisite(s):** permission of the person who will direct the study. **Repeatable:** Repeatable **College Code:** CAS

ENGR 496 – Cooperative Work Experience

Credits: 1–4

Work experience in industry directed by an engineering faculty member. 120 hours of work is required per credit. A report must be submitted that summarizes the work experience and indicates the value of the experience to the student. **Grade Mode:** Satisfactory w/DG (S,U,I,W,DG) **Prerequisite(s):** junior/senior standing and permission of the person who will direct the study. **Repeatable:** Repeatable up to 4 credits **College Code:** CAS

English

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269–471–3298
english@andrews.edu
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Faculty

Douglas A. Jones, *Chair*
Jeanette Bryson
Bruce A. Closser
Vanessa I. Corredera
D. Ivan Davis
Gary R. Gray
Meredith Jones Gray
Eun-Young Kim
Asta Sakala LaBianca
Beverly J. Matiko
Scott E. Moncrieff
L. Monique Pittman
Dianne L. Staples

Administrators with appointment in the Dept of English

Andrea T. Luxton
Alayne D. Thorpe

Emeriti

Delmer I. Davis
F. Estella Greig
Merlene A. Ogden

Adjunct faculty

Becky De Oliveira
Ethan E. Jones
Kendra Manuel Smith
Paul Matychuk
Lilia Moncrieff
Laurie Wood
Rebecca Wright
Karen Johnson–McWilliams

Mission

The Andrews University Department of English constitutes a vital component of this distinctive Seventh-day Adventist institution of higher learning. It draws together a diverse community of learners committed to seeking knowledge, affirming faith, and changing the world. Within the framework of Christian faith and purpose, it develops graduates who are competent, creative and critical readers, writers and thinkers, capable of a variety of careers and scholarly pursuits.

English Proficiency Requirements

Students whose first language is not English must provide evidence of English–language proficiency before they are accepted into any program in the Department of English. To qualify for admission, students must obtain at least a minimum composite score on one of the following exams, with component score(s) at or above those indicated:

1. Paper-based TOEFL (ITP) composite score of 600 with no component score lower than 55. An additional written essay exam is required with a minimum score of 80, and an additional speaking evaluation with a score of not less than 3.
2. Internet-based TOEFL (iBT) composite score of 100, with Reading and Listening component scores of at least 15, Writing component score of at least 17, and Speaking component score of at least 18.
3. MELAB composite score of 84 with no component score lower than 80.
4. IELTS composite score of 7, with Reading, Listening, and Speaking component scores of at least 6, and a Writing component score of at least 5.

Exam must be taken within two years prior to enrollment. Exceptions to these requirements may be granted by the Department of English on an individual basis.

English as a Second Language

Housed in the Department of English, the Center for Intensive English offers programs for students who need to complete English language proficiency requirements to meet academic and/or professional requirements. Students may enroll in courses offered in reading, grammar, composition, and oral/aural practice. Students who complete the prescribed Advanced Level classes with a grade of B or better, and who pass the Exit Exam will be granted a certificate of completion. The certificate indicates that the student has completed the Intensive English Language

Program. Visit the English as a Second Language/Center for Intensive English website

Upon completion, students may apply for a transfer into their major of choice.

Those planning to complete an undergraduate Bachelor of Arts degree may apply for a foreign language waiver.

School of Education programs/degrees offered in conjunction with the Department of English

Elementary Education, Language Arts Emphasis BS
Language Arts Minor

Bachelors

English, English Education Emphasis BA

BA: English

Core Requirements—12

The remaining courses in the major should be selected in relationship to one of the following emphases.

- ENGL 185 – Much Ado about English Credits: 2
- ENGL 267 – Approaches to Literature Credits: 3
- ENGL 345 – Introduction to Rhetoric Credits: 3
- ENGL 460 – Linguistics Credits: 3
- ENGL 498 – Senior Seminar Credits: 1

English Education Emphasis

(For students seeking secondary teaching certification.)

In addition to the core courses required in the major, students must take:

- ENGL 300 – Modern English Grammar Credits: 3–4
- ENGL 403 – 20th-century English and American Literature Credits: 3
- ENGL 408 – Literature for Young Adults Credits: 2–3
- ENGL 437 – Teaching and Tutoring Writing Credits: 3
- ENGL 459 – Methods of Teaching English Credits: 3

One Course From

- ENGL 273 – American Literature to 1865 Credits: 3
- ENGL 274 – American Literature 1865–1914 Credits: 3

One Course From

- ENGL 371 – English Literature to 1600 Credits: 3
- ENGL 372 – English Literature 1600–1800 Credits: 3
- ENGL 373 – English Literature 1800–1914 Credits: 3

One Course From

- ENGL 404 – New Global Literature Credits: 3
- ENGL 425 – Literary Topics Credits: 3

Two Courses From

- ENGL 315 – Professional Writing Credits: 3
- ENGL 430 – Topics in _____ Credits: 1–4
- ENGL 438 – Advanced Composition Credits: 3
- ENGL 454 – The Writing Life Credits: 3
- ENGL 467 – Creative Writing Credits: 3

General Education Requirements—English Education with Secondary Certification

For more information regarding General Education Requirements or Secondary Certification with a BA or BS degree see the department of Teaching, Learning & Curriculum.

Note the following **specific** requirements:

Religion: 12—

- RELT 100 – God and Human Life Credits: 3
- RELT 225 – Doctrines of the Adventist Faith Credits: 3
- RELH 400 – SDA History and Prophetic Heritage Credits: 3–4
- and a 3–credit elective chosen in consultation with your SED advisor

Language/Communication:

- ENGL 115 – English Composition I Credits: 3
- ENGL 215 – English Composition II Credits: 3
- COMM 450 – Communication in the Classroom Credits: 3

Foreign Language (BA only)—

- Intermediate Language Credits: 4

History:

- HIST 117 – Civilizations and Ideas I Credits: 3
- HIST 118 – Civilizations and Ideas II Credits: 3

Fine Arts/Humanities:

Choose one course from:

- ARTH 220 – Language of Art Credits: 3
- PHTO 210 – History of Photography Credits: 3
- Studio Art Credits: 3
- ENGL 255 – Studies in Literature Credits: 3
- PHIL 224 – Introduction to Philosophy Credits: 3
- MUHL 214 – Enjoyment of Music Credits: 3
- Ensemble Music Credits: 3

Life/Physical Sciences:

professional degree requirements

Mathematics:

professional degree requirements

Computer Literacy:

- INFS 120 – Foundations of Information Technology Credits: 3

Service:

- EDTE 165 – Philosophical and Social Foundations of Education Credits: 4

Social Sciences:

- GDPC 302 – Educational Psychology Credits: 3
- EDTE 228 – Strategies for Educating Exceptional and Diverse Learners Credits: 3

Fitness Education:

- HLED 120 – Fit for Life Credits: 1
- plus two Fitness Education courses

Total Credits: 42

English, Literature Emphasis BA

BA: English

Core Requirements—12

The remaining courses in the major should be selected in relationship to one of the following emphases.

- ENGL 185 – Much Ado about English Credits: 2

- ENGL 267 – Approaches to Literature Credits: 3
- ENGL 345 – Introduction to Rhetoric Credits: 3
- ENGL 460 – Linguistics Credits: 3
- ENGL 498 – Senior Seminar Credits: 1

Literature Emphasis

This emphasis is recommended for those planning to do graduate work in English or for those planning professional careers that demand a broad liberal arts background. Please note the **Major Field Exam is required**.

In addition to the core requirements of the major, students must take

- ENGL 450 – Literary Criticism and Theory Credits: 3

Six Courses From

- ENGL 273 – American Literature to 1865 Credits: 3
- ENGL 274 – American Literature 1865–1914 Credits: 3
- ENGL 371 – English Literature to 1600 Credits: 3
- ENGL 372 – English Literature 1600–1800 Credits: 3
- ENGL 373 – English Literature 1800–1914 Credits: 3
- ENGL 403 – 20th-century English and American Literature Credits: 3
- ENGL 404 – New Global Literature Credits: 3

One Course From

- ENGL 315 – Professional Writing Credits: 3
- ENGL 437 – Teaching and Tutoring Writing Credits: 3
- ENGL 438 – Advanced Composition Credits: 3
- ENGL 454 – The Writing Life Credits: 3
- ENGL 467 – Creative Writing Credits: 3

Six Additional Credits

From the Department of English offerings (excluding ENGL 115, and ENGL 215).

Total Credits: 42

English, Writing Emphasis BA

BA: English

Core Requirements—12

The remaining courses in the major should be selected in relationship to one of the following emphases.

- ENGL 185 – Much Ado about English Credits: 2
- ENGL 267 – Approaches to Literature Credits: 3
- ENGL 345 – Introduction to Rhetoric Credits: 3
- ENGL 460 – Linguistics Credits: 3
- ENGL 498 – Senior Seminar Credits: 1

Writing Emphasis

This emphasis is suitable for those planning professional careers as writers or those particularly interested in the teaching of writing. Students selecting this emphasis are encouraged to select a second major or minor that will enhance future employment.

In addition to the core courses required in the major, students must take:

- ENGL 438 – Advanced Composition Credits: 3

Five Courses From

- ENGL 220 – Technical Writing Credits: 3
- ENGL 315 – Professional Writing Credits: 3
- ENGL 437 – Teaching and Tutoring Writing Credits: 3
- ENGL 454 – The Writing Life Credits: 3
- ENGL 467 – Creative Writing Credits: 3
- ENGL 430 – Topics in _____ Credits: 1–4 (with writing content)

- ENGL 497 – Writing Internship Credits: 1–3

Two Courses From

- ENGL 273 – American Literature to 1865 Credits: 3
- ENGL 274 – American Literature 1865–1914 Credits: 3
- ENGL 371 – English Literature to 1600 Credits: 3
- ENGL 372 – English Literature 1600–1800 Credits: 3
- ENGL 373 – English Literature 1800–1914 Credits: 3
- ENGL 403 – 20th–century English and American Literature Credits: 3
- ENGL 404 – New Global Literature Credits: 3

Six Additional Credits

From the Department of English offerings (excluding ENGL 115, and ENGL 215) or related writing courses such as

- JOUR 230 – Beginning Media Writing Credits: 3
- JOUR 330 – Advanced Media Writing Credits: 3
- JOUR 445 – Publication Production Credits: 3
- JOUR 465 – Advanced Topics in Journalism: _____ Credits: 3
- PLSC 316 – Legal Writing and Rhetoric Credits: 3
- DSGN 185 – Digital Publishing Credits: 3

Total Credits: 42

Undergraduate Minors

English Minor

Requirements:

- ENGL 267 – Approaches to Literature Credits: 3

Three of

- ENGL 273 – American Literature to 1865 Credits: 3
- ENGL 274 – American Literature 1865–1914 Credits: 3
- ENGL 371 – English Literature to 1600 Credits: 3
- ENGL 372 – English Literature 1600–1800 Credits: 3
- ENGL 373 – English Literature 1800–1914 Credits: 3
- ENGL 403 – 20th–century English and American Literature Credits: 3
- ENGL 404 – New Global Literature Credits: 3

One of

- ENGL 300 – Modern English Grammar Credits: 3–4
- ENGL 460 – Linguistics Credits: 3

One of

- ENGL 315 – Professional Writing Credits: 3
- ENGL 345 – Introduction to Rhetoric Credits: 3
- ENGL 438 – Advanced Composition Credits: 3
- ENGL 454 – The Writing Life Credits: 3
- ENGL 467 – Creative Writing Credits: 3
- JOUR 230 – Beginning Media Writing Credits: 3

Additional Requirement

Remaining credits from English courses not previously selected (excluding ENGL 115 and ENGL 215). For further information regarding Secondary Certification with a minor see the department of Teaching, Learning & Curriculum

Total Credits: 21

Teaching English to Speakers of Other Languages Minor

Available only to students obtaining elementary or secondary teacher certification. For more information regarding Certification Requirements with a minor, see the department of Teaching, Learning & Curriculum.

Requirements:

- ENGL 300 – Modern English Grammar Credits: 3–4
- ENGL 407 – Literature for Children Credits: 2–3 or
- ENGL 408 – Literature for Young Adults Credits: 2–3

- ENGL435 Topics: TESOL Professional
- ENGL435 Topics: Teaching & Learning for the ESL Classroom
- ENGL 440 – Language and Culture Credits: 3
- ENGL 460 – Linguistics Credits: 3
- ENGL 465 – TESOL Methods Credits: 2
- ENGL 469 – Second Language Acquisition Credits: 3
- ENGL 490 – TESOL Practicum Credits: 1–2

Note:

Does not include ENGL 115, ENGL 215.

Cognate:

- COMM 280 – Voice and Diction Credits: 3

Recommended Elective:

- ENGL435 Topics: TESOL Certificate

Total Credits: 21

Masters

English, General Emphasis MA

Master of Arts

The Department of English offers two programs for its Master of Arts. In addition to the General Education Requirements for the MA degree, the required core courses are:

- ENGL 589 – Graduate Seminar Credits: 3
- ENGL 597 – Research Methods Credits: 3

- ENGL 520 – The Christian Tradition Credits: 3 **or**
- ENGL 514 – Biblical Literature Credits: 3

- ENGL 595 – Project Research Credits: 1–2
- ENGL 699 – Master's Thesis Credits: 1–4 (a minimum of 1 credit)
- Additional requirements are described below.

General Emphasis

This program provides a balanced array of courses in literature and literary theory, composition and rhetoric, and language. Additional required courses are:

- ENGL 450 – Literary Criticism and Theory Credits: 3
- ENGL 589 – Graduate Seminar Credits: 3 a second seminar
- and at least one graduate course from each of the three areas of literature, composition, and language.

MA Admission and Degree Requirements

1. Applicants must meet the English Proficiency Requirements.
2. Applicants must have earned a minimum of 20 semester hours (30 quarter credits) in English courses as prerequisites, including ENGL 460 (or its equivalent).

- These prerequisites are in addition to the General Education composition requirement.
 - It is desirable to have completed an English undergraduate major of at least 30 semester hours (45 quarter credits).
 - Students taking the MA: English (TESOL) must have completed ENGL 300 (or its equivalent) as a prerequisite.
 - Applicants with fewer English prerequisite credits than the minimum number required must remove the deficiencies by taking additional English courses other than those required for the MA degree.
3. Applicants must demonstrate proficiency in a foreign language by having done one of the following:
 - Earned credit through the intermediate college level with a minimum average grade of C.
 - Passed an exam approved by the English Department.
 - Completed their education through secondary school in a first language other than English.
 4. Students must complete a minimum of 33 English graduate credits.
 5. Candidates must pass written comprehensive examinations (ENGL 670).
 6. Candidates must complete one of the following options:
 - Project paper (30–50+ pages)
 - Two project papers (each a minimum of 20 pages)
 - MA thesis (75–100+ pages)

English, Teaching English to Speakers of Other Languages (TESOL) Emphasis MA

Master of Arts

The Department of English offers two programs for its Master of Arts. In addition to the General Education Requirements for the MA degree, the required core courses are:

- ENGL 589 – Graduate Seminar Credits: 3
- ENGL 597 – Research Methods Credits: 3
- ENGL 520 – The Christian Tradition Credits: 3 **or**
- ENGL 514 – Biblical Literature Credits: 3
- ENGL 595 – Project Research Credits: 1–2
- ENGL 699 – Master's Thesis Credits: 1–4 (a minimum of 1 credit)
- Additional requirements are described below.

Teaching English to Speakers of Other Languages (TESOL) Emphasis

This program includes extensive study of the English language and linguistics and is particularly appropriate for those who plan to teach English to speakers of other languages or do further work in linguistics. The additional required courses are:

- ENGL 461 – TESOL Theories and Methods Credits: 4
- ENGL 462 – TESOL Pedagogy and Practice Credits: 4
- ENGL 505 – Practicum Credits: 1–2 (2 credits)
- ENGL 540 – Language and Culture Credits: 3
- ENGL 566 – Phonetics and Phonology Credits: 3
- ENGL 569 – Second Language Acquisition Credits: 3
- ENGL 435 – Topics in Linguistics Credits: 1–4
- ENGL 525 – Topics in _____ Credits: 1–4
- ENGL 589 – Graduate Seminar Credits: 3 *
- ENGL 525 Teaching and Tutoring Writing **or**
- ENGL 550 – Study of Composition Credits: 3

Note:

* The second graduate seminar may be replaced by a graduate literature course, COMM 536, or EDMR 611.

MA Admission and Degree Requirements

1. Applicants must meet the English Proficiency Requirements.
2. Applicants must have earned a minimum of 20 semester hours (30 quarter credits) in English courses as prerequisites, including ENGL 460 (or its equivalent).

- These prerequisites are in addition to the General Education composition requirement.
 - It is desirable to have completed an English undergraduate major of at least 30 semester hours (45 quarter credits).
 - Students taking the MA: English (TESOL) must have completed ENGL 300 (or its equivalent) as a prerequisite.
 - Applicants with fewer English prerequisite credits than the minimum number required must remove the deficiencies by taking additional English courses other than those required for the MA degree.
1. Applicants must demonstrate proficiency in a foreign language by having done one of the following:
 - Earned credit through the intermediate college level with a minimum average grade of C.
 - Passed an exam approved by the English Department.
 - Completed their education through secondary school in a first language other than English.
 2. Students must complete a minimum of 33 English graduate credits.
 3. Candidates must pass written comprehensive examinations (ENGL 670).
 4. Candidates must complete one of the following options:
 - Project paper (30–50+ pages)
 - Two project papers (each a minimum of 20 pages)
 - MA thesis (75–100+ pages)

Certificates

Action America

ACTION AMERICA, on the campus of Andrews University in Berrien Springs, Michigan, will enhance your English skills through short-term intensive language study, cultural and professional experiences, travel, and interaction with native English speakers.

Andrews University is home to 3,000 students from more than 90 countries and offers over 200 academic programs. Founded in 1874 by the Seventh-day Adventist Church, Andrews is accredited by the North Central Association of Schools and Colleges.

Located near the picturesque shores of Lake Michigan, Andrews University lies in the midst of grape vineyards and apple, peach and cherry orchards. Lake Michigan, well-known for its white sandy beaches and small coastal towns, is one of the largest of America's five Great Lakes.

As an integral part of the program, ACTION AMERICA students will enjoy a variety of activities, both locally and in Chicago. Just across the lake from Andrews, Chicago is famous for its dazzling waterfront, excellent shopping and exciting cultural opportunities. The Art Institute of Chicago, the Shedd Aquarium, the Sears Tower—one of the tallest buildings in the world—and the Field Museum of Natural History are some of Chicago's greatest attractions.

Fruit and berry picking at local farms and orchards is a favorite activity for visitors to Southwest Michigan. Those who enjoy the outdoors will find the area beaches, lakes and rivers excellent for swimming, canoeing, cook-outs and picnics. Nearby forest trails are ideal for hiking.

Sports fans will also find plenty to do while visiting the area and may attend local games in nearby towns and Chicago. For those who wish to participate in sports, the Andrews campus is equipped with baseball, football and soccer fields, basketball, tennis and racquetball courts, and an Olympic-sized, indoor swimming pool. On-campus health clubs with state-of-the-art exercise equipment are also available.

Students will also attend local indoor and outdoor concerts, theaters, and museums and will enjoy restaurants with foods from around the world. Summer fairs and festivals provide excellent opportunities to experience small-town and big-city American culture at its finest.

Requirements

Action America offers short-term intensive language study, combined with cultural and professional experiences and travel, for non-credit students. The 2013 Action America session will take place June 28 – July 26. We recommend that participants arrive on Friday, June 28, and plan to stay through July 26 or, at the latest, July 28.

Participants must be at least 16 years of age and must acquire a student visa for entry into the United States. The application for Action America includes the information needed for the I-20. After receiving the I-20 document from Andrews University, the student will need to make an appointment with the American Consulate in the country of origin to apply for the visa.

Customized sessions can be arranged for groups of twelve or more.

Students will be given English placement tests on arrival and assigned to appropriate courses.

Fees

Fees for Action America are based on individual or group rates.

Program Description

One four-week intensive is offered in June/July of each year.

All students participate in 30 hours a week of intensive language instruction, including:

- TOEFL preparation
- Grammar, reading and writing
- Listening, pronunciation and idioms
- Interaction with native English speakers
- Instructional videos and games
- Field trips
- Institutional TOEFL

All students who fulfill program requirements will receive a **certificate of completion**.

Experiencing the American culture is also an integral part of the program. Out-of-class activities—designed for professionals as well as students—include:

- Trips to Chicago
- Opportunities to meet people from America and around the world
- Sporting events such as baseball and basketball
- Theater attendance and dining out
- Shopping locally and in Chicago
- Conversational training in everyday situations
- Seasonal sports such as skiing & beach volleyball

Choices for Professionals

ACTION AMERICA also offers a variety of activities specifically designed for professionals. These include:

- Lectures on diverse topics
- Tours of American organizations
- Interviews with professionals
- Visits to university classes (as available)
- In-class, career-related assignments

Tailor-made Sessions

In addition to the regular schedule, ACTION AMERICA will design sessions at any time throughout the year based on the scheduling and curriculum needs of an organization. The group sessions must include 12 or more participants.

Those interested in tailor-made sessions should contact action@andrews.edu regarding session costs.

Professional

The Professional option includes classes and activities which promote language learning in the general professional area of the participants (business, medicine, religious institutions, etc.). Communication skills will be enhanced through in-class assignments, interaction with American professionals, tours of local organizations and other career-related field trips.

Cultural

The Cultural option is for groups of students and professionals who wish to experience the American culture in addition to improving language skills. Groups may select the activities they prefer.

English

Note: ENGL 115, 215 are prerequisite to all upper division courses in English with the exception of ENGL 300. Writing courses may not be audited.

ENGL 115 – English Composition I

Credits: 3

Introduction to written composition focusing on composing as a recursive process for generating meaning and communicating effectively. Emphasizes short essay writing based on personal explorations of memory, observation, conversation, and reading. **Delivery:** Interactive online option available **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** Prerequisite for students whose native language is not English: An overall average of 550 on TOEFL or 80 on MELAB or a successful completion of advanced English in the Intensive English program with a B in all classes and a pass on the CIE exit exam. Cannot be audited or CLEPed. **College Code:** CAS

ENGL 115V – English Composition I

Credits: 3

Introduction to written composition focusing on composing as a recursive process for generating meaning and communicating effectively. Emphasizes short essay writing based on personal explorations of memory, observation, conversation, and reading. **Delivery:** Self-paced online course **Grade Mode:** Griggs corresp (A–F,I,W,DG,DN) **College Code:** CAS

ENGL 185 – Much Ado about English

Credits: 2

An introductory course, organized thematically, featuring various texts and approached from several perspectives, including linguistic, rhetorical, and literary analysis. \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **College Code:** CAS

ENGL 215 – English Composition II

Credits: 3

An introduction to source-based, academic writing, Including practice in summarizing, analyzing, synthesizing, and reading from a critical perspective. Sections organized thematically. **Delivery:** Interactive online option available **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** ENGL 115 and completion of 24 semester credits. Cannot be audited or CLEPed. **College Code:** CAS

ENGL 220 – Technical Writing

Credits: 3

Instruction and practice in designing technical reports. Course studies rhetorical problems and practical strategies related to analyzing and communicating technical information to technical and non-technical audiences. **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** ENGL 115. Cannot be audited. **College Code:** CAS

ENGL 255 – Studies in Literature

Credits: 3

An introductory literature course with the emphasis indicated by a subtitle, such as World Literature, Biblical Literature, or Short Story. **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** ENGL 115. **Repeatable:** Repeatable **Offering:** Fall, Spring **College Code:** CAS

ENGL 267 – Approaches to Literature

Credits: 3

An introduction to genres, analysis, critical approaches, and writing about literature. \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** ENGL 115. **College Code:** CAS

ENGL 270V – American Literature to 1900

Credits: 3

A survey of American literature from its beginnings to 1900. **Delivery:** Self-paced online course **Grade Mode:** Griggs corresp (A–F,I,W,DG,DN) **Prerequisite(s):** ENGL 115. **College Code:** CAS

ENGL 273 – American Literature to 1865

Credits: 3

A survey of American literature from the 17th century through the Civil War. **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** ENGL 115. **Offering:** Alternate years **College Code:** CAS

ENGL 274 – American Literature 1865–1914

Credits: 3

A survey of American literature from the Civil War to World War I. **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** ENGL 115. **Offering:** Alternate years **College Code:** CAS

ENGL 300 – Modern English Grammar

Credits: 3–4

Basic English syntax for students and future teachers, including grammatical terminology and a brief history of grammatical models. Students needing study in the history of the English language should enroll for 4 credits. **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** ENGL 115. **College Code:** CAS

ENGL 315 – Professional Writing

Credits: 3

Practice in adapting writing to a variety of professional audiences and tasks, including resumes, proposals, business and technical reports, web writing, and collaborative writing. **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** ENGL 115 and ENGL 215. Cannot be audited. **College Code:** CAS

ENGL 345 – Introduction to Rhetoric

Credits: 3

An introduction to the study of rhetoric, including classical and modern theories. Emphasis is given to the practical applications of rhetorical analysis in mass media, advertising, literary and political representations. **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** ENGL 115 and ENGL 215. **College Code:** CAS

ENGL 371 – English Literature to 1600

Credits: 3

A survey of literature of the British Isles from Beowulf through the 16th century. **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** ENGL 115 and ENGL 215. **Offering:** Alternate years **College Code:** CAS

ENGL 372 – English Literature 1600–1800

Credits: 3

A survey of literature of the British Isles of the 17th and 18th centuries. **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** ENGL 115 and ENGL 215. **Offering:** Alternate years **College Code:** CAS

ENGL 373 – English Literature 1800–1914

Credits: 3

A survey of Literature of the British Isles from the 19th century to World War I. **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** ENGL 115 and ENGL 215. **Offering:** Alternate years **College Code:** CAS

ENGL 375V – English Literature I (to 1660)

Credits: 3

Literature of the British Isles from Beowulf through the Renaissance. **Delivery:** Self-paced online course **Grade Mode:** Griggs corresp (A–F,I,W,DG,DN) **Prerequisite(s):** ENGL 115 and ENGL 215. **College Code:** CAS

ENGL 376V – English Literature II (1660–1900)

Credits: 3

Literature of the British Isles from the Restoration through the Victorian period. **Delivery:** Self-paced online course **Grade Mode:** Griggs corresp (A–F,I,W,DG,DN) **Prerequisite(s):** ENGL 115 and ENGL 215. **College Code:** CAS

ENGL 403 – 20th-century English and American Literature

Credits: 3

A survey of 20th-century literature of British, American and other literature in English. Swing course—Approved 400–499 courses qualify for graduate-level credit for graduate students **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** ENGL 115, ENGL 215 and ENGL 267. **Offering:** Alternate years **College Code:** CAS

ENGL 404 – New Global Literature

Credits: 3

A survey of recent global literary texts with a focus on issues of diversity. Swing course—Approved 400–499 courses qualify for graduate-level credit for graduate students **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** ENGL 115, ENGL 215 and ENGL 267. **Offering:** Alternate years **College Code:** CAS

ENGL 407 – Literature for Children

Credits: 2–3

Selection, analysis, and evaluation of literary works which meet the reading and/or the listening interests of children and enhance the preparation of elementary teachers, librarians, and parents. Swing course—Approved 400–499 courses qualify for graduate-level credit for graduate students **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** ENGL 115 and ENGL 215. **College Code:** CAS

ENGL 408 – Literature for Young Adults

Credits: 2–3

Selection, analysis, and evaluation of literary works that meet the reading interests of young adults and enhance the preparation of middle-school and secondary English teachers, librarians, and parents. Swing course—Approved 400–499 courses qualify for graduate-level credit for graduate students **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** ENGL 115, ENGL 215. **Offering:** Alternate years **College Code:** CAS

ENGL 414 – Biblical Literature

Credits: 3

Advanced study of the English Bible as literature and its literary influences. **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** ENGL 115, ENGL 215, ENGL 267 **College Code:** CAS

ENGL 415 – Gender Studies in Literature

Credits: 3

Advanced study of literary texts dealing with gender issues. **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** ENGL115, ENGL215, ENGL267 **College Code:** CAS

ENGL 425 – Literary Topics

Credits: 3

Advanced study of a literary period, genre, or theme, such as Victorian Literature, Poetry, Biblical Literature, Women's Literature or the Classical Heritage. **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** ENGL 115, ENGL 215, and ENGL 267. **Repeatable:** Repeatable **College Code:** CAS

ENGL 430 – Topics in _____

Credits: 1–4

Study of selected topics in composition, language, or literature. Topic and credit to be announced in advance. **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** ENGL 115 and ENGL 215. **Repeatable:** Repeatable up to 12 credits with different topics **College Code:** CAS

ENGL 435 – Topics in Linguistics

Credits: 1–4

Study of topics in linguistics such as bilingualism, the TESOL professional, teaching and learning in the ESL classroom, or the TESOL Certificate Program. Swing course—Approved 400–499 courses qualify for graduate-level credit for graduate students **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** ENGL 115 and ENGL 215. **Repeatable:** Repeatable with different topics **College Code:** CAS

ENGL 437 – Teaching and Tutoring Writing

Credits: 3

Theory and practice in teaching, tutoring and responding to student writing. Exercises in composition, revision and evaluation. A minimum of 20 hours tutoring required. Swing course—Approved 400–499 courses qualify for graduate-level credit for graduate students **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** ENGL 115 and ENGL 215. **College Code:** CAS

ENGL 438 – Advanced Composition

Credits: 3

An exploration of published essays, writing theory, and strategies. Student essays move beyond—in style, scope and subject matter—the writing done in ENGL 115 and ENGL 215, which are prerequisites. Cannot be audited. Swing course—Approved 400–499 courses qualify for graduate-level credit for graduate students **Grade Mode:** Normal (A–F,I,W) **Offering:** Alternate years **College Code:** CAS

ENGL 440 – Language and Culture

Credits: 3

The study of language in the context of ethnology with emphasis on (1) the effect of social variables (including gender) on language use, and (2) on paralanguage (e.g., kinesics and proxemics). **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** ENGL 115, ENGL 215, and ENGL 460 or permission of instructor. **Offering:** Alternate years **College Code:** CAS

ENGL 450 – Literary Criticism and Theory

Credits: 3

An introduction to literary criticism and theory. Readings start with Plato, but special emphasis is on New Criticism to the present. Swing course—Approved 400–499 courses qualify for graduate–level credit for graduate students **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** ENGL 115, ENGL 215, and ENGL 267. **College Code:** CAS

ENGL 454 – The Writing Life

Credits: 3

An exploration of composition theory and writing practice through the study of published writers’ narrative accounts of the writing life. Students engage in an extended writing project selected in consultation with the instructor. Swing course—Approved 400–499 courses qualify for graduate–level credit for graduate students **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** ENGL 115 and ENGL 215. Cannot be audited. **Offering:** Alternate years **College Code:** CAS

ENGL 459 – Methods of Teaching English

Credits: 3

An integration and exploration of pedagogical theories and practices in literature for young adults, and writing and language study for the secondary–school classroom. Does not apply toward the first 16 credits in English for an MAT degree. Enrollment by permission of the instructor. Swing course—Approved 400–499 courses qualify for graduate–level credit for graduate students **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** ENGL 115 and ENGL 215. **Offering:** Alternate years **College Code:** CAS

ENGL 460 – Linguistics

Credits: 3

An introduction to linguistics for those planning to teach or work in the area of language, communication, or English on any level. Swing course—Approved 400–499 courses qualify for graduate–level credit for graduate students **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** ENGL 115 and ENGL 215. **College Code:** CAS

ENGL 461 – TESOL Theories and Methods

Credits: 4

Critical survey of traditional and current theories and methods of teaching English to speakers of other languages. Includes supervised observation of ESL classes. Swing course—Approved 400–499 courses qualify for graduate–level credit for graduate students **Grade Mode:** Normal (A–F,I,W) **College Code:** CAS

ENGL 462 – TESOL Pedagogy and Practice

Credits: 4

Study of current methods and techniques for teaching reading, writing, speaking, and listening to speakers of other languages. Includes supervised teaching of ESL classes. Swing course—Approved 400–499 courses qualify for graduate–level credit for graduate students **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** ENGL 461 – TESOL Theories and Methods. **College Code:** CAS

ENGL 464 – Major Literary Author

Credits: 3

Study of a major author, such as Chaucer, Shakespeare, Johnson, Dickens, Hawthorne, or Cather. Swing course—Approved 400–499 courses qualify for graduate–level credit for graduate students **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** ENGL 115, ENGL 215, and ENGL 267. **Repeatable:** Repeatable with different topics **College Code:** CAS

ENGL 465 – TESOL Methods

Credits: 2

Specialized techniques for teaching and testing various English–language skills. Content rotates among grammar; reading and writing; speaking and listening. Swing course—Approved 400–499 courses qualify for graduate–level credit for graduate students **Grade Mode:** Normal (A–F,I,W) **Corequisite(s):** ENGL 490 or ENGL 505–002 TESOL Practicum. **Prerequisite(s):** ENGL 115, ENGL 215, and ENGL 460 **Repeatable:** Repeatable with different topics **College Code:** CAS

ENGL 467 – Creative Writing

Credits: 3

Practice in writing stories, essays, poetry, or drama. Course emphasis changes from semester to semester. Swing course—Approved 400–499 courses qualify for graduate–level credit for graduate students **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** ENGL 115 and ENGL 215. Cannot be audited. **Repeatable:** Repeatable up to 9 credits with different topics **College Code:** CAS

ENGL 469 – Second Language Acquisition

Credits: 3

Study of current theories of and research in language acquisition and the implications of this scholarship for language teachers and teaching. **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** ENGL 115, ENGL 215, and ENGL 460 or permission of instructor. **Offering:** Alternate years **College Code:** CAS

ENGL 478 – Study Tour:

Credits: 0

Travel to destinations relevant to individual programs of study. Classes will be selected from department(s) offerings. Fee may be required. \$ – Course or lab fee Swing course—Approved 400–499 courses qualify for graduate–level credit for graduate students **Grade Mode:** Normal (A–F,I,W) **Repeatable:** Repeatable up to 6 credits **College Code:** CAS

ENGL 490 – TESOL Practicum

Credits: 1–2

Study of and/or supervised practice in teaching English as a second language. **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **Prerequisite(s):** Permission of instructor required. **Repeatable:** Repeatable up to 3 credits **College Code:** CAS

ENGL 495 – Independent Study/Readings

Credits: 1–3

Studies in various areas of language, literature, or composition under supervision of an appropriate instructor, including regular conferences, and resulting in oral and/or written reports and papers. **Grade Mode:** Normal w S/DG (A–F,I,S,U,DG,W) **Repeatable:** Repeatable up to 6 credits **College Code:** CAS

ENGL 497 – Writing Internship

Credits: 1–3

Students intern 90 clock hours per hour of credit in journalism, business or other approved field. Procedures and guidelines available from department. Open only to Writing Emphasis students. **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** ENGL 115, ENGL 215 and either ENGL 315 or JOUR 230. **Repeatable:** Repeatable up to 3 credits **College Code:** CAS

ENGL 498 – Senior Seminar

Credits: 1

Discussion topics include career and placement. The development of a senior portfolio including capstone writing project. **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** 24 credits in English (not including ENGL 115, ENGL 215) or by permission of the instructor. **College Code:** CAS

ENGL 505 – Practicum

Credits: 1–2

Study of and/or supervised practice in teaching college writing (section 01) or English as a second language (section 02). **Grade Mode:** Normal w S/DG (A–F,I,S,U,DG,W) **Prerequisite/Corequisite:** Prerequisite or corequisite for those teaching English as a second language: ENGL 465. **Repeatable:** Repeatable up to 4 credits **College Code:** CAS

ENGL 514 – Biblical Literature

Credits: 3

Advanced study of the English Bible as literature and its literary influences. **Grade Mode:** Normal (A–F,I,W) **College Code:** CAS

ENGL 515 – Gender Studies in Literature

Credits: 3

Advanced study of literary texts dealing with gender issues. **Grade Mode:** Normal (A–F,I,W) **College Code:** CAS

ENGL 520 – The Christian Tradition

Credits: 3

The study of noteworthy Christian literature, including works by authors such as John Milton, C.S. Lewis, G.K. Chesterton, and Flannery O'Connor. Also may include focus on Christian perspectives in response to literature. **Grade Mode:** Normal (A–F,I,W) **Offering:** Alternate years **College Code:** CAS

ENGL 525 – Topics in _____

Credits: 1–4

Study of selected topics in composition (Modern Rhetoric), language (Contrastive Analysis), or literature (Shakespeare, Literature on Location, or Drama). Topic and credit to be announced in advance. **Grade Mode:** Normal (A–F,I,W) **Repeatable:** Repeatable up to 12 credits with different topics **College Code:** CAS

ENGL 540 – Language and Culture

Credits: 3

Study of language in the context of ethnology with emphases on (1) the effect of social variables (including gender) on language use, and on (2) paralanguage (e.g., kinesics and proxemics). **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** ENGL 460 or permission of instructor. **Offering:** Alternate years **College Code:** CAS

ENGL 550 – Study of Composition

Credits: 3

Introduction to rhetorical and other principles involved in the writing process and in the teaching of composition to secondary–school and college students. **Grade Mode:** Normal (A–F,I,W) **College Code:** CAS

ENGL 566 – Phonetics and Phonology

Credits: 3

Study of speech sounds and patterns including articulatory phonetics, phonemics, and an introduction to modern phonological theory and analysis. **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** ENGL 115, ENGL 215 and ENGL 460 or permission of instructor. **College Code:** CAS

ENGL 569 – Second Language Acquisition

Credits: 3

Study of current theories of and research in language acquisition and the implications of this scholarship for language teachers and teaching. **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** ENGL 115, ENGL 215 and ENGL 460 or permission of instructor. **College Code:** CAS

ENGL 589 – Graduate Seminar

Credits: 3

Research projects, reports, and discussions. Seminars are offered in various subjects corresponding with faculty specialization and greatest library strength. **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **Prerequisite(s):** ENGL 597. **Repeatable:** Repeatable with different topics **College Code:** CAS

ENGL 590 – Independent Study in English

Credits: 1–3

Individualized reading or research in a specified area under the guidance of an instructor; admission by the chair's consent. **Grade Mode:** Normal w S/DG (A–F,I,S,U,DG,W) **Repeatable:** Repeatable **College Code:** CAS

ENGL 595 – Project Research

Credits: 1–2

Research and writing leading to the completion of the required project paper under the guidance of an instructor. **Grade Mode:** Satisfactory w/DG (S,U,I,W,DG) **Repeatable:** Repeatable up to 4 credits **College Code:** CAS

ENGL 597 – Research Methods

Credits: 3

Research materials, methods of research, and documentation in English studies. **Grade Mode:** Normal (A–F,I,W) **Repeatable:** Repeatable **College Code:** CAS

ENGL 648 – Workshop

Credits: 1–4

Intensive study on selected topics. As needed **Grade Mode:** Normal w S/DG (A–F,I,S,U,DG,W) **Repeatable:** Repeatable **College Code:** CAS

ENGL 650 – Project Continuation

Credits: 0

Student may register for this title while clearing deferred grade (DG) and/or incomplete (I) courses with advisor approval only. Registration for this title indicates full–time status. **Grade Mode:** Noncredit (NC,W) **Repeatable:** Repeatable **College Code:** CAS

ENGL 655 – Program Continuation

Credits: 0

Students may register for this non–credit continuation course to maintain active status. For additional information on active status see Admission Status Categories in the School of Graduate Studies and Research. Registration does not indicate full–time status. \$ – Course or lab fee **Grade Mode:** Noncredit (NC,W) **Repeatable:** Repeatable **College Code:** CAS

ENGL 660 – Thesis Continuation

Credits: 0

Student may register for this title while clearing deferred grade (DG) and/or incomplete (I) courses with advisor approval only. Registration for this title indicates full–time status. \$ – Course or lab fee **Grade Mode:** Noncredit (NC,W) **Repeatable:** Repeatable **College Code:** CAS

ENGL 665 – Preparation for Comprehensive Exams

Credits: 0

Advisor approval required. Registration for this title indicates fulltime status. \$ – Course or lab fee **Grade Mode:** Noncredit (NC,W) **Repeatable:** Repeatable **College Code:** CAS

ENGL 670 – Comprehensive Exam

Credits: 0

\$ – Course or lab fee **Grade Mode:** Satisfactory w/DG (S,U,I,W,DG) **Repeatable:** Repeatable **College Code:** CAS

ENGL 699 – Master's Thesis

Credits: 1–4

Grade Mode: Satisfactory w/DG (S,U,I,W,DG) **Repeatable:** Repeatable **College Code:** CAS

Intensive English

ENSL 130 – English for Academic Purposes: Beginning/Intermediate/Advanced

Credits: 0 cr 1–16 hr

Individual and small group study of English as a second language in preparation for undergraduate and graduate study. May include (but not limited to) grammar, writing, reading, listening, and speaking. All international students are required to be in class a minimum of 12 hours per week. **Grade Mode:** Normal (A–F,I,W) **Repeatable:** Repeatable with different content **College Code:** CAS

ENSL 135 – Intermediate Grammar

Credits: 4

Develops the grammatical skills necessary for clear written and oral communication. **Grade Mode:** Normal (A–F,I,W) **College Code:** CAS

ENSL 136 – Intermediate Speaking and Listening

Credits: 4

Develops fluency in conversation and accuracy in listening skills necessary for effective communication in academic and nonacademic settings. **Grade Mode:** Normal (A–F,I,W) **College Code:** CAS

ENSL 137 – Intermediate Writing

Credits: 4

Develops writing strategies and skills necessary for well–developed, grammatical academic writing. **Grade Mode:** Normal (A–F,I,W) **College Code:** CAS

ENSL 138 – Intermediate Reading

Credits: 4

Develops vocabulary, reading skills, and strategies in critical thinking necessary for university course work. **Grade Mode:** Normal (A–F,I,W) **College Code:** CAS

ENSL 145 – Advanced Grammar Review

Credits: 4

A rapid and intensive review of English grammar. Emphasis is on accurate grammar usage in a variety of communicative and academic contexts, both oral and written. Advanced students only. **Grade Mode:** Normal (A–F,I,W) **College Code:** CAS

ENSL 155 – Pronunciation

Credits: 4

Pronunciation improvement, with emphasis on vowels, consonants, word stress, and intonation patterns. Advanced and intermediate students only. **Grade Mode:** Normal (A–F,I,W) **Repeatable:** Repeatable with different content **College Code:** CAS

ENSL 165 – TOEFL Preparation: Intermediate/Advanced

Credits: 2

Intensive preparation for the TOEFL, including review and strategies for taking grammar, reading, listening, and writing sections of the test. **Grade Mode:** Normal (A–F,I,W) **Repeatable:** Repeatable with different content **College Code:** CAS

ENSL 166 – The American Experience: Basic/Intermediate/Advanced

Credits: 1–5

An introduction to American culture, appropriate to proficiency level, through readings, discussion, and activities in American literature, history, and culture. Includes field trips and participation in cultural activities. **Grade Mode:** Normal (A–F,I,W) **Repeatable:** Repeatable up to 5 credits **College Code:** CAS

ENSL 167 – Research Seminar: Advanced Writing

Credits: 4

Develops research writing skills, with emphasis on summary, paraphrase, synthesis, organization, and appropriate use of sources. Advanced students only. **Grade Mode:** Normal (A–F,I,W) **College Code:** CAS

ENSL 168 – Research Seminar: Advanced Reading and Discussion

Credits: 4

Develops skills in the analytical reading and discussion of academic research, oral presentation of research, and note taking. Advanced students only. **Grade Mode:** Normal (A–F,I,W) **College Code:** CAS

ENSL 195 – Individualized Study: Beginning/Intermediate/Advanced

Credits: 1–12

Individualized study of English as a second language, appropriate to proficiency level. May include (but not limited to) grammar, writing, reading, listening, and speaking. **Grade Mode:** Normal (A–F,I,W) **Corequisite(s):** Repeatable with different content. **Repeatable:** Repeatable **College Code:** CAS

**ENSL 530 – English for Academic Purposes:
Beginning/Intermediate/Advanced**

Credits: 0 cr 1–16 hr

Individual and small group study of English as a second language in preparation for undergraduate and graduate study. May include (but not limited to) grammar, writing, reading, listening, and speaking. All international students are required to be in class a minimum of 12 hours per week. **Grade Mode:** Normal (A–F,I,W)

Repeatable: Repeatable with different topics **College Code:** CAS

English as a Second Language

CENTER FOR INTENSIVE ENGLISH PROGRAMS

Nethery Hall, Room 203

269-471-2260

english@andrews.edu

www.andrews.edu/cas/english/esl/

Faculty

Jeanette Bryson, *Director*

Asta LaBianca

Dianne Staples

Mission

The Intensive English program at Andrews University seeks to provide students with an opportunity to develop the skills needed to:

- Meet life's needs in aural/oral and written communication
- Communicate within the language formalities of an academic institution
- Prepare for college/university entrance

Methods

- We offer a rigorous academic program to help students prepare to apply to college/university
- We enhance English skills through a variety of academic, cultural, and professional experiences
- We mentor graduate students who teach English language learners
- We establish tutorials and conversation partners to encourage interaction with native English speakers
- We maintain small class sizes for optimal learning

Results

- Participants matriculate into undergraduate and graduate programs
- Professionals achieve language proficiency
- Participants function within the various language formalities

Programs

English for Academic Purposes (credit-bearing)

- English Language Proficiency
- College/university Preparation
 - Research Seminar: Writing
 - Research Seminar: Reading
 - Pronunciation
 - TOEFL Preparation
- Second Language Waiver

English Language Training (non-credit bearing)

- Non-Credit ESL Courses (concurrent with fall and spring semesters)
 - Individuals may register for non-credit undergraduate (ENSL 130) and graduate (ENSL 530) courses
 - Tuition for the semester is \$4,140 for 12-16 non-credit hours or \$345 per non-credit hour for up to 12 hours
 - Fees do not include textbooks, health insurance, or airfare to and from Andrews University
 - Transportation will be provided to and from the South Bend Regional Airport, as needed
 - Health insurance is required for enrollment at Andrews University and is available from the university for a cost of \$101 per month. Participants in the program must either show proof of insurance or purchase insurance through Andrews University.
- Short-term Intensives
 - Fall Semester: Classes begin in August ; students may merge into classes until mid term

- Spring Semester: Classes begin in January; students may merge into classes until mid term
- Program fees will be pro-rated based on the number of weeks spent in the program
- Housing and cafeteria meal plans are available for additional cost

- **Action America Summer Intensive**

- English language classes
- Cultural immersion
- Professional experiences
- Educational excursions

Visit the Action America program page

History & Political Science

Buller Hall, Room 135
269-471-3292
history@andrews.edu
www.andrews.edu/cas/history/

Faculty

John J. Markovic, *Chair*
Brent A. Geraty
Marcella Myers
Kathryn M. Silva Banks
Brian E. Strayer
Gary V. Wood

Mission

The Andrews University Department of History & Political Science constitutes a vital component of this distinctive Seventh-day Adventist institution of higher learning. Serving its majors and minors and General Education, the department promotes the study of history, politics and philosophies within the framework of a Christian worldview, emphasizing both individual and corporate responsibility for service to humanity.

Bachelors

History BA

Degree Requirements

- HIST 117 – Civilizations and Ideas I Credits: 3
- HIST 118 – Civilizations and Ideas II Credits: 3
- HIST 204 – American Experience I Credits: 3
- HIST 205 – American Experience II Credits: 3
- HIST 277 – History Colloquium Credits: 0
- HIST 290 – Research Seminar Credits: 3
- HIST 404 – Adventist Heritage Credits: 3
- HIST 480 – Senior Seminar Credits: 3
- HIST 488 – Faith and History Credits: 3
- **two** upper division courses in American History
- and **two** upper division courses in European **or** other non-U.S. history

Electives:

Six credits of the following political science courses may be applied to the history major:

- PLSC 104 – American Government Credits: 3
- PLSC 365 – American Foreign Relations Credits: 3
- PLSC 456 – Classical, Medieval and Early Modern Political Thought Credits: 3
- PLSC 457 – Modern Political Thought Credits: 3 **or**
- PLSC 458 – American Political Thought Credits: 3
- Remaining credits chosen in consultation with the advisor.

Total Credits: 42

Note:

For BA majors in History or Political Science, and BS majors in Political Science or Social Studies, a statistics/mathematics course will fulfill the GE mathematics requirements.

Degree Requirements for Secondary Certification

For more information regarding General Education Requirements or Secondary Certification with a BA or BS degree see the department of Teaching, Learning & Curriculum

- HIST 117 – Civilizations and Ideas I Credits: 3
- HIST 118 – Civilizations and Ideas II Credits: 3
- HIST 204 – American Experience I Credits: 3

- HIST 205 – American Experience II Credits: 3
- HIST 277 – History Colloquium Credits: 0
- HIST 290 – Research Seminar Credits: 3
- HIST 404 – Adventist Heritage Credits: 3
- HIST 459 – Special Methods in Teaching History and Social Studies Credits: 3
- HIST 480 – Senior Seminar Credits: 3
- HIST 488 – Faith and History Credits: 3
- ECON 225 – Principles of Macroeconomics Credits: 3
- GEOG 110 – Survey of Geography Credits: 3
- PLSC 104 – American Government Credits: 3
- PLSC 237 – The Individual, State, and Marketplace Credits: 3
- PLSC 365 – American Foreign Relations Credits: 3
- PLSC 435 – Public Policy Credits: 3
- PLSC 456 – Classical, Medieval and Early Modern Political Thought Credits: 3
- PLSC 460 – Area Study: Credits: 3

Total Credits: 54

General Education Requirements for Secondary Certification

For more information regarding General Education Requirements or Secondary Certification with a BA or BS degree see the department of Teaching, Learning & Curriculum.

Religion: 12—

- RELT 100 – God and Human Life Credits: 3
- RELT 225 – Doctrines of the Adventist Faith Credits: 3
- RELH 400 – SDA History and Prophetic Heritage Credits: 3–4
- and a 3-credit elective chosen in consultation with your SED advisor

Language/Communication:

- ENGL 115 – English Composition I Credits: 3
- ENGL 215 – English Composition II Credits: 3
- COMM 450 – Communication in the Classroom Credits: 3

Foreign Language (BA only)—

- Intermediate Language Credits: 4

History:

Covered in major

Fine Arts/Humanities:

Choose one course from:

- ARTH 220 – Language of Art Credits: 3
- PHTO 210 – History of Photography Credits: 3
- Studio Art Credits: 3
- ENGL 255 – Studies in Literature Credits: 3
- PHIL 224 – Introduction to Philosophy Credits: 3
- MUHL 214 – Enjoyment of Music Credits: 3
- Ensemble Music Credits: 3

Life/Physical Sciences:

professional degree requirements

Mathematics:

professional degree requirements

Computer Literacy:

- INFS 120 – Foundations of Information Technology Credits: 3

Service:

- EDTE 165 – Philosophical and Social Foundations of Education Credits: 4

Social Sciences:

- GDPC 302 – Educational Psychology Credits: 3
- EDTE 228 – Strategies for Educating Exceptional and Diverse Learners Credits: 3

Fitness Education:

- HLED 120 – Fit for Life Credits: 1
- plus two Fitness Education courses

Political Science BA

Degree Requirements

- PLSC 104 – American Government Credits: 3
- PLSC 120 – Analyzing Politics Credits: 3
- PLSC 277 – Political Science Colloquium Credits: 0
- PLSC 298 – Research Seminar Credits: 3
- PLSC 410 – Comparative Political Theory and Method Credits: 3
- BHSC 230 – Research Methods I: Statistics for the Behavioral Sciences Credits: 3

Choose one of the following courses:

- PLSC 225 – Comparative Politics Credits: 3 **or**
- PLSC 230 – International Relations Credits: 3

Choose one of the Following

- PLSC 326 – American Political Institutions: Judiciary Credits: 3
- PLSC 327 – American Political Institutions: Presidency Credits: 3
- PLSC 328 – American Political Institutions: Congress Credits: 3
- PLSC 329 – American Political Institutions: Bureaucracy Credits: 3

Choose two of the following:

- PLSC 456 – Classical, Medieval and Early Modern Political Thought Credits: 3
- PLSC 457 – Modern Political Thought Credits: 3
- PLSC 458 – American Political Thought Credits: 3

Electives:

Remaining credits chosen in consultation with the advisor. A maximum of 12 credits of PLSC 378 and PLSC 490 may be applied to the major.

Note:

The Major Field Achievement Test in political science must be taken by all majors in their senior year.

Total Credits: 42

Degree Requirements for Secondary Certification

See Department of Teaching, Learning & Curriculum section under School of Education for teaching certification requirements

Required courses:

- PLSC 104 – American Government Credits: 3
- PLSC 120 – Analyzing Politics Credits: 3
- PLSC 237 – The Individual, State, and Marketplace Credits: 3
- PLSC 277 – Political Science Colloquium Credits: 0
- PLSC 298 – Research Seminar Credits: 3
- PLSC 435 – Public Policy Credits: 3
- PLSC 456 – Classical, Medieval and Early Modern Political Thought Credits: 3
- ECON 225 – Principles of Macroeconomics Credits: 3
- GEOG 110 – Survey of Geography Credits: 3
- HIST 204 – American Experience I Credits: 3

- HIST 205 – American Experience II Credits: 3
- HIST 459 – Special Methods in Teaching History and Social Studies Credits: 3

Choose one from each of the following sets:

- PLSC 225 – Comparative Politics Credits: 3
- PLSC 230 – International Relations Credits: 3
- PLSC 457 – Modern Political Thought Credits: 3
- PLSC 458 – American Political Thought Credits: 3

Total Credits: 42

Note:

For BA majors in History or Political Science, and BS majors in Political Science or Social Studies, a statistics/mathematics course will fulfill the GE mathematics requirements.

General Education Requirements for Secondary Certification

For more information regarding General Education Requirements or Secondary Certification with a BA or BS degree see the department of Teaching, Learning & Curriculum.

Religion: 12—

- RELT 100 – God and Human Life Credits: 3
- RELT 225 – Doctrines of the Adventist Faith Credits: 3
- RELH 400 – SDA History and Prophetic Heritage Credits: 3–4
- and a 3–credit elective chosen in consultation with your SED advisor

Language/Communication:

- ENGL 115 – English Composition I Credits: 3
- ENGL 215 – English Composition II Credits: 3
- COMM 450 – Communication in the Classroom Credits: 3

Foreign Language (BA only)—

- Intermediate Language Credits: 4

History:

Covered in major

Fine Arts/Humanities:

Choose one course from:

- ARTH 220 – Language of Art Credits: 3
- PHTO 210 – History of Photography Credits: 3
- Studio Art Credits: 3
- ENGL 255 – Studies in Literature Credits: 3
- PHIL 224 – Introduction to Philosophy Credits: 3
- MUHL 214 – Enjoyment of Music Credits: 3
- Ensemble Music Credits: 3

Life/Physical Sciences:

professional degree requirements

Mathematics:

professional degree requirements

Computer Literacy:

- INFS 120 – Foundations of Information Technology Credits: 3

Service:

- EDTE 165 – Philosophical and Social Foundations of Education Credits: 4

Social Sciences:

- GDPC 302 – Educational Psychology Credits: 3
- EDTE 228 – Strategies for Educating Exceptional and Diverse Learners Credits: 3

Fitness Education:

- HLED 120 – Fit for Life Credits: 1
- plus two Fitness Education courses

Political Science BS

Degree Requirements

- PLSC 104 – American Government Credits: 3
- PLSC 120 – Analyzing Politics Credits: 3
- PLSC 277 – Political Science Colloquium Credits: 0
- PLSC 298 – Research Seminar Credits: 3
- PLSC 410 – Comparative Political Theory and Method Credits: 3
- BHSC 230 – Research Methods I: Statistics for the Behavioral Sciences Credits: 3

Choose one of the following courses:

- PLSC 225 – Comparative Politics Credits: 3 **or**
- PLSC 230 – International Relations Credits: 3

Choose one of the Following

- PLSC 326 – American Political Institutions: Judiciary Credits: 3
- PLSC 327 – American Political Institutions: Presidency Credits: 3
- PLSC 328 – American Political Institutions: Congress Credits: 3
- PLSC 329 – American Political Institutions: Bureaucracy Credits: 3

Choose two of the following:

- PLSC 456 – Classical, Medieval and Early Modern Political Thought Credits: 3
- PLSC 457 – Modern Political Thought Credits: 3
- PLSC 458 – American Political Thought Credits: 3

Electives:

Remaining credits chosen in consultation with the advisor. A maximum of 12 credits of PLSC 378 and PLSC 490 may be applied to the major.

Note:

The Major Field Achievement Test in political science must be taken by all majors in their senior year

Total Credits: 42

Degree Requirements for Secondary Certification

See Department of Teaching, Learning & Curriculum section under School of Education for teaching certification requirements
Required courses:

- PLSC 104 – American Government Credits: 3
- PLSC 120 – Analyzing Politics Credits: 3
- PLSC 237 – The Individual, State, and Marketplace Credits: 3
- PLSC 277 – Political Science Colloquium Credits: 0
- PLSC 298 – Research Seminar Credits: 3
- PLSC 435 – Public Policy Credits: 3
- PLSC 456 – Classical, Medieval and Early Modern Political Thought Credits: 3
- ECON 225 – Principles of Macroeconomics Credits: 3
- GEOG 110 – Survey of Geography Credits: 3
- HIST 204 – American Experience I Credits: 3
- HIST 205 – American Experience II Credits: 3
- HIST 459 – Special Methods in Teaching History and Social Studies Credits: 3

Choose one from each of the following sets:

- PLSC 225 – Comparative Politics Credits: 3
- PLSC 230 – International Relations Credits: 3
- PLSC 457 – Modern Political Thought Credits: 3
- PLSC 458 – American Political Thought Credits: 3

Total Credits: 42

Note:

For BA majors in History or Political Science, and BS majors in Political Science or Social Studies, a statistics/mathematics course will fulfill the GE mathematics requirements.

General Education Requirements for Secondary Certification

For more information regarding General Education Requirements or Secondary Certification with a BA or BS degree see the department of Teaching, Learning & Curriculum.

Religion: 12—

- RELT 100 – God and Human Life Credits: 3
- RELT 225 – Doctrines of the Adventist Faith Credits: 3
- RELH 400 – SDA History and Prophetic Heritage Credits: 3–4
- and a 3–credit elective chosen in consultation with your SED advisor

Language/Communication:

- ENGL 115 – English Composition I Credits: 3
- ENGL 215 – English Composition II Credits: 3
- COMM 450 – Communication in the Classroom Credits: 3

Foreign Language (BA only)—

- Intermediate Language Credits: 4

History:

Covered in major

Fine Arts/Humanities:

Choose one course from:

- ARTH 220 – Language of Art Credits: 3
- PHTO 210 – History of Photography Credits: 3
- Studio Art Credits: 3
- ENGL 255 – Studies in Literature Credits: 3
- PHIL 224 – Introduction to Philosophy Credits: 3
- MUHL 214 – Enjoyment of Music Credits: 3
- Ensemble Music Credits: 3

Life/Physical Sciences:

professional degree requirements

Mathematics:

professional degree requirements

Computer Literacy:

- INFS 120 – Foundations of Information Technology Credits: 3

Service:

- EDTE 165 – Philosophical and Social Foundations of Education Credits: 4

Social Sciences:

- GDPC 302 – Educational Psychology Credits: 3
- EDTE 228 – Strategies for Educating Exceptional and Diverse Learners Credits: 3

Fitness Education:

- HLED 120 – Fit for Life Credits: 1
- plus two Fitness Education courses

Social Studies BS

Degree Requirements

- HIST 117 – Civilizations and Ideas I Credits: 3
- HIST 118 – Civilizations and Ideas II Credits: 3
- HIST 204 – American Experience I Credits: 3
- HIST 205 – American Experience II Credits: 3
- HIST 277 – History Colloquium Credits: 0
- HIST 290 – Research Seminar Credits: 3
- HIST 404 – Adventist Heritage Credits: 3
- **one** upper-division United States
- **one** upper-division European or other non-U.S. history course
- PLSC 104 – American Government Credits: 3
- PLSC 225 – Comparative Politics Credits: 3 **or**
- PLSC 230 – International Relations Credits: 3
- ECON 225 – Principles of Macroeconomics Credits: 3
- ECON 226 – Principles of Microeconomics Credits: 3
- GEOG 110 – Survey of Geography Credits: 3
- GEOG 260 – Cultural Geography Credits: 3
- BHSC 235 – Culture, Place and Interdependence Credits: 3

Electives:

Remaining credits chosen from history, political science, geography, and economics.

Total Credits: 57

Students seeking secondary certification

See Department of Teaching, Learning & Curriculum section under School of Education for teaching certification requirements.

- BHSC 235 – Culture, Place and Interdependence Credits: 3
- ECON 225 – Principles of Macroeconomics Credits: 3
- ECON 226 – Principles of Microeconomics Credits: 3
- FNCE 206 – Personal Finance Credits: 2–3
- GEOG 110 – Survey of Geography Credits: 3
- GEOG 260 – Cultural Geography Credits: 3
- HIST 117 – Civilizations and Ideas I Credits: 3
- HIST 118 – Civilizations and Ideas II Credits: 3
- HIST 204 – American Experience I Credits: 3
- HIST 205 – American Experience II Credits: 3
- PLSC 277 – Political Science Colloquium Credits: 0
- HIST 290 – Research Seminar Credits: 3
- HIST 404 – Adventist Heritage Credits: 3
- HIST 459 – Special Methods in Teaching History and Social Studies Credits: 3
- PLSC 104 – American Government Credits: 3
- PLSC 120 – Analyzing Politics Credits: 3
- PLSC 225 – Comparative Politics Credits: 3 **or**
- PLSC 230 – International Relations Credits: 3
- PLSC 237 – The Individual, State, and Marketplace Credits: 3
- PLSC 435 – Public Policy Credits: 3
- plus 3 credits of electives

Total Credits: 56

General Education Requirements for Secondary Certification

For more information regarding General Education Requirements or Secondary Certification with a BA or BS degree see the department of Teaching, Learning & Curriculum.

Religion: 12—

- RELT 100 – God and Human Life Credits: 3
- RELT 225 – Doctrines of the Adventist Faith Credits: 3
- RELH 400 – SDA History and Prophetic Heritage Credits: 3–4
- and a 3-credit elective chosen in consultation with your SED advisor

Language/Communication:

- ENGL 115 – English Composition I Credits: 3
- ENGL 215 – English Composition II Credits: 3
- COMM 450 – Communication in the Classroom Credits: 3

Foreign Language (BA only)—

- Intermediate Language Credits: 4

History:

Covered in major

Fine Arts/Humanities:

Choose one course from:

- ARTH 220 – Language of Art Credits: 3
- PHTO 210 – History of Photography Credits: 3
- Studio Art Credits: 3
- ENGL 255 – Studies in Literature Credits: 3
- PHIL 224 – Introduction to Philosophy Credits: 3
- MUHL 214 – Enjoyment of Music Credits: 3
- Ensemble Music Credits: 3

Life/Physical Sciences:

professional degree requirements

Mathematics:

professional degree requirements

Computer Literacy:

- INFS 120 – Foundations of Information Technology Credits: 3

Service:

- EDTE 165 – Philosophical and Social Foundations of Education Credits: 4

Social Sciences:

- GDPC 302 – Educational Psychology Credits: 3
- EDTE 228 – Strategies for Educating Exceptional and Diverse Learners Credits: 3

Fitness Education:

- HLED 120 – Fit for Life Credits: 1
- Plus two Fitness Education courses

Undergraduate Minors

History Minor

Minor Requirements

- HIST 117 – Civilizations and Ideas I Credits: 3
- HIST 118 – Civilizations and Ideas II Credits: 3
- HIST 204 – American Experience I Credits: 3
- HIST 205 – American Experience II Credits: 3
- HIST 404 – Adventist Heritage Credits: 3
- and 6 additional credits to be selected from upper-division history courses.

Total Credits: 21

Minor Requirements for Secondary Certification

- HIST 117 – Civilizations and Ideas I Credits: 3
- HIST 118 – Civilizations and Ideas II Credits: 3
- HIST 204 – American Experience I Credits: 3
- HIST 205 – American Experience II Credits: 3
- HIST 290 – Research Seminar Credits: 3
- HIST 404 – Adventist Heritage Credits: 3
- HIST 459 – Special Methods in Teaching History and Social Studies Credits: 3
- ECON 225 – Principles of Macroeconomics Credits: 3
- GEOG 110 – Survey of Geography Credits: 3
- PLSC 104 – American Government Credits: 3
- PLSC 237 – The Individual, State, and Marketplace Credits: 3
- PLSC 435 – Public Policy Credits: 3
- PLSC 456 – Classical, Medieval and Early Modern Political Thought Credits: 3

Total Credits: 39

Political Science Minor

Degree Requirements

- PLSC 104 – American Government Credits: 3
- PLSC 120 – Analyzing Politics Credits: 3
- PLSC 225 – Comparative Politics Credits: 3 OR PLSC 230 – International Relations Credits: 3
- PLSC 456 – Classical, Medieval and Early Modern Political Thought Credits: 3
- and 6 additional credits to be selected from upper-division political science courses.

One of

- PLSC 326 – American Political Institutions: Judiciary Credits: 3
- PLSC 327 – American Political Institutions: Presidency Credits: 3
- PLSC 328 – American Political Institutions: Congress Credits: 3
- PLSC 329 – American Political Institutions: Bureaucracy Credits: 3

Total Credits: 21

Students seeking secondary certification

- PLSC 104 – American Government Credits: 3
- PLSC 120 – Analyzing Politics Credits: 3
- PLSC 225 – Comparative Politics Credits: 3 OR PLSC 230 – International Relations Credits: 3
- PLSC 237 – The Individual, State, and Marketplace Credits: 3
- PLSC 435 – Public Policy Credits: 3
- PLSC 456 – Classical, Medieval and Early Modern Political Thought Credits: 3
- ECON 225 – Principles of Macroeconomics Credits: 3

- GEOG 110 – Survey of Geography Credits: 3
- HIST 204 – American Experience I Credits: 3
- HIST 205 – American Experience II Credits: 3
- HIST 459 – Special Methods in Teaching History and Social Studies Credits: 3

Total Credits: 33

Masters

History MAT

The degree prepares students for teaching history and government in secondary schools and is offered through the School of Education. Candidates must have passed basic undergraduate survey courses in World Civilizations and United States History. Graduate courses should be elected to include a variety of period, topical, and geographic-area courses. A minimum of 6 credits elected in these areas must be at the 500 level. At least 2 credits in HIST 590 are required. HIST 459 is required but does not count toward the minimum 12 credits of history.

Candidates select their courses in consultation with the chair of the department or an advisor designated by the chair. See the School of Education section of this bulletin for further information regarding teacher certification and the MAT degree program.

Pre-Professional

Pre-Professional Curricula in Public History

Public or applied history refers to careers in history-related fields other than teaching. The major areas include museum management, archival management, and historic preservation, as well as the production of historical programs for the media. A master's degree in a public or applied history program or certification upon completion of certain graduate courses is needed prior to employment. The Department of History & Political Science recommends curricula which combine a major in history with a second major or minor and electives, providing an advantageous undergraduate basis for a public history career. Curriculum recommendations are available from the department chair.

History

HIST 117 – Civilizations and Ideas I

Credits: 3

Survey of the development of major world civilizations to the eighteenth century, including the origins and history of ideas, worldviews, and institutions (Stoicism, Hinduism, Catholicism, etc.), with an emphasis on the interaction of cultures in the premodern world. **Delivery:** Interactive online option available **Grade Mode:** Normal (A-F,I,W) **Offering:** Fall **College Code:** CAS

HIST 117V – Civilizations and Ideas I

Credits: 3

Survey of the development of major world civilizations to the eighteenth century, including the origins and history of ideas, worldviews, and institutions (Stoicism, Hinduism, Catholicism, etc.), with an emphasis on the interaction of cultures in the premodern world. **Delivery:** Self-paced online course **Grade Mode:** Griggs corresp (A-F,I,W,DG,DN) **College Code:** CAS

HIST 118 – Civilizations and Ideas II

Credits: 3

Survey of the development of world civilizations from the eighteenth century, including the origins and history of ideas, worldviews, and institutions (nationalism, anti-Semitism, racism, multiculturalism, etc.), with emphasis on cultural diversity and interaction and their meaning in the modern and post-modern world. **Delivery:** Interactive online option available **Grade Mode:** Normal (A-F,I,W) **Offering:** Spring **College Code:** CAS

HIST 118V – Civilizations and Ideas II

Credits: 3

Survey of the development of world civilizations from the eighteenth century, including the origins and history of ideas, worldviews, and institutions (nationalism, anti-Semitism, racism, multiculturalism, etc.), with emphasis on cultural diversity and interaction and their meaning in the modern and post-modern world. **Delivery:** Self-paced online course **Grade Mode:** Griggs corresp (A-F,I,W,DG,DN) **College Code:** CAS

HIST 204 – American Experience I

Credits: 3

A study of the rise and development of the United States from European contact with the Americas through the Civil War. Emphasis placed on cultural, religious, ethnic, and other social issues as well as politics, economics, and foreign relations. **Grade Mode:** Normal (A–F,I,W) **Offering:** Fall **College Code:** CAS

HIST 204V – American Experience I

Credits: 3

A study of the rise and development of the United States from European contact with the Americas through the Civil War. Emphasis placed on cultural, religious, ethnic, and other social issues as well as politics, economics, and foreign relations. **Delivery:** Self-paced online course **Grade Mode:** Griggs corresp (A–F,I,W,DG,DN) **College Code:** CAS

HIST 205 – American Experience II

Credits: 3

A study of the development of the United States from Reconstruction to the present. Emphasis placed on cultural, religious, ethnic, and other social issues as well as politics, economics, and foreign relations. **Grade Mode:** Normal (A–F,I,W) **Offering:** Spring **College Code:** CAS

HIST 205V – American Experience II

Credits: 3

A study of the development of the United States from Reconstruction to the present. Emphasis placed on cultural, religious, ethnic, and other social issues as well as politics, economics, and foreign relations. **Delivery:** Self-paced online course **Grade Mode:** Griggs corresp (A–F,I,W,DG,DN) **College Code:** CAS

HIST 277 – History Colloquium

Credits: 0

Current topics and issues of interest to historians and political scientists. Required each semester of all students majoring in history, political science, or social studies. Weekly: 1 lecture or activity **Grade Mode:** Satisfactory (S,U,I,W) **Repeatable:** Repeatable **College Code:** CAS

HIST 290 – Research Seminar

Credits: 3

Introduction to historical research methodology, including both bibliographical searches and critical evaluation of sources. Requires the writing of a research paper using primary sources. **Grade Mode:** Normal (A–F,I,W) **Offering:** Fall **College Code:** CAS

HIST 316 – History of the Christian Church I

Credits: 3

Surveys the internal and external developments and conflicts which Christianity has experienced from the time of Christ up to the Reformation. Special attention given to those developments that relate to Seventh-day Adventist theological heritage. **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** HIST 117 or permission of instructor. **Offering:** Fall **College Code:** CAS

HIST 316V – History of the Christian Church I

Credits: 3

Surveys the internal and external developments and conflicts which Christianity has experienced from the time of Christ up to the Reformation. Special attention given to those developments that relate to Seventh-day Adventist theological heritage. **Delivery:** Self-paced online course **Grade Mode:** Griggs corresp (A–F,I,W,DG,DN) **College Code:** CAS

HIST 317 – History of the Christian Church II

Credits: 3

Surveys the history of the church from the Protestant Reformation to the current time. Special attention is given to the Protestant Reformation, the Catholic counter-reformation, Puritanism, Rationalism, Evangelicalism, the rise of modern denominations, and worldwide mission expansion and ecumenism. **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** HIST 118 or permission of instructor. **Offering:** Spring **College Code:** CAS

HIST 317V – History of the Christian Church II

Credits: 3

Surveys the history of the church from the Protestant Reformation to the current time. Special attention is given to the Protestant Reformation, the Catholic counter-reformation, Puritanism, Rationalism, Evangelicalism, the rise of modern denominations, and worldwide mission expansion and ecumenism. **Delivery:** Self-paced online course **Grade Mode:** Griggs corresp (A–F,I,W,DG,DN) **College Code:** CAS

HIST 320 – Economic History of the United States

Credits: 3

A survey of the United States' growth and transformation into an industrialized nation. Economic analysis is used to explain the sources and consequences of the U.S. economic change. Topics covered include the rise of the corporation, the emergence of a national market, financial development, slavery, government regulation, transportation, the Great Depression, and rapid post-World War II growth. **Grade Mode:** Normal (A–F,I,W) **Offering:** Alternate years **College Code:** CAS

HIST 378 – Study Tour

Credits: 0

Travel to destinations relevant to individual programs of study. Classes will be selected from department(s) offerings. Fee may be required. \$ – Course or lab fee may apply **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **Repeatable:** Repeatable **College Code:** CAS

HIST 404 – Adventist Heritage

Credits: 3

A study of the background and development of the Seventh-day Adventist denomination from its beginnings in the Millerite Movement to its present global impact. Swing course—Approved 400–499 courses qualify for graduate-level credit for graduate students **Grade Mode:** Normal (A–F,I,W) **Offering:** Spring **College Code:** CAS

HIST 404V – Adventist Heritage

Credits: 3

A study of the background and development of the Seventh-day Adventist denomination from its beginnings in the Millerite Movement to its present global impact. **Delivery:** Self-paced online course **Grade Mode:** Griggs corresp (A–F,I,W,DG,DN) **College Code:** CAS

HIST 414 – Renaissance and Reformation, 1300–1648

Credits: 3

pects of the Renaissance and the religious, political, social, and intellectual aspects of the Protestant Reformation. Special emphasis is given to church-state relations and the struggle for religious toleration from 1517–1650. Swing course—Approved 400–499 courses qualify for graduate-level credit for graduate students **Grade Mode:** Normal (A–F,I,W) **Offering:** Alternate years **College Code:** CAS

HIST 415 – Absolutism and Enlightenment, 1648–1789

Credits: 3

The rise of absolute monarchies and their impact on political, social, economic, and intellectual developments of early modern Europe. Special emphasis is given to church-state relations and the struggle for religious liberty from 1650–1789. Swing course—Approved 400–499 courses qualify for graduate-level credit for graduate students **Grade Mode:** Normal (A–F,I,W) **Offering:** Alternate years **College Code:** CAS

HIST 420 – Revolutions and Reaction, 1789–1917

Credits: 3

The religious and social transformation of Europe during the French Revolution, the Napoleonic era, the political revolutions of the nineteenth century, the industrial revolution, the First World War, and the Russian Revolution. Special attention is given to such ideologies as nationalism, anti-Semitism, and Marxism. Swing course—Approved 400–499 courses qualify for graduate-level credit for graduate students **Grade Mode:** Normal (A–F,I,W) **Offering:** Alternate years **College Code:** CAS

HIST 425 – Nationalism and World Wars, 1914–Present

Credits: 3

A study of European society, including the role of the Christian church, during the two world wars and the Cold War as influenced by Nazism, Stalinism, Western democracy, and the emerging “new world order.” Swing course—Approved 400–499 courses qualify for graduate-level credit for graduate students **Grade Mode:** Normal (A–F,I,W) **Offering:** Alternate years **College Code:** CAS

HIST 434 – From Discovery to Nation, 1492–1789

Credits: 3

A study of the political, economic, and social development of America from discovery to 1789. Swing course—Approved 400–499 courses qualify for graduate–level credit for graduate students **Grade Mode:** Normal (A–F,I,W) **Offering:** Alternate years **College Code:** CAS

HIST 435 – Union and Disunion, 1789–1865

Credits: 3

Examines major events and developments through the lenses of religion, race, gender, class and culture. Emphasis is given to disestablishment of the churches, concepts of democracy, slavery, westward expansion, and the Civil War. Swing course—Approved 400–499 courses qualify for graduate–level credit for graduate students **Grade Mode:** Normal (A–F,I,W) **Offering:** Alternate years **College Code:** CAS

HIST 437 – Topics:

Credits: 3

A study of selected topics in history as announced in the class schedule. May be repeated with different topics. Swing course—Approved 400–499 courses qualify for graduate–level credit for graduate students **Grade Mode:** Normal (A–F,I,W) **Repeatable:** Repeatable **College Code:** CAS

HIST 450 – The Holocaust and Society

Credits: 3

An inquiry into anti–Semitism and Nazism with special attention to the Holocaust and the role of the Christian Church. Swing course—Approved 400–499 courses qualify for graduate–level credit for graduate students **Grade Mode:** Normal (A–F,I,W) **Offering:** Alternate years **College Code:** CAS

HIST 458 – The Emergence of Modern America, 1865–1939

Credits: 3

Examines major events and developments through the lenses of religion, race, gender, and class and their impact on the individual's place in American society. Topics include religious pluralism and its social implications, Reconstruction, the industrial revolution, social and political reform, expansionism, World War I, and the Great Depression. Swing course—Approved 400–499 courses qualify for graduate–level credit for graduate students **Grade Mode:** Normal (A–F,I,W) **Offering:** Alternate years **College Code:** CAS

HIST 459 – Special Methods in Teaching History and Social Studies

Credits: 3

A practicum taken prior to student teaching. Emphasizes methods, materials, and techniques of teaching history, geography, and social studies in grades 7–12. Required of students seeking secondary certification in history or social studies. Does not apply to a minor in history. Swing course—Approved 400–499 courses qualify for graduate–level credit for graduate students **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** EDTE 459. **Offering:** Fall **College Code:** CAS

HIST 468 – Multi–cultural America

Credits: 3

An examination of immigration and the historical experience of ethnic minority groups in the United States, including their development as subcultures and interactions with the dominant society. Swing course—Approved 400–499 courses qualify for graduate–level credit for graduate students **Grade Mode:** Normal (A–F,I,W) **Offering:** Alternate years **College Code:** CAS

HIST 469 – America as a World Power, 1939–Present

Credits: 3

An examination of issues of national consciousness and cultural identity within major topics of the period such as World War II, the Cold War, Vietnam, the Civil Rights movement, Watergate, and various contemporary issues. Swing course—Approved 400–499 courses qualify for graduate–level credit for graduate students **Grade Mode:** Normal (A–F,I,W) **Offering:** Alternate years **College Code:** CAS

HIST 480 – Senior Seminar

Credits: 3

A capstone course for the history major normally taken during the senior year, including the reading of classic works of history, the presentation of a portfolio of the student's writing, and a departmental comprehensive oral examination. **Grade Mode:** Normal (A–F,I,W) **Offering:** Spring **College Code:** CAS

HIST 488 – Faith and History

Credits: 3

A study of the major philosophies of history and contemporary theoretical issues in the discipline with emphasis upon implications for a Christian understanding of history. Swing course—Approved 400–499 courses qualify for graduate–level credit for graduate students **Course Attribute:** Service course **Grade Mode:** Normal (A–F,I,W) **Offering:** Fall **College Code:** CAS

HIST 495 – Independent Study/Readings/Research

Credits: 1–3

Individually directed study, readings, or research in selected areas of history under the guidance of the appropriate instructor. Limited to majors and minors in history and social studies. **Grade Mode:** Normal w S/DG (A–F,I,S,U,DG,W) **Repeatable:** Repeatable up to 3 credits with different topics **Special Approval:** Instructor permission required. **Offering:** Fall, Spring **College Code:** CAS

HIST 578 – Study Tour

Credits: 0

Travel to destinations relevant to individual programs of study. Classes will be selected from department(s) offerings. Fee may be required. \$ – Course or lab fee may apply **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **College Code:** CAS

HIST 590 – Independent Readings

Credits: 1–2

Individual reading in a specified area under the guidance of an instructor. **Grade Mode:** Normal w S/DG (A–F,I,S,U,DG,W) **Repeatable:** Repeatable up to 6 credits **Offering:** Fall, Spring **College Code:** CAS

HIST 650 – Historical Method and Research

Credits: 3

Examination of historical research methodology, including bibliographical searches, critical evaluation of sources, documentation style, and written and oral presentation of research. **Grade Mode:** Normal (A–F,I,W) **College Code:** CAS

PHIL 224 – Introduction to Philosophy

Credits: 3

An introduction to basic philosophical issues, including the relationship of faith and reason, epistemology, the mind–body problem, determinism and free will, and ethics. **Grade Mode:** Normal (A–F,I,W) **Offering:** Fall **College Code:** CAS

PHIL 320 – Critical Thinking

Credits: 3

Designed to encourage independent thinking and to teach analytical and logical skills necessary for problem solving as well as understanding and evaluating the ideas and claims of others. **Grade Mode:** Normal (A–F,I,W) **Repeatable:** Repeatable up to 3 credits **Offering:** Alternate years **College Code:** CAS

Political Science

PLSC 104 – American Government

Credits: 3

A study of American political institutions and behavior, primarily on the national level. May be applied to the history major. **Grade Mode:** Normal (A–F,I,W) **Offering:** Fall, Spring **College Code:** CAS

PLSC 104V – American Government

Credits: 3

A study of American political institutions and behavior, primarily on the national level. May be applied to the history major. **Delivery:** Self–paced online course **Grade Mode:** Griggs corresp (A–F,I,W,DG,DN) **College Code:** CAS

PLSC 120 – Analyzing Politics

Credits: 3

An introduction to political science designed to develop critical thinking skills and apply those skills to the analysis of politics. Topics examined include concepts of power, authority, political ideology, and the structures and processes of political systems. **Grade Mode:** Normal (A–F,I,W) **Offering:** Fall, alternate years **College Code:** CAS

PLSC 225 – Comparative Politics

Credits: 3

An introduction to the general theories and methods of comparative politics through case studies of both advanced industrialized and developing countries. Examines a variety of governmental structures and analyzes their historical emergence, nature, forms, and dynamics. **Grade Mode:** Normal (A–F,I,W) **Offering:** Alternate years **College Code:** CAS

PLSC 230 – International Relations

Credits: 3

This course provides a general introduction to the study and practice of international relations, including the roles played by nation states, international organizations, international law, power, morality, globalization, and terrorism. Special emphasis will be placed on alternative theories and models that have been employed in the study and practice of international relations from classical antiquity to the present. **Grade Mode:** Normal (A–F,I,W) **Offering:** Alternate years **College Code:** CAS

PLSC 237 – The Individual, State, and Marketplace

Credits: 3

An introduction to international political economy, which examines the interactions between international politics and international economics. Beginning with an introduction to the primary theories guiding international political economy, topics studied include international capital markets, global and regional trade, monetary policy, global finance, and the effects of these issues on domestic politics. Not applicable to the political science major or minor. Applies to the General Education Social Science requirements. **Grade Mode:** Normal (A–F,I,W) **College Code:** CAS

PLSC 260 – Introduction to American Law

Credits: 3

A study of the roles that law and the legal system play in American life. Topics include: the constitution, civil rights, property, employment, consumer protections, criminal punishment and judicial activism/restraint. **Grade Mode:** Normal (A–F,I,W) **Offering:** Alternate years **College Code:** CAS

PLSC 277 – Political Science Colloquium

Credits: 0

Current topics and issues of interest to historians and political scientists. Required each semester of all students majoring in history, political science, or social studies. Weekly: 1 lecture or activity **Grade Mode:** Satisfactory (S,U,I,W) **Repeatable:** Repeatable **College Code:** CAS

PLSC 298 – Research Seminar

Credits: 3

Introduction to political science research methodology, including bibliographical searches, critical evaluation of sources, surveys, and application of statistical data. Requires the writing of a paper based on original research. **Grade Mode:** Normal (A–F,I,W) **Offering:** Fall **College Code:** CAS

PLSC 316 – Legal Writing and Rhetoric

Credits: 3

An introduction to academic and professional writing, particularly argument and analysis, as they relate to the law, including theoretical and practical applications. Assignment will include pleadings, briefs, and memoranda. Students will also develop a philosophical and rhetorical understanding of their function as writers in relation to the law and the legal system. **Grade Mode:** Normal (A–F,I,W) **Offering:** Spring **College Code:** CAS

PLSC 326 – American Political Institutions: Judiciary

Credits: 3

Course covers the structure of the United States legal system. This includes an examination of the roles of law enforcement, lawyers, and judges; as well as the structure of courts and appointment process for judges, the legal system, the court system, and the judicial decision making. **Grade Mode:** Normal (A–F,I,W) **College Code:** CAS

PLSC 327 – American Political Institutions: Presidency

Credits: 3

Course covers the basic approaches to the study of the presidency, the nomination and election process, the role of the president in policymaking and his/her relationship to other governmental institutions, as well as theories of presidential leadership and power. **Grade Mode:** Normal (A–F,I,W) **College Code:** CAS

PLSC 328 – American Political Institutions: Congress

Credits: 3

Course covers the history and structure of the U.S. Congress from its beginnings, the process of congressional elections, the differences between the House of Representatives and the Senate in terms of legislative processes, constitutional responsibilities, decision making process, committees and leadership structures. **Grade Mode:** Normal (A–F,I,W) **College Code:** CAS

PLSC 329 – American Political Institutions: Bureaucracy

Credits: 3

Course covers the historical development of U.S. government bureaucracies, their function, and jurisdiction. It also covers command and control over policies and decision making processes, as well as bureaucratic behavior at the individual and agency level. **Grade Mode:** Normal (A–F,I,W) **College Code:** CAS

PLSC 350 – State and Local Government

Credits: 3

An examination of politics at the state, county and municipal levels in the United States. Consideration is given to the changing relationship between state and local government and the federal government with emphasis on Michigan state and local governments as a case study. Topics include state–federal relations, state legislatures and executives, state–local relations, and structures of local government. **Grade Mode:** Normal (A–F,I,W) **Offering:** Alternate years **College Code:** CAS

PLSC 365 – American Foreign Relations

Credits: 3

A study of the formation and conduct of American diplomacy in the light of major themes, including the diplomacy of human rights, globalization, and the American relationship with Islamic states. **Grade Mode:** Normal (A–F,I,W) **Offering:** Alternate years **College Code:** CAS

PLSC 378 – Study Tour

Credits: 0

Travel to destinations relevant to individual programs of study. Classes will be selected from department(s) offerings. Fee may be required. \$ – Course or lab fee may apply **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **Repeatable:** Repeatable **College Code:** CAS

PLSC 410 – Comparative Political Theory and Method

Credits: 3

An introduction to the concepts and theories that form the basis of comparative political theory and comparative political research methods. Topics include comparative inquiry, ideology, theories of the state, democratic development, and the welfare state. Swing course—Approved 400–499 courses qualify for graduate–level credit for graduate students **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** PLSC 225 or PLSC 230. **Offering:** Alternate years **College Code:** CAS

PLSC 420 – Human Rights, Violations, and Reconciliations

Credits: 3

An interdisciplinary approach to concepts of human rights within western and non-western traditions. Evaluates legal and political instruments that address human rights and examine the meaning and relevance of these rights to such contemporary issues as torture, political repression, war crimes, genocide, and refugees. Swing course—Approved 400–499 courses qualify for graduate–level credit for graduate students **Grade Mode:** Normal (A–F,I,W) **Offering:** Alternate years **College Code:** CAS

PLSC 435 – Public Policy

Credits: 3

An introduction to the theories and methods used by comparativists to study public policies. Topics include policy variations and similarities in education, health, social security, economics, taxation and environmental policy. Examines the interaction between policy development and institutions and various theoretical models of policy making. Swing course—Approved 400–499 courses qualify for graduate–level credit for graduate students **Grade Mode:** Normal (A–F,I,W) **Offering:** Alternate years **College Code:** CAS

PLSC 437 – Topics:

Credits: 3

A study of selected topics in political science as announced in the class schedule. May be repeated with different topics. Swing course—Approved 400–499 courses qualify for graduate–level credit for graduate students **Grade Mode:** Normal (A–F,I,W) **Repeatable:** Repeatable **College Code:** CAS

PLSC 456 – Classical, Medieval and Early Modern Political Thought

Credits: 3

A study of the great political ideas from antiquity to early modern times through a consideration of thinkers such as Plato, Aristotle, Aquinas, Machiavelli, Hobbes and Locke. The course explores such issues as human nature, the good life, freedom, justice, and authority as understood by pre-modern and early modern theorists. Swing course—Approved 400–499 courses qualify for graduate-level credit for graduate students **Grade Mode:** Normal (A–F,I,W) **Offering:** Alternate years **College Code:** CAS

PLSC 457 – Modern Political Thought

Credits: 3

Explores major political ideas from the eighteenth century to the present. Writers discussed typically include Rousseau, Kant, Hegel, Marx, Nietzsche, Heidegger and Leo Strauss. Central topics include the abandonment of natural right; the turn to history as a standard of right; and the subsequent self-destruction and recovery of reason (and revelation) in late modern political thought. Swing course—Approved 400–499 courses qualify for graduate-level credit for graduate students **Grade Mode:** Normal (A–F,I,W) **Offering:** Alternate years **College Code:** CAS

PLSC 458 – American Political Thought

Credits: 3

An examination of American political thought from the revolutionary period to the present. Required readings are drawn mainly from primary sources including the Declaration of Independence, the U.S. Constitution, the Federalist, and the writings of statesmen and theorists from the Civil War era, Progressive movement, New Deal and contemporary politics. Swing course—Approved 400–499 courses qualify for graduate-level credit for graduate students **Grade Mode:** Normal (A–F,I,W) **Offering:** Alternate years **College Code:** CAS

PLSC 460 – Area Study:

Credits: 3

Study of the government and politics of individual nations (for example, India) or geographical regions (for example, Asia), as announced in the course schedule. Examines process, forces, and trends in the nation's/region's politics as it addresses societal needs and economic development. May be repeated with a different emphasis. May be applied to the history major. Swing course—Approved 400–499 courses qualify for graduate-level credit for graduate students **Grade Mode:** Normal (A–F,I,W) **Repeatable:** Repeatable **Offering:** Alternate years **College Code:** CAS

PLSC 490 – Internship

Credits: 1–6

Students work part- or full-time with government agencies, elected government officials, political campaigns, private interest groups, or NGOs. A minimum of 60 clock hours of work experience are required for each semester hour of credit. Swing course—Approved 400–499 courses qualify for graduate-level credit for graduate students **Grade Mode:** Satisfactory w/DG (S,U,I,W,DG) **Prerequisite(s):** at least junior standing and consent of the department. May not be applied to the political science minor. **Repeatable:** Repeatable up to 6 credits **Offering:** Fall, Spring **College Code:** CAS

PLSC 495 – Independent Study/Readings/Research

Credits: 1–3

Individually directed study, readings, or research under the guidance of the instructor. Limited to students with majors in political science or social studies or a minor in political science. **Grade Mode:** Normal w S/DG (A–F,I,S,U,DG,W) **Repeatable:** Repeatable up to 4 credits with different topics **Special Approval:** Instructor permission required. **Offering:** Fall, Spring **College Code:** CAS

PLSC 525 – Public Policy, Civil Society and Development

Credits: 2–3

Governments are pressed to address issues of individual and collective concern. Resolving matters may demand the creation of programs and governmental policies, modification of existing ones or termination of current policy. Utilizing a case study approach, this course considers the essential phases of policymaking on behalf of civil society. Taught only for the off-campus MIDA degree. **Grade Mode:** Normal (A–F,I,W) **College Code:** CAS

PLSC 578 – Study Tour

Credits: 0

Travel to destinations relevant to individual programs of study. Classes will be selected from department(s) offerings. Fee may be required. \$ – Course or lab fee may apply **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **College Code:** CAS

PLSC 580 – Seminar In Comparative Politics

Credits: 3

A study of general theories and methods of comparative politics through case studies of both advanced industrialized and developing countries. Examines a variety of governmental structures and analyzes their historical emergence, natures, forms and dynamics. **Grade Mode:** Normal (A–F,I,W) **Offering:** Alternate years **College Code:** CAS

PLSC 585 – Seminar in International Relations

Credits: 3

An examination of the study and practice of international relations, including the roles played by nation states, international organizations, international law, power, morality, globalization and terrorism. Special emphasis will be placed on alternative theories and models that have been employed in the study and practice of international relations from classical antiquity to the present. **Grade Mode:** Normal (A–F,I,W) **Offering:** Alternate years **College Code:** CAS

International Language Studies

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Faculty

Pedro A. Navia, *Chair*
Sonia Badenas
Elaine J. Navia
Ruben Perez-Schulz

Emeriti

Wolfgang Kunze
Eduardo Ocampo

Mission

The Department of International Language Studies strives to develop students' knowledge of foreign languages and cultures in a Christian environment. It provides a broad range of educational courses and programs that build foreign language competence and enhance the understanding of foreign literatures and cultures. The department not only helps students develop a global perspective by training them to use their foreign language skills in a variety of fields, but also to develop critical understanding of world culture in its complexity and diversity, supporting and promoting Christ's appeal to this generation, "And this gospel of the kingdom will be preached in all the world as a witness to all the nations, and then the end will come."

The department provides students with communicative competence in a second language, promotes a greater understanding of and appreciation for the significance of language in human interaction, fosters interest in other cultures, and encourages intellectual development through enhanced cognitive and analytical skills.

The department offers many opportunities for language students to enhance an appreciation of other cultures and to develop fluency in the use of another language by participating in the Adventist Colleges Abroad (ACA) programs, language clubs, the National Language Honor Society, and religious activities.

Departmental Tours

The Department of International Language Studies offers two study tours: Europe and South America. Each tour is equivalent to six credits that count towards majors and minors. The South American tour may be taken only as Portuguese and Spanish credits; the European tour can be taken as French or Spanish credits. A maximum of 6 tour credits may be applied to the major or minor for students participating in the ACA program. All courses included in the tour are taught in the target language. Andrews University policies apply to the tour.

Bachelors

French for International Trade BA

This program integrates the study of international languages and cultures with preparation in international trade and business.

The objective of this major is to prepare students for international careers with the necessary business and language skills. Students in French participate in an internship in a business/industrial work environment either in the U.S. or abroad where French is spoken. Students may take examinations leading to certification in Business French. See details below. The major consists of study in the following three areas: (1) specialized studies in language, (2) business and economics, and (3) required cognates.

Specialized Studies in French—30

All majors are required to attend a full academic year, excluding summer sessions, at the Adventist University of France, Collonges, France.

ACA Courses—9

- FREN321
- FREN341
- FREN351
- FREN361

AU Courses—21

- FREN 275 – Intermediate French Credits: 4
- FREN 366 – French Conversation Credits: 3
- FREN 367 – French Composition Credits: 3
- FREN 415 – Advanced French Communication Credits: 3
- FREN 420 – Francophone Cultures: The New World and the Third World Credits: 3 **or**
- FREN 430 – Contemporary French Culture and Society Credits: 3
- FREN 460 – French for International Trade Credits: 3
- INLS 490 – Language and International Trade Internship/Practicum Credits: 3
- remaining FREN/INLS credits to complete 30 credits

Note:

Language proficiency exit exam required.

Business and Economics—24

- ACCT 121 – Fundamentals of Accounting Credits: 3
- ACCT 122 – Fundamentals of Accounting Credits: 3
- BSAD 355 – Management and Organization Credits: 3
- BSAD 365 – International Environment of Business Credits: 3
- BSAD 450 – Multicultural Business Relations Credits: 3 **or**
- BSAD 467 – International Management Credits: 3
- ECON 226 – Principles of Microeconomics Credits: 3
- FNCE 317 – Business Finance Credits: 3
- MKTG 310 – Principles of Marketing Credits: 3

Required Cognates—6

- ECON 225 – Principles of Macroeconomics Credits: 3
- MKTG 465 – International Marketing Credits: 3 **or**
- ECON 454 – International Economics Credits: 3

Note:

No more than 30 credits from the School of Business Administration can apply to the degree.

Total Credits: 54

French for K–12 Education BA

This degree is for students seeking elementary or secondary teaching certification. All majors are required to attend a full academic year, excluding summer sessions, at the Adventist University of France, Collonges, France.

ACA Courses—21–24

- FREN321
- FREN341
- FREN351
- FREN361
- electives the equivalent of 12–15 FREN semester credits from 300-level and above.

AU Courses—12

- FREN 401 – Fundamentals of Translation Credits: 3 **or**
- FREN 402 – French for Interpreters Credits: 3
- FREN 415 – Advanced French Communication Credits: 3
- FREN 420 – Francophone Cultures: The New World and the Third World Credits: 3 **or**

- FREN 430 – Contemporary French Culture and Society Credits: 3
- INLS 458 – Methods of Foreign Language Instruction: K–12 Credits: 3

Electives:

Remaining FREN/INLS credits at the upper division level to complete 36 credits.
Language proficiency exit exam required.

Note:

For more information regarding General Education Requirements or Secondary Certification with a BA or BS degree, see the department of Teaching, Learning & Curriculum

Total Credits: 36

French Studies BA

All majors are required to attend a full academic year, excluding summer sessions, in the Adventist Colleges Abroad program at the Adventist University of France, Collonges, France. This requirement may be waived for native speakers or candidates who have spent an extended period of time in a French-speaking country.

ACA Courses—18

- FREN321
- FREN341
- FREN351
- FREN361
- FREN electives the equivalent of 9 semester credits from 300-level and above

AU Courses—18

- FREN 275 – Intermediate French Credits: 4 (or ACA equivalent)
- FREN 280 – French Conversation and Composition Credits: 3
- FREN 401 – Fundamentals of Translation Credits: 3 **or**
- FREN 402 – French for Interpreters Credits: 3
- FREN 415 – Advanced French Communication Credits: 3
- FREN 420 – Francophone Cultures: The New World and the Third World Credits: 3 **or**
- FREN 430 – Contemporary French Culture and Society Credits: 3
- Plus 2 credits of electives

Additional Requirement:

A language proficiency exit exam required.

Total Credits: 36

Spanish and International Business, BA/BBA

Spanish and International Business

This joint degree in Spanish and International Business (FSIB) is a double degree for undergraduates planning to enter a career in international business. The FSIB-joint degree provides students with both practical, on-site work experience and a thorough academic background in international affairs.

Students in the Spanish and International Business program receive two separate but integrated degrees: a Bachelor of Business Administration with a major in management and a Bachelor of Arts in Spanish for International Trade. The Spanish for International Trade major trains students in language and culture for business and professional positions.

Students additionally may take examinations leading to certification in business Spanish.

All FSIB-joint-degree students participate in an internship in a business/industrial work environment. The goal is to place qualifying students abroad where they can use their language and business skills in an international professional environment. Students who do not go abroad are placed regionally

and work one or two semesters for an employer in a staff support or administrative capacity.

The program is designed so that students can complete the 143-credit program in 10 semesters.

Specialized Studies in Spanish—30

All majors are required to attend a full academic year at Colegio Adventista de Sagunto, Spain, or Universidad Adventista del Plata, Argentina.

ACA Courses—6

Advanced Grammar

One of

- SPAN351
- SPAN352
- SPAN353
- SPAN451
- SPAN452
- SPAN453

Advanced Composition

One of

- SPAN361
- SPAN362
- SPAN363
- SPAN461
- SPAN462
- SPAN463

Advanced Conversation

One of

- SPAN371
- SPAN372
- SPAN373
- SPAN471
- SPAN472
- SPAN473

AU Courses—24

- SPAN 280 – Spanish Conversation and Composition Credits: 3
- SPAN 426 – Contemporary Spain Credits: 3 **or**
- SPAN 436 – Spanish–American Culture Credits: 3

- SPAN 416 – Spanish for Native Speakers Credits: 3 **or**
- SPAN 420 – Advanced Spanish Written and Oral Communication Credits: 3

- SPAN 470 – Spanish for International Trade Credits: 3
- SPAN 488 – Spanish for International Relations Credits: 3
- INLS 490 – Language and International Trade Internship/Practicum Credits: 3
- INLS 495 – Directed Study/Readings/Research/Project Credits: 1–3
- remaining SPAN/INLS credits to complete 30 credits.

Note:

Language proficiency exit exam required.

Business Core and Business Major with Cognate—69

Business Core—39

- ACCT 121 – Fundamentals of Accounting Credits: 3
- ACCT 122 – Fundamentals of Accounting Credits: 3
- BSAD 355 – Management and Organization Credits: 3
- BSAD 365 – International Environment of Business Credits: 3
- BSAD 475 – Operations Management Credits: 3

- BSAD 494 – Business Strategy and Decisions Credits: 3
- ECON 225 – Principles of Macroeconomics Credits: 3
- ECON 226 – Principles of Microeconomics Credits: 3
- FNCE 317 – Business Finance Credits: 3
- INFS 120 – Foundations of Information Technology Credits: 3
- INFS 215 – Information Systems Theory and Application Credits: 3
- MKTG 310 – Principles of Marketing Credits: 3

Business Major—27

- BSAD 345 – Business and Society Credits: 3
- BSAD 384 – Human Resource Management Credits: 3
- BSAD 410 – Entrepreneurship Credits: 3
- BSAD 450 – Multicultural Business Relations Credits: 3
- BSAD 467 – International Management Credits: 3

Group A—3

One of

- FNCE 426 – International Finance Credits: 3
- ECON 427 – Economic Development Credits: 3
- ECON 454 – International Economics Credits: 3

Group B—9

- MKTG 465 – International Marketing Credits: 3
- INLS 490 – Language and International Trade Internship/Practicum Credits: 3
- INLS 495 – Directed Study/Readings/Research/Project Credits: 1–3

Cognate:—3

- STAT 285 – Elementary Statistics Credits: 3

Total Credits: 152

Spanish for International Trade BA

This program integrates the study of the Spanish language and culture with preparation in international trade and business. The objective of this major is to prepare students for international careers with the necessary business and language skills. Students in Spanish participate in an internship in a business/industrial work environment either in the U.S. or abroad where Spanish is spoken. Students may take examinations leading to certification in Business Spanish. See details below. The major consists of study in the following three areas: (1) specialized studies in language, (2) business and economics, and (3) required cognates. All majors are required to attend a full academic year, excluding summer sessions, at Colegio Adventista de Sagunto, Spain, or Universidad Adventista del Plata, Argentina.

Specialized Studies in Spanish—30

ACA Courses—6

Advanced Grammar

One of the following courses:

- SPAN 351, 352, 353, 451, 452, 453

Advanced Composition

One of the following courses:

- SPAN 361, 362, 363, 461, 462, 463

Advanced Conversation

One of the following courses:

- SPAN 371, 372, 373, 471, 472, 473

AU Courses—24

- SPAN 275 – Intermediate Spanish Credits: 4

- SPAN 280 – Spanish Conversation and Composition Credits: 3
- SPAN 426 – Contemporary Spain Credits: 3 **or**
- SPAN 436 – Spanish–American Culture Credits: 3
- SPAN 416 – Spanish for Native Speakers Credits: 3 **or**
- SPAN 420 – Advanced Spanish Written and Oral Communication Credits: 3
- SPAN 470 – Spanish for International Trade Credits: 3
- SPAN 488 – Spanish for International Relations Credits: 3

Note:

Language proficiency exit exam required.

Business and Economics – 24

- ACCT 121 – Fundamentals of Accounting Credits: 3
- ACCT 122 – Fundamentals of Accounting Credits: 3
- BSAD 355 – Management and Organization Credits: 3
- BSAD 365 – International Environment of Business Credits: 3
- BSAD 450 – Multicultural Business Relations Credits: 3 **or**
- BSAD 467 – International Management Credits: 3
- ECON 226 – Principles of Microeconomics Credits: 3
- FNCE 317 – Business Finance Credits: 3
- MKTG 310 – Principles of Marketing Credits: 3

Required Cognates – 6

- ECON 225 – Principles of Macroeconomics Credits: 3
- MKTG 465 – International Marketing Credits: 3 **or**
- ECON 454 – International Economics Credits: 3
- No more than 30 credits from the School of Business Administration can apply to the degree.

Spanish for K–12 Education BA

This degree is for students seeking elementary or secondary teaching certification. All majors are required to attend a full academic year, excluding summer sessions, in the Adventist Colleges Abroad program at Colegio Adventista de Sagunto, Spain, or Universidad Adventista del Plata, Argentina.

ACA Courses—21–24

Advanced Grammar

One of the following courses:

- SPAN 351, 352, 353, 451, 452, 453

Advanced Composition

One of the following courses:

- SPAN 361, 362, 363, 461, 462, 463

Advanced Conversation

One of the following courses:

- SPAN 371, 372, 373, 471, 472, 473

Note:

Electives the equivalent of 15–18 SPAN semester credits at 300–level or above

AU Courses—12–15

- SPAN 416 – Spanish for Native Speakers Credits: 3 **or**
- SPAN 420 – Advanced Spanish Written and Oral Communication Credits: 3
- SPAN 426 – Contemporary Spain Credits: 3 **or**
- SPAN 436 – Spanish–American Culture Credits: 3

- SPAN 447 – Spanish for Translation Credits: 3 **or**
- SPAN 449 – Spanish for Interpreters Credits: 3

- INLS 458 – Methods of Foreign Language Instruction: K–12 Credits: 3
- remaining SPAN/INLS credits at the upper division level to complete 36 credits.

Note:

Language proficiency exit exam required.

For more information regarding General Education Requirements or Secondary Certification with a BA or BS degree, see the department of Teaching, Learning & Curriculum.

Spanish for Translation BA

Track 1:

(On-campus program—*only available to native speakers*)

- SPAN 275 – Intermediate Spanish Credits: 4
- SPAN 280 – Spanish Conversation and Composition Credits: 3
- SPAN 325 – Spanish for the Medical Professions Credits: 3
- SPAN 405 – Spanish Grammar Review Credits: 1
- SPAN 416 – Spanish for Native Speakers Credits: 3
- SPAN 426 – Contemporary Spain Credits: 3
- SPAN 436 – Spanish–American Culture Credits: 3
- SPAN 447 – Spanish for Translation Credits: 3
- SPAN 449 – Spanish for Interpreters Credits: 3
- SPAN 457 – Spanish Media Translation Credits: 3
- SPAN 470 – Spanish for International Trade Credits: 3
- INLS 400 – Topics in _____ Credits: 3
- SPAN/INLS credits to complete 36 credits

Note:

Language proficiency exit exam required.

Track 2:

(includes studies abroad) All majors are required to attend a full academic year, excluding summer sessions, in the Adventist Colleges Abroad program at Colegio Adventista de Sagunto, Spain, or Universidad Adventista del Plata, Argentina.

ACA Courses—7

Choose one course from each of the following sets:

- SPAN 351, 352, 353, 451, 452, 453
- SPAN 361, 362, 363, 461, 462, 463
- SPAN 371, 372, 373, 471, 472, 473

AU Courses—29

- SPAN 325 – Spanish for the Medical Professions Credits: 3
- SPAN 420 – Advanced Spanish Written and Oral Communication Credits: 3

- SPAN 426 – Contemporary Spain Credits: 3 **or**
- SPAN 436 – Spanish–American Culture Credits: 3

- SPAN 447 – Spanish for Translation Credits: 3
- SPAN 449 – Spanish for Interpreters Credits: 3
- SPAN 457 – Spanish Media Translation Credits: 3
- SPAN 470 – Spanish for International Trade Credits: 3
- SPAN 488 – Spanish for International Relations Credits: 3
- INLS 400 – Topics in _____ Credits: 3
- remaining SPAN/INLS credits to complete 36 credits

Note:

Language proficiency exit exam required.

Spanish Studies BA

Track 1:

(On-campus program—*only available to native speakers*)

- SPAN 275 – Intermediate Spanish Credits: 4
- SPAN 280 – Spanish Conversation and Composition Credits: 3
- SPAN 405 – Spanish Grammar Review Credits: 1
- SPAN 416 – Spanish for Native Speakers Credits: 3
- SPAN 426 – Contemporary Spain Credits: 3
- SPAN 436 – Spanish–American Culture Credits: 3
- SPAN 438 – Mexico and Central American Culture Credits: 3
- SPAN 439 – Spanish Caribbean Culture Credits: 3
- SPAN 446 – Spanish and Latin American Drama Credits: 3
- SPAN 448 – Spanish and Latin American Literature and Film Credits: 3
- SPAN/INLS electives at the upper division level to complete 36 credits. Language proficiency exit exam required.

Track 2:

(It includes studies abroad). All majors are required to attend a full academic year, excluding summer sessions, in the Adventist Colleges Abroad program at Colegio Adventista de Sagunto, Spain, or Universidad Adventista del Plata, Argentina.

ACA Courses—18

Choose one course from each of the following sets:

- SPAN 351, 352, 353
- SPAN 361, 362, 363
- SPAN 371, 372, 373
- 400–level courses for Advanced II
- Electives at the 300–level to fulfill requirement

AU Courses—18

- SPAN 275 – Intermediate Spanish Credits: 4
- SPAN 280 – Spanish Conversation and Composition Credits: 3
- SPAN 420 – Advanced Spanish Written and Oral Communication Credits: 3

- SPAN 426 – Contemporary Spain Credits: 3 **or**
- SPAN 436 – Spanish–American Culture Credits: 3

Electives:

Remaining SPAN/INLS credits at the upper division level to complete 36 credits. Language proficiency exit exam required.

Spanish Studies/Speech–Language Pathology & Audiology BA/BS

Speech–Language Pathology and Audiology/Spanish Studies Joint Degree, BA/BS

Spanish Studies/Speech–Language Pathology and Audiology Joint Degree, BA/BS

This program integrates the study of the Spanish language and culture with preparation in the field of Speech–Language Pathology and Audiology. The main goal of this degree is to prepare students to serve in both a medical as well as in an educational setting. Students will participate in clinical practicum/internships in which they will have the opportunity to apply the knowledge acquired in classes. It is required that students attend to one of the ACA programs for a full year.

Students in this joint degree will receive two separate but integrated degrees: a Bachelor of Arts with a major in Spanish Studies and a Bachelor of Sciences with a major in Speech–Language Pathology and Audiology.

Total Credits – 140

Spanish Studies Requirements – 42

ACA Requirements – 18

Choose one course from each of the following sets:

- SPAN 351, 352, 353
- SPAN 361, 362, 363
- SPAN 371, 372, 373
- Plus 9 Spanish credits at the 300–400 level

AU Cognates – 6

Choose one of the following sets:

- SPAN 171 – Elementary Spanish I Credits: 3
- SPAN 172 – Elementary Spanish II Credits: 3
- SPAN 275 – Intermediate Spanish Credits: 4

AU Requirements – 18

- SPAN 325 – Spanish for the Medical Professions Credits: 3
- SPAN 420 – Advanced Spanish Written and Oral Communication Credits: 3
- SPAN 426 – Contemporary Spain Credits: 3
- SPAN 436 – Spanish–American Culture Credits: 3
- SPAN 447 – Spanish for Translation Credits: 3
- SPAN 449 – Spanish for Interpreters Credits: 3
- SPAN 456 – Spanish for Speech Pathologists and Audiologists Credits: 3

Speech–Language Pathology & Audiology Requirements – 45

- SPPA 234 – Introduction to Speech–Language Pathology and Audiology Credits: 3
- SPPA 270 – Preclinical Observation Credits: 1
- SPPA 280 – Anatomy and Physiology of Speech and Hearing Credits: 4
- SPPA 285 – Applied Phonetics Credits: 3
- SPPA 310 – Speech Science Credits: 3
- SPPA 321 – Normal Language Development Credits: 3
- SPPA 322 – Child Language Disorders Credits: 3
- SPPA 331 – Basic Audiology Credits: 3
- SPPA 332 – Audiological Procedures Credits: 3
- SPPA 374 – Articulation and Phonology: Development and Disorders Credits: 3
- SPPA 425 – Clinical Principles and Practices Credits: 3
- SPPA 447 – Disorders of Voice and Fluency Credits: 3
- SPPA 455 – Adult Neurogenic Disorders Credits: 3
- SPPA 458 – Aural Rehabilitation Credits: 3
- SPPA 471 – Clinical Practicum in Speech–Language Pathology Credits: 2
- SPPA 472 – Clinical Practicum in Audiology Credits: 2

General Education Requirements BA/BS

For General Education requirements follow the General Education Professional Program

Bachelors Dual Degrees

French and International Business, BA/BBA

French and International Business

This joint degree in French and International Business (FSIB) is a double degree for undergraduates planning to enter a career in international business. The FSIB–joint degree provides students with both practical, on–site work experience and a thorough academic background in international affairs.

Students in the French and International Business program receive two separate but integrated degrees: a Bachelor of Business Administration with a major in management and a Bachelor of Arts in French for International Trade. The French for International Trade major trains students in language and culture for business and professional positions.

Students additionally may take examinations leading to certification in business French.

All FSIB–joint–degree students participate in an internship in a business/industrial work environment. The goal is to place qualifying students abroad where they can use their language and business skills in an international

professional environment. Students who do not go abroad are placed regionally and work one or two semesters for an employer in a staff support or administrative capacity.

The program is designed so that students can complete the 143–credit program in 10 semesters.

Specialized Studies in French—30

All majors are required to attend a full academic year, excluding summer sessions, at the Adventist University of France, Collonges, France.

ACA Courses—9

- FREN321
- FREN341
- FREN351
- FREN361

AU Courses—21

- FREN 366 – French Conversation Credits: 3
- FREN 367 – French Composition Credits: 3
- FREN 415 – Advanced French Communication Credits: 3
- FREN 420 – Francophone Cultures: The New World and the Third World Credits: 3 or
- FREN 430 – Contemporary French Culture and Society Credits: 3
- FREN 460 – French for International Trade Credits: 3
- INLS 490 – Language and International Trade Internship/Practicum Credits: 3
- INLS 495 – Directed Study/Readings/Research/Project Credits: 1–3
- remaining FREN/INLS credits to complete 30 credits.

Note:

Language proficiency exit exam required.

Business Core and Business Major with Cognate—69

Business Core—39

- ACCT 121 – Fundamentals of Accounting Credits: 3
- ACCT 122 – Fundamentals of Accounting Credits: 3
- BSAD 341 – Business Law Credits: 3
- BSAD 355 – Management and Organization Credits: 3
- BSAD 365 – International Environment of Business Credits: 3
- BSAD 475 – Operations Management Credits: 3
- BSAD 494 – Business Strategy and Decisions Credits: 3
- ECON 225 – Principles of Macroeconomics Credits: 3
- ECON 226 – Principles of Microeconomics Credits: 3
- FNCE 317 – Business Finance Credits: 3
- INFS 120 – Foundations of Information Technology Credits: 3
- INFS 215 – Information Systems Theory and Application Credits: 3
- MKTG 310 – Principles of Marketing Credits: 3

Business Major—27

- BSAD 345 – Business and Society Credits: 3
- BSAD 384 – Human Resource Management Credits: 3
- BSAD 410 – Entrepreneurship Credits: 3
- BSAD 450 – Multicultural Business Relations Credits: 3
- BSAD 467 – International Management Credits: 3

Group A—3

One of

- FNCE 426 – International Finance Credits: 3
- ECON 427 – Economic Development Credits: 3
- ECON 454 – International Economics Credits: 3

Group B—9

- MKTG 465 – International Marketing Credits: 3
- INLS 490 – Language and International Trade Internship/Practicum Credits: 3
- INLS 495 – Directed Study/Readings/Research/Project Credits: 1–3

Cognate:—3

- STAT 285 – Elementary Statistics Credits: 3

Total Credits: 152

Undergraduate Minors

French for Education Minor

For students seeking elementary or secondary teacher certification. One semester, or summer session, of advanced courses in France through ACA is required or take a challenge exam in advanced grammar, composition and conversation courses.

Total Credits: 21

ACA Courses—9

fall/spring option

- FREN321
- FREN341
- FREN351
- FREN361

summer option

- FREN322
- FREN342
- FREN352
- FREN362

AU Courses—12

- INLS 458 – Methods of Foreign Language Instruction: K–12 Credits: 3
- FREN 415 – Advanced French Communication Credits: 3

Choose one course from each of the following sets:

- FREN 401 – Fundamentals of Translation Credits: 3 **or**
- FREN 402 – French for Interpreters Credits: 3
- FREN 420 – Francophone Cultures: The New World and the Third World Credits: 3 **or**
- FREN 430 – Contemporary French Culture and Society Credits: 3
- remaining FREN/INLS upper division credits to complete 24 credits.

Note:

For more information regarding Teacher Certification with a minor see the department of Teaching, Learning & Curriculum

French Minor

One semester, or summer session, of intermediate or advanced courses in France through ACA is required.

ACA Courses—8

Fall/spring option

Choose one set of courses:

- FREN 221, 231, 251, 261
- FREN 321, 341, 351, 361

Summer option

Choose one set of courses:

- FREN 202, 222, 232, 252, 262
- FREN 322, 332, 342, 352, 363

AU Courses—16

- FREN 171 – Elementary French I Credits: 3
- FREN 172 – Elementary French II Credits: 3
- FREN 275 – Intermediate French Credits: 4 (or ACA equivalent)
- 6 upper division elective credits from FREN/INLS courses

German Minor

One semester of intermediate or advanced courses in Austria or Germany through ACA is required.

ACA Courses—12

Germany

Choose one course from each of the following sets:

- GRMN 208, 209,
- GRMN 235, 236
- GRMN 309, 310
- GRMN 318, 319
- GRMN 328, 329
- GRMN 388, 389

Austria

Choose one course form each of the following sets:

- GRMN 211, 212, 213
- GRMN 215, 216, 217
- GRMN 221, 222, 223
- GRMN 235, 236, 237
- GRMN 306, 307, 308
- GRMN 311, 312, 313

Note:

Remaining GRMN electives to complete 12 semester credits

AU Courses—12

- GRMN 181 – Elementary German I Credits: 3
- GRMN 182 – Elementary German II Credits: 3
- GRMN 415 – German Culture Credits: 3
- GRMN 425 – Contemporary German Credits: 3

Portuguese Minor

One semester of intermediate or advanced courses in Brazil through ACA is required.

ACA Courses—12

Choose one course from each of the following sets:

- PORT 251, 252
- PORT 261, 262
- PORT 271, 271
- One elective at the 300–level or higher

AU Courses—12

- PORT 171 – Elementary Portuguese I Credits: 3
- PORT 172 – Elementary Portuguese II Credits: 3
- PORT 420 – Portuguese Literature & Culture Credits: 3
- PORT 430 – Contemporary Brazilian Culture Credits: 3

Spanish for Education Minor

For students seeking elementary or secondary teacher certification. One semester of advanced courses in Spain or Argentina through ACA is required and take a challenge exam in advanced grammar, composition and conversation courses to complete this requirement.

ACA Courses—9

One course from each of the following sets:

- SPAN351, 352, 353
- SPAN361, 262, 363
- SPAN371, 372, 373

Note:

Electives the equivalent of 4 SPAN semester credits from 300– level and above.

AU Courses—12

- INLS 458 – Methods of Foreign Language Instruction: K–12 Credits: 3

Choose one course from each of the following sets:

- SPAN 416 – Spanish for Native Speakers Credits: 3 **or**
- SPAN 420 – Advanced Spanish Written and Oral Communication Credits: 3
- SPAN 426 – Contemporary Spain Credits: 3 **or**
- SPAN 436 – Spanish–American Culture Credits: 3
- SPAN 447 – Spanish for Translation Credits: 3 **or**
- SPAN 449 – Spanish for Interpreters Credits: 3

Note:

remaining SPAN/INLS upper division credits to complete 21 credits

For more information regarding Teacher Certification with a minor see the department of Teaching, Learning & Curriculum

Spanish Minor

One semester, or summer session, of intermediate or advanced courses in Argentina or Spain through ACA is required.

ACA Courses—8

Fall/spring options: (choose one course from each set)

- SPAN 251, 252, 253
- SPAN 261, 262, 263
- SPAN 271, 272, 273
- SPAN 351, 352, 353

Summer option: (choose one set of courses)

- SPAN 211, 212, 213 **or**
- SPAN 311, 350, 360, 370

AU Courses—16

- SPAN 171 – Elementary Spanish I Credits: 3
- SPAN 172 – Elementary Spanish II Credits: 3
- SPAN 275 – Intermediate Spanish Credits: 4 (or ACA equivalent)
- 6 upper division elective credits from SPAN/INLS courses

Masters

French/Spanish MAT

Master of Arts in Teaching

The Department of International Language Studies cooperates with the School of Education in offering the Master of Arts in Teaching degree to prepare teachers of French or Spanish for secondary schools.

Prerequisites

Admission to the program is open to applicants who earn a minimum of 20 semester credits in French or Spanish or equivalent. Deficiencies in the applicant's undergraduate program necessitate additional course work. Since the graduate courses are usually conducted in the target language, it is imperative that students comprehend and speak the language.

Degree Requirements

In addition to the general requirements for the MAT stated in the School of Education section of this bulletin, the following departmental requirements should be noted: For those entering the program with a major (30 semester hours), a total of at least 12 credits (language, literature, culture, or business) in French or Spanish is required, including a minimum of 6 credits at the INLS500–level. For those admitted with a minimum of 20 semester credits, a total of at least 18 credits (language, literature, culture or business) in French or Spanish is required, including a minimum of 6 credits at the INLS500–level.

Certificates

Business French Certificate

Andrews University is an approved examination center of the Paris Chamber of Commerce. Students may take the Diplome de Francais des Affaires I or II Zeme degrees de la Chambre de Commerce et d'Industrie de Paris at Andrews University. These French diplomas, identical to the ones taken in France, are highly respected in the United States, Canada, France, and Europe. Students who succeed in obtaining the Diplome de Francais des Affaires I or II will be able to handle basic business tasks in a French setting.

Business Spanish Certificate

Andrews University is also an approved examination center for the Madrid Chamber of Commerce and Industry. Students may take the Examen de Español de Negocios and receive the Diploma or Certificate from the Chamber of Commerce and Industry of Madrid and the prestigious University of Alcalá de Henares. The purpose of this exam is to prove that students have an in–depth knowledge of the Spanish language and that they can work in any business–related field. The deadline for registration is February 15.

Spanish Translation/Interpretation Certificate

The Department of International Language Studies offers a Certificate in Spanish Translation/Interpretation. Students who wish to obtain the Certificate should demonstrate fluency in both English and Spanish.

Requirements for the Certificate:

- SPAN 325 – Spanish for the Medical Professions Credits: 3
- SPAN 420 – Advanced Spanish Written and Oral Communication Credits: 3
- SPAN 426 – Contemporary Spain Credits: 3 **or**
- SPAN 436 – Spanish–American Culture Credits: 3
- SPAN 447 – Spanish for Translation Credits: 3
- SPAN 449 – Spanish for Interpreters Credits: 3
- SPAN 470 – Spanish for International Trade Credits: 3
- SPAN 488 – Spanish for International Relations Credits: 3

Other Programs

Adventist Colleges Abroad Program

Andrews University, as a member institution, participates in the Adventist Colleges Abroad (ACA) program which gives North American students an opportunity to enhance their ability to use a foreign language and to experience a foreign culture while completing the requirements for a baccalaureate degree in the regular four–year period without losing credits or extending their courses of study. The Adventist Colleges Abroad program offers a wide variety of courses in composition, phonetics, reading, literature, folklore, culture, business, and civilization. Other courses may be taken to fulfill General Education requirements. In addition, students participate in on–site guided field trips of geographic, historic, or economic significance.

Admission Requirements

- Admission as a student at Andrews University.
- Competence in the language at the intermediate level is recommended. However, applicants with two to three years of secondary or one year of elementary–level college language study may be admitted.
- GPA of 2.25 in the language and 2.00 overall.
- Good citizenship record
- Completion of ACA application with all required information and signatures (academic and financial arrangements).

Fulfilling Major/Minor Requirements.

Adventist Colleges Abroad students with majors or minors in a language are encouraged to take the required conversation, composition, civilization, and literature courses at the upper division level while studying abroad if their level of proficiency enables them to do so (see major requirements). Upon their return to Andrews University, students must take in residence the following minimum number of credits:

- For a language major: 12 upper division credits
- For a language minor: 6 upper division credits

These requirements apply to all students who spend a full school year abroad, including transfer students. Students should take a normal load of 16 credits each quarter or 12 credits per semester. Students also are encouraged to take as many General Education courses as possible.

Adventist Colleges Abroad Full–year Study Options

- Adventist University of France, Collonges–sous–Salève, France
- Centro Universitário Adventista de São Paulo, Brazil
- Colegio Adventista de Sagunto, Sagunto (Valencia), Spain
- Universidad Adventista del Plata, Entre Ríos, Argentina

Adventist Colleges Abroad Summer Program offers students an opportunity to take, during a six–week session, beginning–, intermediate–, or advanced–level courses in the following languages:

French

Adventist University of France
Collonges–sous–Salève, France

German

Seminar Schloss Bogenhofen, St. Peter am
Hart near Braunau Austria

Greek/Hebrew

Athens Study Center, Athens, Greece

Italian

Instituto Avventista Villa Aurora Florence, Italy

Portuguese

Centro Universitário Adventista, São Paulo, Brazil

Spanish

Colegio Adventista de Sagunto, Valencia, Spain
Universidad Adventista de Montemorelos, México
In addition to language study, students participate in on–site guided field trips of geographic, historic, or economic significance.

ACA Academic Year Courses

See the ACA bulletin for course descriptions. A minimum of C is required.

Argentina

(Quarter Credits)

- SPAN251, 252, 253 – Intermediate Spanish Grammar Credits: 4, 4, 4
- SPAN261, 262, 263 – Intermediate Spanish Composition Credits: 2, 2, 2
- SPAN271, 272, 273 – Intermediate Spanish Conversation Credits: 2, 2, 2
- SPAN351, 352, 353 – Advanced Spanish Grammar Credits: 4, 4, 4
- SPAN361, 362, 363 – Advanced Spanish Composition Credits: 2, 2, 2
- SPAN371, 372, 373 – Advanced Spanish Conversation Credits: 2, 2, 2
- SPAN451, 452, 453 – Advanced Spanish Grammar II Credits: 4, 4, 4
- SPAN461, 462, 463 – Advanced Spanish Composition II Credits: 2, 2, 2

- SPAN471, 472, 473 – Advanced Spanish Conversation II Credits: 2, 2, 2
- RELH/SPAN211 – Hist of the Church in South America Credits: 2
- RELH/SPAN313 – The Adventist Professional Credits: 2
- RELH/SPAN310 – Contemporary Religious Outlook Credits: 2
- SPAN/GEOG205/306 – Geography of Latin America Credits: 2/2
- SPAN232 – Phonetics Credits: 2
- SPAN240 – Orthography Credits: 1
- SPAN293 – Language Through Drama Credits: 1
- SPAN301, 302, 303 – Folklore of Argentina Credits: 2, 2, 2
- SPAN326, 327 – Translation & Interpretation Credits: 2, 2
- SPAN332, 333 – Latin American Literature Credits: 3, 3
- SPAN/HIST342, 343 – History of Argentina Credits: 2, 2
- SPAN381, 382 – Current Events in South America Credits: 1, 1
- SPAN422, 423 – Translation & Interpretation Credits: 2, 2
- SPAN495 – Independent Study Credits: 1–4
- MUPF126 – Private Lessons Credits: 1
- MUPF136 – Choir Credits: 1
- MUPF146 – Orchestra or Band Credits: 1
- MUPF156 – Ensemble Credits: 1

Austria

(Quarter Credits)

- GRMN101, 102, 103 – Beginning German Credits: 6, 6, 6
- GRMN111, 112, 113 – Elementary German Credits: 3, 3, 3
- GRMN121, 122, 123 – Elementary Phonetics Credits: 1, 1, 1
- GRMN215, 216, 217 – Intermediate Oral Expression Credits: 3, 3, 3
- GRMN211, 212, 213 – Intermediate Written Expression Credits: 2, 2, 2
- GRMN221, 222, 223 – Intermed. Reading Comprehension Credits: 3, 3, 3
- GRMN235, 236, 237 – Intermed. Listening Comprehension Credits: 2, 2, 2
- GRMN306, 307, 308 – Advanced Oral Expression Credits: 3, 3, 3
- GRMN311, 312, 313 – Advanced Written Expression Credits: 2, 2, 2
- GRMN325, 326, 327 – Advanced Reading Comprehension Credits: 3, 3, 3
- GRMN335, 336, 337 – Advanced Listening Comprehension Credits: 3, 3, 3
- HIST204, 205, 206 – European Civilization Credits: 2, 2, 2
- HIST304, 305, 306 – European Civilization Credits: 2, 2, 2
- RELB101, 102, 103 – Dogmatics Credits: 2, 2, 2
- RELB301, 302, 303 – Dogmatics Credits: 2, 2, 2
- BUAD/GRMN105, 106 – Business German Credits: 3, 3
- BUAD/GRMN401, 402, 403 – Advanced Business German Credits: 2, 2, 2
- GRMN254, 255, 256 – Survey of German Literature Credits: 3, 3, 3
- GRMN495 – Independent Study Credits: 2–6
- HMEC102 – Vegetarian Cooking & Nutrition Credits: 1.5
- MUPF165, 166, 167 – Private Music Lessons Credits: .5–1, .5–1, .5–1
- MUPF171, 172, 173 – Choir Credits: 1, 1, 1
- MUPF146 – Chamber Orchestra Credits: 1
- FTES104, 105, 106 – Physical Education Credits: 1, 1, 1
- FREN101, 102, 103 – Elementary French Credits: 2, 2, 2
- BUAD/GRMN115, 116, 117 – Elem. Business German & Internship Credits: 1, 1, 1
- BUAD/GRMN215, 216, 217 – Intermed. Bus. German & Internship Credits: 1, 1, 1

Brazil

(Semester Credits)

- PORT350 – Intermediate Portuguese Grammar Credits: 3
- PORT360 – Intermediate Portuguese Composition Credits: 3
- PORT370 – Intermediate Portuguese Conversation Credits: 3
- PORT300 – Folklore of Brazil Credits: 3
- PORT330 – Brazilian Literature Credits: 2
- PORT310 – Contemporary Religious Outlook Credits: 3
- PORT381 – Current Events in Brazil Credits: 2
- FTES120 – Beginning Soccer Credits: 1

France

(Quarter Credits)

- FREN101 – Beginning French Credits: 4
- FREN121 – Comprehension and Written Expression Credits: 3
- FREN131 – Spelling and Grammar Credits: 4
- FREN151 – Elementary Spoken Language Credits: 4
- FREN111 – Phonetics Credits: 1
- FREN191 – Intensive Elementary French Credits: 11
- FREN201 – Intermediate French Credits: 3
- FREN221 – Intermediate Composition Credits: 3
- FREN231 – Spelling and Grammar Credits: 4
- FREN251 – Intermediate Spoken Language Credits: 4
- FREN261 – Reading Comprehension Credits: 2
- FREN291 – Intensive Intermediate French Credits: 9
- FREN321 – Advanced Composition Credits: 3
- FREN331 – Advanced Orthography Credits: 2
- FREN341 – Advanced Grammar Credits: 6
- FREN351 – Advanced Spoken Language Credits: 3
- FREN361 – Text Analysis Credits: 2
- FREN422, 423 – Literary Analysis, Summary Tech. Credits: 2, 2
- FREN424, 425 – Document Analysis and Synthesis Credits: 2, 2
- FREN421 – French Composition Credits: 3
- FREN431, 432 – Advanced Orthography Credits: 2, 2
- FREN441 – Morphology/Syntax of the Simple Sentence Credits: 4
- FREN442 – Morphology/Syntax of the Complex Sent. Credits: 4
- FREN451, 452 – Oral Communication Credits: 2, 2
- FREN493 – Advanced Oral Communication Credits: 4
- FREN461 – Advanced Literary Studies Credits: 3
- FREN/HIST457, 458 – France and Its History Credits: 2, 2
- FREN/PLSC459, 460 – French Institutions Credits: 2, 2
- FREN/SOCI476, 477 – Changes in French Society Credits: 2, 2
- FREN/SOCI479, 480 – Cultures in French–Speaking World Credits: 2, 2
- FREN/RELG254, 354 – Religion (Conversation Topics) Credits: 2, 2
- FREN269/369 – Independent Reading Credits: 1, 1
- MUPF171, 271, 371 – Campus Choir Credits: 1, 1, 1
- FREN/GEOG272, 372 – Regional France Credits: 1,1
- FREN/ARTS273, 373 – French Fine Arts and Monuments Credits: 1, 1
- FREN/PLSC374 – European Institutions Credits: 2
- FREN/PLSC375 – International organizations Credits: 2
- FREN/SOCI376 – French Civilization Credits: 2
- FREN378, 478 – Language Through Drama Credits: 2, 2

Germany

(Semester Credits)

- GRMN105, 106 – Elementary German Credits: 6, 6
- GRMN115, 116 – Elementary Oral Expression Credits: 4, 4
- GRMN125 – Phonetics Credits: 2
- GRMN208, 209 – Intermediate German Credits: 4, 4
- GRMN225 – Intermediate Phonetics Credits: 2
- GRMN235, 236 – Intermediate Oral Expression Credits: 4, 4
- GRMN141, 142 – Multimedia Language Lab Credits: 2, 2
- GRMN195, 196 – Independent Reading Credits: 2, 2
- GRMN175, 176 – Cultural Studies Credits: 2, 2
- GRMN248, 249 – Multimedia Language Lab Credits: 2, 2
- GRMN257, 258 – Survey of German Literature Credits: 2, 2
- GRMN295, 296 – Independent Reading Credits: 2, 2
- GRMN281, 282 – Cultural Studies Credits: 2, 2
- GRMN/HIST288 – German History Credits: 1
- GRMN318, 319 – Advanced Comprehensive German Credits: 4, 4
- GRMN309, 310 – Advanced Grammar Credits: 2, 2
- GRMN328, 329 – Advanced Reading Credits: 2, 2
- GRMN338, 339 – Cultural Studies Credits: 2, 2

- GRMN361, 362 – Survey of German Literature Credits: 2, 2
- RELB351, 352 – Theology Credits: 2, 2
- HIST381, 382 – German History Credits: 1, 1
- SOWK301, 302 – Social Work Credits: 2, 2
- GRMN388, 389 – Adv Grammar & Reading Comprehension Credits: 2, 2
- ART321, 322 – Ceramics: Drawing/Handicraft Credits: 2, 2
- MUPF131, 132 – Music Lessons Credits: 1, 1
- MUPF141, 142 – Choir Credits: 1, 1
- MUPF151, 152 – Brass Ensemble Credits: 1, 1
- HMEC107 – International Cooking Credits: 1
- FTES111, 112 – Physical Education Credits: 1, 1

Italy

(Quarter Credits)

- ITLN111 – Phonetics Credits: 1
- ITLN151, 152, 153 – Elementary Grammar Credits: 5, 5, 5
- ITLN181, 182, 183 – Elementary Conversation Credits: 3, 3, 3
- ITLN212 – Italian Culture Credits: 2
- ITLN251, 252, 253 – Intermediate Grammar Credits: 5, 5, 5
- ITLN281, 282, 283 – Intermediate Conversation Credits: 2, 2, 2
- ITLN262 – Intermediate Composition Credits: 2
- ITLN313 – Advanced Italian Culture Credits: 2
- ITLN351, 352, 353 – Advanced Grammar Credits: 3, 3, 3
- ITLN361 – Advanced Composition Credits: 2
- ITLN381, 382, 383 – Advanced Conversation Credits: 2, 2, 2
- ITLN451 – Advanced Grammar II Credits: 3
- ITLN461 – Advanced Composition II Credits: 2
- ITLN471 – Advanced Conversation II Credits: 3
- ITLN/HIST303 – Italian History Credits: 2
- ITLN/LITT333 – Italian Literature Credits: 2
- ITLN431 – Advanced Italian Literature Credits: 2
- ITLN/ART/HIST230, 330 – History of Italian Art Credits: 3, 3
- ITLN/GEOG310 – Geography of Italy Credits: 1
- ITLN/MUHL/HIST375 – History of Italian Music Credits: 2
- ART/HMEC315, 316 – The Art of Tailoring Credits: 1, 1
- ART311, 312, 313 – Ceramics Credits: 2, 2, 2
- ART322, 323 – Fashion Design Credits: 2, 2
- ART341, 342, 343 – Fine Arts Drawing Credits: 2, 2, 2
- ITLN/LITT/ENGL360 – Italy & its Culture in British & American Literature Credits: 2
- ITLN370, 470 – History of the Italian Cinema Credits: 2, 2
- ITLN380, 480 – Current Events Credits: 1, 1
- FREN101, 102, 103 – French I Credits: 2, 2, 2
- HMEC101, 102 – Mediterranean Cooking Credits: 1, 1
- ITLN278, 378 – Language Through Drama Credits: 2, 2
- ITLN/ART172, 272, 372 – Italian Fine Arts and Monument Credits: 1, 1, 1
- ITLN/ART/RELB399 – Independent Study Credits: 1–4
- ITLN422, 423 – Translation and Interpretation Credits: 2, 2
- MUPF101, 202, 303 – Piano Credits: 1, 1, 1
- MUPF171, 172, 173 – Choir Credits: 1, 1, 1
- MUPF291 – Voice Credits: 1
- FTES101, 102, 103 – General Fitness Program Credits: 1, 1, 1
- RELB101, 201, 301 – Religion Credits: 1, 1, 1
- RELH301 – History of the Adventist Church Credits: 2

Spain

(Quarter Credits)

- SPAN201, 202, 203 – Spanish Folklore Credits: 2, 2, 2
- SPAN225 – Spanish in Contemporary Music Credits: 1
- SPAN228 – Spanish and European Movies Credits: 1
- SPAN241, 242, 243 – Preparation for the Spanish Diploma Credits: 1, 1, 1
- SPAN251, 252, 253 – Intermediate Spanish Grammar Credits: 4, 4, 4

- SPAN261, 262, 263 – Intermediate Spanish Composition Credits: 3, 3, 3
- SPAN271, 272, 273 – Intermediate Spanish Conversation Credits: 2, 2, 2
- SPAN281, 282, 283 – Current Events in Spain Credits: 1, 1, 1
- SPAN301, 302, 303 – History of Spain Credits: 3, 3, 3
- SPAN312, 313 – Spain and Its Culture Credits: 2, 2
- SPAN/BUAD321, 322 – Business Spanish Credits: 2, 2
- SPAN331, 332, 333 – History of Spanish Literature Credits: 3, 3, 3
- SPAN341, 342, 343 – Preparation for the Spanish Diploma Credits: 1, 1, 1
- SPAN351, 352, 353 – Advanced Spanish Grammar Credits: 4, 4, 4
- SPAN361, 362, 363 – Advanced Spanish Composition 3, 3, 3
- SPAN371, 372, 373 – Advanced Spanish Conversation 2, 2, 2
- SPAN375 – Spanish for Health Professionals Credits: 2
- SPAN421, 422, 423 – Translation and Interpretation Credits: 2, 2, 2
- SPAN441, 442, 443 – Preparation for the Spanish Diploma Credits: 1, 1, 1
- SPAN451, 452, 453 – Advanced Spanish Grammar II Credits: 4, 4, 4
- SPAN461, 462, 463 – Advanced Spanish Composition II Credits: 3, 3, 3
- SPAN471, 472, 473 – Advanced Spanish Conversation II Credits: 2, 2, 2
- SPAN495 – Independent Study Credits: 1–4
- ART321, 322, 323 – History of European Art Credits: 3, 3, 3
- GEOG311 – Geography of Spain Credits: 2
- HIST301, 302, 303 – History of Spain Credits: 3, 3, 3
- RELB291, 292, 293 – The Gospel & Contemporary Culture Credits: 2, 2, 2
- MUF126 – Private Lessons Credits: 1–3
- MUPF171, 172, 173 – Choir Credits: 1, 1, 1
- MUPF146, 147, 148 – Orchestra Credits: 1, 1, 1
- FTES121, 122, 123 – Physical Education Credits: 1, 1, 1

ACA Summer Courses

See the summer ACA bulletin for course descriptions. A minimum of C is required.

Austria

(Quarter Credits)

- GRMN101, 102, 103 – Beginning German Credits: 2, 2, 2
- GRMN151, 152, 153 – Elementary Oral Expression Credits: 1, 1, 1
- GRMN191, 192, 193 – Intensive German Review Credits: 3, 3, 3
- GRMN201, 202, 203 – Intermediate German Credits: 2, 2, 2
- GRMN251, 252, 253 – Intermediate Oral Expression Credits: 1, 1, 1
- GRMN291, 292, 293 – Intensive German Review Credits: 3, 3, 3
- GRMN301, 302, 303 – Advanced German Credits: 2, 2, 2
- GRMN351, 352, 353 – Advanced Oral Expression Credits: 1, 1, 1
- BUAD115, 116, 117 – Elem. Business German & Internship Credits: 1, 1, 1
- BUAD215, 216, 217 – Intermed. Bus. German & Internship Credits: 1, 1, 1

Brazil

(Semester Credits)

- PORT101, 102 – Beginning Portuguese Credits: 3, 3
- PORT191, 192 – Intensive Portuguese Review Credits: 3, 3
- PORT211, 212 – Intermediate Portuguese Credits: 3, 3
- PORT291, 292 – Intensive Portuguese Review II Credits: 3, 3
- PORT321, 322 – Advanced Portuguese I Credits: 3, 3

France

(Quarter Credits)

- FREN102 – Beginning French Credits: 3
- FREN122 – Written Comprehension & Expression Credits: 2
- FREN132 – Spelling and Grammar Credits: 1
- FREN152 – Elementary Oral Expression Credits: 3
- FREN192 – Intensive Elementary French Credits: 6
- FREN202 – Intermediate French Credits: 2
- FREN222 – Intermediate Composition Credits: 2
- FREN232 – Spelling and Grammar Credits: 2
- FREN252 – Intermediate Oral Expression Credits: 2

- FREN262 – Reading Comprehension Credits: 1
- FREN292 – Intensive Intermediate French Credits: 5
- FREN322 – Advanced Composition Credits: 2
- FREN332 – Orthography Credits: 1
- FREN342 – Advanced Grammar Credits: 2
- FREN352 – Advanced Oral Expression Credits: 2
- FREN362 – Literary Studies Credits: 2
- FREN422 – Literary Analysis, Summary Techniques Credits: 2
- FREN462 – Advanced Literary Studies Credits: 2

Greece

(Quarter Credits)

- GREK/RELL331, 332, 333 – Intermediate Greek I, II, III Credits: 3, 3, 3
- HEBR331, 332, 333 – Hebrew Credits: 3, 3, 3

Italy

(Quarter Credits)

- ITLN101, 102, 103 – Beginning Italian Credits: 2, 2, 2
- ITLN/ART131 – Italian Art Credits: 3
- ITLN191, 192, 293 – Intensive Italian Review I Credits: 2, 2, 2
- ITLN201, 202, 203 – Intermediate Italian Credits: 2, 2, 2
- ITLN/ART231 – Italian Art Credits: 3
- ITLN291, 292, 293 – Intensive Italian Review II Credits: 2, 2, 2

Mexico

(Quarter Credits)

- SPAN101, 102, 103 – Beginning Spanish Credits: 3, 3, 3
- SPAN211, 212, 213 – Intermediate Spanish Credits: 3, 3, 3
- SPAN312 – Mexico and its Culture Credits: 2
- SPAN351 – Advanced Spanish Grammar Credits: 3
- SPAN361 – Advanced Spanish Composition Credits: 2
- SPAN371 – Advanced Spanish Conversation Credits: 2

Spain

(Quarter Credits)

- SPAN101, 102, 103 – Beginning Spanish Credits: 3, 3, 3
- SPAN191, 192, 193 – Intensive Spanish Review Credits: 3, 3, 3
- SPAN211, 212, 213 – Intermediate Spanish Credits: 3, 3, 3
- SPAN291, 292, 293 – Intensive Spanish Review II Credits: 3, 3, 3
- SPAN311 – Spain and Its Culture Credits: 2
- SPAN350 – Advanced Spanish Grammar Credits: 3
- SPAN360 – Advanced Spanish Composition Credits: 2
- SPAN370 – Advanced Spanish Conversation Credits: 2

Ukraine

(Quarter Credits)

- RUSS101, 102, 103 – Beginning Russian Credits: 3, 3, 3
- RUSS211, 212, 213 – Intermediate Russian Credits: 3, 3, 3
- RUSS351 – Advanced Russian Grammar Credits: 3
- RUSS361 – Advanced Russian Composition Credits: 3
- RUSS371 – Advanced Russian Conversation Credits: 3

Additional Information

Language Honor Society. The local Beta Kappa chapter of AlphaMu Gamma, the national collegiate honor society for foreign languages, gives recognition to outstanding students.

Language Clubs. The Department of International Language Studies sponsors two language clubs. The purpose is to promote cultural, academic, social and spiritual activities. “Adelante” is the Spanish club and “Oh la la” is the French club. Both clubs require membership fees.

Language Requirements for General Education. Students who wish to have the language requirement waived (with or without credit) by passing a proficiency exam should apply at the Department of International Language Studies. Exams are given in the languages taught at the department: French, German, Korean, Portuguese, and Spanish. Exceptions can be made for other languages by the chair of the Department of International Language Studies. The examination will reflect the student–performance outcomes expected at the intermediate level in the four language skills of reading, writing, listening, and speaking according to the American Council of Teaching Foreign Languages (ACTFL) guidelines. Upon written approval by the instructor, the Department of International Language Studies will grant up to 12 credits per language examined.

Preparation for Teaching. Students preparing to teach French or Spanish at the elementary or secondary level must qualify for teaching credentials as outlined in the School of Education section of this bulletin. The program leading to the Master of Arts in Teaching (MAT) degree in French or Spanish is described in the School of Education section of this bulletin.

French

FREN 171 – Elementary French I

Credits: 3

Grammar with reading and writing of simple French in the context of significant aspects of culture—oral and listening work stressed. Designed for students who have no French or less than 2 years of high–school French or its equivalent. A one–hour lab per week is required \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **College Code:** CAS

FREN 171V – Elementary French I

Credits: 4

Grammar with reading and writing of simple French in the context of significant aspects of culture—oral and listening work stressed. Designed for students who have no French or less than 2 years of high–school French or its equivalent. **Delivery:** Self–paced online course **Grade Mode:** Griggs corresp (A–F,I,W,DG,DN) **College Code:** CAS

FREN 172 – Elementary French II

Credits: 3

Grammar and reading continued in the context of significant aspects of culture; oral and listening work progressively increased. Designed for students with 2–3 years of high–school French. A one–hour lab per week is required. \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** FREN 171 with a minimum grade of C or permission of the instructor. **College Code:** CAS

FREN 172V – Elementary French II

Credits: 4

Grammar and reading continued in the context of significant aspects of culture; oral and listening work progressively increased. Designed for students with 2–3 years of high–school French. A one–hour lab per week is required. **Delivery:** Self–paced online course **Grade Mode:** Griggs corresp (A–F,I,W,DG,DN) **College Code:** CAS

FREN 275 – Intermediate French

Credits: 4

Grammar, reading, composition, and oral and aural exercises in the context of significant aspects of French culture. A one–hour lab per week is required \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** FREN 172 with a minimum grade of C or permission of the instructor. **College Code:** CAS

FREN 275V – Intermediate French

Credits: 4

Grammar, reading, composition, and oral and aural exercises in the context of significant aspects of French culture. **Delivery:** Self–paced online course **Grade Mode:** Griggs corresp (A–F,I,W,DG,DN) **College Code:** CAS

FREN 280 – French Conversation and Composition

Credits: 3

Training in oral and writing self–expression, with emphasis on fluency and accuracy. Acquisition of idioms and review of different speaking and writing levels that exist within the French language. Special attention to important differences that exist among all Francophone countries when speaking and writing. Reading comprehension and study of grammatical structures are important components of this course. Weekly: 3 lectures and a 1–hour lab **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** FREN 275 with a minimum grade of C or instructor permission **College Code:** CAS

FREN 366 – French Conversation

Credits: 3

Training in oral self–expression, with emphasis on fluency and accuracy. Acquisition of idioms and review of different speaking levels that exist within the language. Special attention to important differences that exist among all Francophone countries. A one–hour lab per week is required \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** FREN 275 with a minimum grade of C or permission of the instructor. **College Code:** CAS

FREN 367 – French Composition

Credits: 3

Written French with special emphasis on reading comprehension and composition which incorporates the study of grammatical structures. A one–hour lab per week is required \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** FREN 275 with a minimum grade of C or permission of the instructor. **College Code:** CAS

FREN 401 – Fundamentals of Translation

Credits: 3

Techniques of translation processes in rendering into French and English materials ranging from official documents to technical essays and literary texts. Conducted entirely in French. An arranged lab is required \$ – Course or lab fee Swing course—Approved 400–499 courses qualify for graduate–level credit for graduate students **Grade Mode:** Normal (A–F,I,W) **College Code:** CAS

FREN 402 – French for Interpreters

Credits: 3

Intensive study and practice in the art of consecutive and simultaneous oral translation. Conducted entirely in French. An arranged lab is required \$ – Course or lab fee Swing course—Approved 400–499 courses qualify for graduate–level credit for graduate students **Grade Mode:** Normal (A–F,I,W) **College Code:** CAS

FREN 405 – French Grammar Review

Credits: 1

A review of all basic grammar rules that are required to elaborate written documents and to help in the process of achieving fluency. Special emphasis is given to conjugation, orthography, and syntax. **Grade Mode:** Normal (A–F,I,W) **College Code:** CAS

FREN 415 – Advanced French Communication

Credits: 3

A comprehensive study of French grammar for written and oral communication. A review of techniques and strategies to improve communication through creative writing, speech preparation and class presentations. Emphasis on language fluency and accuracy. Conducted entirely in French. **Grade Mode:** Normal (A–F,I,W) **College Code:** CAS

FREN 420 – Francophone Cultures: The New World and the Third World

Credits: 3

Explores non–European cultures where French is used as a medium of expression. Study in French literature and film from North America, the Caribbean and Africa. Conducted entirely in French. Swing course—Approved 400–499 courses qualify for graduate–level credit for graduate students **Grade Mode:** Normal (A–F,I,W) **College Code:** CAS

FREN 429 – French for International Travel and Tourism

Credits: 3

Spoken and written French common to the French-speaking world of tourism, hotel business and catering, emphasizing on practices and cultural tools required to communicate in a French-speaking professional environment. This course provides an intensive preparation to the Diplome de Francais Professional Tourisme et Hotellerie conferred by the Chambre de Commerce et d'Industrie de Paris. Conducted entirely in French. An arranged lab is required \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **College Code:** CAS

FREN 430 – Contemporary French Culture and Society

Credits: 3

Analysis and comparison of French and American value orientations, family structures, and educational, political, economic, and cultural institutions. Course offered only during summer study tour to France. Conducted entirely in French. Swing course—Approved 400–499 courses qualify for graduate-level credit for graduate students **Grade Mode:** Normal (A–F,I,W) **College Code:** CAS

FREN 434 – French for Medical Professions

Credits: 3

Spoken and written French used by medical professions in the French-speaking world. Strong emphasis on vocabulary, phrases, terminology and specific language used in a doctor's office and hospital settings. This course provides an intensive preparation to the Diplome de Francais Professional Medical conferred by the Chambre de Commerce et d'Industrie de Paris. Conducted entirely in French. An arranged lab is required \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **College Code:** CAS

FREN 445 – French Literature and Film

Credits: 3

Analysis and comparison of artistic differences between selected pieces of French literature and their film adaptation. Conducted entirely in French. Swing course—Approved 400–499 courses qualify for graduate-level credit for graduate students **Grade Mode:** Normal (A–F,I,W) **College Code:** CAS

FREN 460 – French for International Trade

Credits: 3

Spoken and written French common to the French-speaking world of business and industry, emphasizing business practices and cultural tools required to communicate in the French-speaking economic environment: business operations and socio-economics in France; the economy of France. This course provides an intensive preparation of the Diplôme Français des Affaires I conferred by the Chambre de Commerce et d'Industrie de Paris. Conducted entirely in French. An arranged lab is required **Grade Mode:** Normal (A–F,I,W) **College Code:** CAS

FREN 505 – Reading French

Credits: 5

For students without a working knowledge in French; an introduction to the grammar and syntax of French for the purpose of translating written French into English. May count toward a general elective only. **Grade Mode:** Normal (A–F,I,W) **College Code:** CAS

German

GRMN 181 – Elementary German I

Credits: 3

Grammar with reading, writing and pronunciation of simple German in the context of significant aspects of culture—oral and listening work stressed. A one-hour lab per week is required \$ – Course or lab fee **Grade Mode:** By examination (P) **Recommended:** A one-hour lab per week is required. **Offering:** Alternate years **College Code:** CAS

GRMN 182 – Elementary German II

Credits: 3

Grammar and reading continued: oral and listening work progressively increased. A one-hour lab per week is required. Course offered during spring semester in alternate years. \$ – Course or lab fee **Grade Mode:** By examination (P) **Corequisite(s):** Prerequisite: GRMN171 with a minimum grade of C or permission of the instructor. **Offering:** Spring **College Code:** CAS

GRMN 415 – German Culture

Credits: 3

An introduction to the life and people of German speaking countries through lectures and readings in standard German on the geography, history, politics, business, social problems, arts, and literatures of the area. Conducted entirely in German. **Grade Mode:** Normal (A–F,I,W) **Offering:** Alternate years **College Code:** CAS

GRMN 425 – Contemporary German

Credits: 3

Analysis and comparison of German and American value orientations, family structures, and educational, political and economic, and cultural institutions. Conducted entirely in German. **Grade Mode:** Normal (A–F,I,W) **Offering:** Alternate years **College Code:** CAS **GRMN 505 – Reading German**
Credits: 5
For students without a working knowledge in German; an introduction to the grammar and syntax of German for the purpose of translating written German into English. May count toward a general elective only. **Grade Mode:** Normal (A–F,I,W) **Repeatable:** Repeatable **College Code:** CAS

International Language Studies

INLS 121 – Elementary _____ I

Credits: 3

significant aspects of culture of the foreign language—oral and listening work stressed. A one-hour lab per week is required. Language options can be discussed with the Department of INLS. \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **College Code:** CAS

INLS 122 – Elementary _____ II

Credits: 3

Grammar with reading and writing continued in the context of significant aspects of culture of the foreign language—oral and listening work progressively increased. A one-hour lab per week is required. Language options can be discussed with the Department of INLS. \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **College Code:** CAS

INLS 235 – Intermediate _____

Credits: 4

Grammar, reading, composition, oral and aural exercises in the context of significant aspects of the culture of the foreign language. A one-hour lab per week is required \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** INLS 122 with a minimum grade of C or permission of the instructor. **College Code:** CAS

INLS 295 – Directed Study/Readings/Research/Project

Credits: 1–3

In the area of language, culture, literature, or international trade. INLS495 is open only to qualified upper division students. Permission of instructor required. **Grade Mode:** Normal w S/DG (A–F,I,S,U,DG,W) **Repeatable:** Repeatable with different topics **College Code:** CAS

INLS 330 – French/Spanish Service Fieldwork

Credits: 1–2

Designed for students having an advanced level of proficiency in French or Spanish. Services may include activities such as mentoring international students on and off campus, tutoring, interpreting and translating for community and government agencies. **Grade Mode:** Satisfactory w/DG (S,U,I,W,DG) **Repeatable:** Repeatable up to 2 credits **College Code:** CAS

INLS 400 – Topics In _____

Credits: 3

A study of selected topics in language, culture, literature, or international trade. Topic and credits to be announced. **Grade Mode:** Normal (A–F,I,W) **Repeatable:** Repeatable with different topics **College Code:** CAS

INLS 458 – Methods of Foreign Language Instruction: K–12

Credits: 3

An overview of approaches and practical techniques in foreign language instruction as well as the theoretical notions underlying current trends in classroom practice. Topics of study will include pedagogical practices and research in FL teaching, ways of using that research, and practical applications of instructional methods. This

course focuses on methods for K–12. Attending the Michigan World Language Association Conference in Lansing is required. Required for teacher certification. Swing course—Approved 400–499 courses qualify for graduate–level credit for graduate students **Grade Mode:** Normal (A–F,I,W) **College Code:** CAS

INLS 478 – Study Tour:

Credits: 0

Travel to destinations relevant to individual programs of study. Classes will be selected from department(s) offerings. Fee may be required. \$ – Course or lab fee Swing course—Approved 400–499 courses qualify for graduate–level credit for graduate students **Grade Mode:** Noncredit (NC,W) **Repeatable:** Repeatable **College Code:** CAS

INLS 490 – Language and International Trade Internship/Practicum

Credits: 3

A one–semester, full–time work assignment which provides the opportunity to extend theoretical classroom learning in an appropriate setting in the U.S. or abroad. A final report is required. \$ – Course or lab fee **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **College Code:** CAS

INLS 495 – Directed Study/Readings/Research/Project

Credits: 1–3

In the area of language, culture, literature, or international trade. INLS495 is open only to qualified upper division students. Permission of instructor required. **Grade Mode:** Normal w S/DG (A–F,I,S,U,DG,W) **Repeatable:** Repeatable with different topics **College Code:** CAS

INLS 575 – Topics in _____

Credits: 1–3

A study of selected topics in language, literature, or civilization. Topics and credits to be announced. **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **Repeatable:** Repeatable with different topics **College Code:** CAS

INLS 590 – Directed Study/Reading/Research/Project

Credits: 1–3

Studies in the area of French/Spanish language, literature, or civilization, as determined in consultation with the instructor. **Grade Mode:** Normal w S/DG (A–F,I,S,U,DG,W) **Repeatable:** Repeatable **College Code:** CAS

Italian

ITLN 141 – Elementary Italian I

Credits: 3

Significant aspects of culture—oral and listening work stressed. A one–hour lab per week is required \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **Offering:** Fall, alternate years **College Code:** CAS

ITLN 142 – Elementary Italian II

Credits: 3

Grammar and reading continued: oral and listening work progressively increased. A one–hour lab per week is required. \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** ITLN171 with a minimum grade of C or permission of the instructor. **Offering:** Spring **College Code:** CAS

ITLN 436 – Contemporary Italian Culture

Credits: 3

Studies of the life and people of Italian speaking countries through lectures and readings in standard Italian. Readings are related to geography, history, politics, business, social problems, arts, and literatures. Conducted entirely in Italian. **Grade Mode:** Normal (A–F,I,W) **College Code:** CAS

ITLN 468 – Italian Fine Arts, Literature and Film

Credits: 3

Analysis and comparison of artistic differences between selected pieces of Italian literature and their film adaptation. Emphasis on language and all artistic expressions connected to the identity of the Italian culture and society. Conducted entirely in Italian. Weekly: 3 lectures **Grade Mode:** Normal (A–F,I,W) **College Code:** CAS

Portuguese

PORT 171 – Elementary Portuguese I

Credits: 3

Grammar with reading and writing of simple Portuguese in the context of significant aspects of culture—oral and listening work stressed. A one–hour lab per week is required \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **Offering:** Alternate years **College Code:** CAS

PORT 172 – Elementary Portuguese II

Credits: 3

Grammar and reading continued: oral and listening work progressively increased. A one–hour lab per week is required \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** PORT 171 with a minimum grade of C or permission of instructor. **College Code:** CAS

PORT 420 – Portuguese Literature & Culture

Credits: 3

A study of selected major Portuguese and Brazilian writers whose works reflect important political, social, moral, and cultural aspects of Portuguese societies. Conducted entirely in Portuguese. **Grade Mode:** Normal (A–F,I,W) **Offering:** Alternate years **College Code:** CAS

PORT 430 – Contemporary Brazilian Culture

Credits: 3

An introduction to the life and people of Brazil through lectures and readings in Brazilian Portuguese on the geography, history, politics, social problems, arts, business and literature of the region. Conducted entirely in Portuguese. **Grade Mode:** Normal (A–F,I,W) **Offering:** Alternate years **College Code:** CAS

Spanish

SPAN 171 – Elementary Spanish I

Credits: 3

Grammar with reading and writing of simple Spanish in the context of significant aspects of culture—oral and listening work stressed. Elementary Spanish I is designed for students who have studied no Spanish or less than 2 years of high–school Spanish or its equivalent. A one–hour lab per week is required \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **College Code:** CAS

SPAN 172 – Elementary Spanish II

Credits: 3

Grammar and reading continued: oral and listening work progressively increased. Designed for students with 2–3 years of high–school Spanish or its equivalent. A one–hour lab per week is required \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** SPAN 171 with a minimum grade of C or permission of instructor. **College Code:** CAS

SPAN 275 – Intermediate Spanish

Credits: 4

Grammar, reading, composition, oral and listening exercises on the intermediate level, including significant aspects of Spanish culture. A one–hour lab per week is required \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** SPAN 172 with a minimum grade of C or permission of instructor. **College Code:** CAS

SPAN 280 – Spanish Conversation and Composition

Credits: 3

Training in oral and writing self–expression, with emphasis on fluency and accuracy. Acquisition of idioms and review of different speaking and writing levels that exist within the Spanish language. Special attention to important differences that exist among all Spanish speaking countries when using the language in both speaking and writing. Reading comprehension and study of grammatical structures are important components of this course. Weekly: 3 lectures and a 1–hour lab **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** SPAN 275 with a minimum grade of C or instructor permission **College Code:** CAS

SPAN 325 – Spanish for the Medical Professions

Credits: 3

Spoken and written Spanish used by the medical professions in the Spanish-speaking world. Strong emphasis on vocabulary, phrases, medical terminology, and specific language use in a doctor's office and hospital settings. Basic knowledge of Spanish recommended. An arranged lab is required \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **College Code:** CAS

SPAN 405 – Spanish Grammar Review

Credits: 1

A review of all basic grammar rules that are required to elaborate written documents and to help in the process of achieving fluency. Special emphasis is given to conjugation, orthography, and syntax. **Grade Mode:** Normal (A–F,I,W) **College Code:** CAS

SPAN 416 – Spanish for Native Speakers

Credits: 3

An in-depth study of the Spanish language for native speakers who have not had previous formal academic instruction in Spanish. Special emphasis will be given to oral and written communication by focusing on grammar, syntax, and correct usage of the Spanish language. Conducted entirely in Spanish. Swing course—Approved 400–499 courses qualify for graduate-level credit for graduate students **Grade Mode:** Normal (A–F,I,W) **College Code:** CAS

SPAN 420 – Advanced Spanish Written and Oral Communication

Credits: 3

A comprehensive study of Spanish grammar for written and oral communication. A review of techniques and strategies to improve communication through creative writing, speech preparation, and class presentations. Emphasis on language fluency and accuracy. Conducted entirely in Spanish. Swing course—Approved 400–499 courses qualify for graduate-level credit for graduate students **Grade Mode:** Normal (A–F,I,W) **College Code:** CAS

SPAN 426 – Contemporary Spain

Credits: 3

An overview of contemporary Spain and its role in Europe as well as Latin America. Special consideration of geographical aspects, commerce, industry, tourism, education, political settings, and status of the Monarchy are given. Conducted entirely in Spanish. Swing course—Approved 400–499 courses qualify for graduate-level credit for graduate students **Grade Mode:** Normal (A–F,I,W) **College Code:** CAS

SPAN 434 – Spanish Culture and Ethics

Credits: 3

A course designed to explore basic concepts related to ethics in the Spanish world. It will include religion, tradition, work environment, education, discrimination, migration, politics, and social differences. Conducted entirely in Spanish. Swing course—Approved 400–499 courses qualify for graduate-level credit for graduate students **Grade Mode:** Normal (A–F,I,W) **College Code:** CAS

SPAN 436 – Spanish–American Culture

Credits: 3

An introduction to the life and people of Spanish America through lectures and readings in standard Spanish on the geography, history, politics, social problems, arts, and literature of the area. Conducted entirely in Spanish. Swing course—Approved 400–499 courses qualify for graduate-level credit for graduate students **Grade Mode:** Normal (A–F,I,W) **College Code:** CAS

SPAN 438 – Mexico and Central American Culture

Credits: 3

An overview of the Mexico and Central American cultures and their presence in the United States of America. Special consideration to customs, traditions, values, lifestyle, and social problems along with some historical events that have greatly influenced Mexicans and Central Americans. Conducted entirely in Spanish. Swing course—Approved 400–499 courses qualify for graduate-level credit for graduate students **Grade Mode:** Normal (A–F,I,W) **College Code:** CAS

SPAN 439 – Spanish Caribbean Culture

Credits: 3

A course designed to explore Hispanic culture and traditions in the Spanish-speaking Caribbean islands. Special interest in Cuba, Dominican Republic and Puerto Rico and their immigration trends to the United States of America. A study of their lifestyle, values, traditions, and customs. Conducted entirely in Spanish. Swing course—Approved 400–499 courses qualify for graduate-level credit for graduate students **Grade Mode:** Normal (A–F,I,W) **College Code:** CAS

SPAN 446 – Spanish and Latin American Drama

Credits: 3

A study of selected major Spanish and Latin American writers whose works reflect important political, social, moral, and cultural aspects of Hispanic societies. Conducted entirely in Spanish. An arranged lab is required \$ – Course or lab fee Swing course—Approved 400–499 courses qualify for graduate-level credit for graduate students **Grade Mode:** Normal (A–F,I,W) **College Code:** CAS

SPAN 447 – Spanish for Translation

Credits: 3

An introduction to the basic principles of translation from English to Spanish and from Spanish to English. An approach to techniques used in writing translation. Strong emphasis on written translations. Conducted entirely in Spanish. An arranged lab is required \$ – Course or lab fee Swing course—Approved 400–499 courses qualify for graduate-level credit for graduate students **Grade Mode:** Normal (A–F,I,W) **College Code:** CAS

SPAN 448 – Spanish and Latin American Literature and Film

Credits: 3

Comparison of artistic and linguistic differences between selected pieces of Spanish and Latin American literature and their film adaptation. Emphasis on language, characters, and cultural aspects of society. Conducted entirely in Spanish. An arranged lab is required \$ – Course or lab fee Swing course—Approved 400–499 courses qualify for graduate-level credit for graduate students **Grade Mode:** Normal (A–F,I,W) **College Code:** CAS

SPAN 449 – Spanish for Interpreters

Credits: 3

A study of the basic principles of oral interpretation from English to Spanish and from Spanish to English. An approach to techniques used in oral interpretation. Strong emphasis on oral communication. Conducted entirely in Spanish. An arranged lab is required \$ – Course or lab fee Swing course—Approved 400–499 courses qualify for graduate-level credit for graduate students **Grade Mode:** Normal (A–F,I,W) **College Code:** CAS

SPAN 456 – Spanish for Speech Pathologists and Audiologists

Credits: 3

Spoken and written Spanish used by speech pathologists and audiologists in both the medical and the educational fields in the United States of America as well as Spanish-speaking countries in the world. Strong emphasis on vocabulary, including specific terminology used in medical settings. This course is specifically oriented to students completing a degree in Spanish and Speech Language Pathology and Audiology as well as to those completing a degree in translation. **Grade Mode:** Normal (A–F,I,W) **College Code:** CAS

SPAN 457 – Spanish Media Translation

Credits: 3

A study of the basic principles of translation in the media. Comparison between translation of written documents and oral messages. Special attention to translating news, commercials, movies, websites, speeches, newspapers, and magazines. Conducted in both English and Spanish. An arranged lab is required \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **College Code:** CAS

SPAN 470 – Spanish for International Trade

Credits: 3

Spoken and written Spanish common to the Spanish-speaking world of business and industry, with emphasis upon business practices, and the writing and translating of business letters and professional reports. Cross-cultural references provide opportunities for comparative and contrastive analysis of American and Spanish cultural patterns in business settings. Conducted entirely in Spanish. An arranged lab is required \$ – Course or lab fee Swing course—Approved 400–499 courses qualify for graduate-level credit for graduate students **Grade Mode:** Normal (A–F,I,W) **College Code:** CAS

SPAN 488 – Spanish for International Relations

Credits: 3

Spoken and written Spanish common to the Spanish-speaking world of international relations with emphasis in vocabulary related to government agencies, non-profit organizations, diplomacy, religious entities, independent agencies (UN, OEA). Special emphasis in communication. Conducted entirely in Spanish. An arranged lab is required \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **College Code:** CAS

Liberal Arts & Interdisciplinary Studies

On–Campus Degree Programs

Nethery Hall, Room 135
269–471–3398; Fax 269–471–8407
esnorra@andrews.edu
Erling B. Snorrason, *Coordinator*

Distance Degree Programs

Griggs Hall, Room 120
269–471–6570
stuservgriggs@andrews.edu
www.andrews.edu/distance/
Glynis Bradfield, *Advisor*

Mission

Liberal Arts & Interdisciplinary Studies serves students who need a general, individualized and interdisciplinary degree, or specific courses that do not naturally fit within any existing departments. The goal is to cooperate with the mission of the sponsoring departments and the fundamental mission of Andrews University.

Associates

Liberal Arts AA

Andrews University offers an Associate of Science and an Associate of Arts degree in Liberal Arts. Designed to serve students with career and personal goals that may not accurately match existing degrees, the Liberal Arts degree is available through a special application process.

Degree Requirements

1. Make application prior to taking the last 30 credits of an associate's degree. The approval process includes consideration of the appropriateness of the degree package for the career and personal goals of the applicant.
2. Fulfill the general associate degree requirements.
3. Complete General Education requirements as recommended for all AA/AS degrees.
4. Formulate a joint Degree Program Plan with the advisor and sponsoring departments.
5. Obtain departmental sponsorships for the focus or foci of the proposed program.
6. Receive final approval from the Dean, College of Arts & Sciences.

Liberal Arts AS

Andrews University offers an Associate of Science and an Associate of Arts degree in Liberal Arts. Designed to serve students with career and personal goals that may not accurately match existing degrees, the Liberal Arts degree is available through a special application process.

Degree Requirements

1. Make application prior to taking the last 30 credits of an associate's degree. The approval process includes consideration of the appropriateness of the degree package for the career and personal goals of the applicant.
2. Fulfill the general associate degree requirements.
3. Complete General Education requirements as recommended for all AA/AS degrees.
4. Formulate a joint Degree Program Plan with the advisor and sponsoring departments.
5. Obtain departmental sponsorships for the focus or foci of the proposed program.
6. Receive final approval from the Dean, College of Arts & Sciences.

Bachelors

Liberal Arts BA

Andrews University offers a Bachelor of Science and a Bachelor of Arts degree in Liberal Arts. Designed to serve students with career and personal goals that may not accurately match existing degrees, the Liberal Arts degree is available through a special application process.

Degree Requirements

1. Make application prior to taking the last 30 credits of a bachelors degree. The approval process includes consideration of the appropriateness of the degree package for the career and personal goals of the applicant.
2. Fulfill the general baccalaureate degree requirements.
3. Complete General Education requirements as recommended for all BS/BA degrees.
4. Formulate a joint Degree Program Plan with the advisor and sponsoring departments.
5. Obtain departmental sponsorships for the focus or foci of the proposed program.
6. Receive final approval from the Dean, College of Arts & Sciences.

Liberal Arts BA (Distance Ed)

The Liberal Arts BA offers a flexible study program which is particularly advantageous to distance–education students who already may have earned considerable credits and would like to organize these credits so they may earn a baccalaureate degree. This degree is available only to distance–education students.

Degree Requirements

The degree requirements are expressed for distance–education students only. The distance–education, general–studies program requires a minimum of 124 semester hours for a Bachelor degree and 62 semester hours for an Associate degree. This total includes all general education requirements, degree, and graduation requirements, with a minimum of 30 semester hours within a major or emphasis.

Liberal Arts BS

Andrews University offers a Bachelor of Science and a Bachelor of Arts degree in Liberal Arts. Designed to serve students with career and personal goals that may not accurately match existing degrees, the Liberal Arts degree is available through a special application process.

Degree Requirements

1. Make application prior to taking the last 30 credits of a bachelors degree. The approval process includes consideration of the appropriateness of the degree package for the career and personal goals of the applicant.
2. Fulfill the general baccalaureate degree requirements.
3. Complete General Education requirements as recommended for all BS/BA degrees.
4. Formulate a joint Degree Program Plan with the advisor and sponsoring departments.
5. Obtain departmental sponsorships for the focus or foci of the proposed program.
6. Receive final approval from the Dean, College of Arts & Sciences.

Liberal Arts BS (Distance Ed)

The Liberal Arts degree offers a flexible study program which is particularly advantageous to distance–education students who already may have earned considerable credits and would like to organize these credits so they may earn a baccalaureate degree. This degree is available only to distance–education students.

Distance Degrees

Baccalaureate Degrees in General Studies

The General Studies degree offers a flexible study program which is particularly advantageous to distance–education students who already may have earned considerable credits and would like to organize these credits so they may earn a baccalaureate degree. See the School of Distance Education for Distance Education course descriptions.

Degree Requirements

The degree requirements are expressed for distance–education students only. The distance–education, general–studies program requires a minimum of 124 semester hours for a Bachelor degree and 62 semester hours for an Associate degree. This total includes all general education requirements, degree, and graduation requirements, with a minimum of 30 semester hours within a major or emphasis.

Liberal Arts, Behavioral Sciences Cross–Cultural Studies Emphasis BS (Distance Ed)

The Liberal Arts degree offers a flexible study program which is particularly advantageous to distance–education students who already may have earned

considerable credits and would like to organize these credits so they may earn a baccalaureate degree. This degree is available only to distance–education students. NOTE: Some courses are only available on–campus or via transfer credit. Tuition rates vary depending upon program and delivery method.

Degree Requirements

A minimum of 30 semester credits must be selected from courses numbered 300 or above. The major includes the following core courses:

- ANTH 124 – Introduction to Anthropology Credits: 3
- ANTH 200 – Cultural Anthropology Credits: 3
- PSYC 101 – Introduction to Psychology Credits: 3

- PSYC 251 **or**
- PSYC 252 – The Psychology of Adolescence, Youth, and Aging Credits: 3

- PSYC 269 – History and Systems of Psychology Credits: 3
- PSYC 450 – Social Psychology Credits: 3
- SOCI 474 – Social Thought and Theory Credits: 3
- SOCI 119 – Principles of Sociology Credits: 3

- SOCI 432 – Research Methods II: Introduction Credits: 3 **or**
- PSYC 432 – Research Methods II: Introduction Credits: 3

- FMST 310 – Parent–Child Relationships Credits: 3
- STAT 285 – Elementary Statistics Credits: 3
- The remaining 18 semester credits must be selected from the following emphasis:

Cross–Cultural Studies

- GEOG 260 – Cultural Geography Credits: 3
- BHSC 220 – An Interdisciplinary Approach to Contemporary Social Issues Credits: 3
- SOCI 425 – Racial and Ethnic Relations Credits: 3
- COMM 436 – Intercultural Communication Credits: 3
- FMST 350 – Family Cultural Perspectives Credits: 3

Total Credits: 45

Liberal Arts, Behavioral Sciences Human Organization and Behavior Emphasis BS (Distance Ed)

The Liberal Arts degree offers a flexible study program which is particularly advantageous to distance–education students who already may have earned considerable credits and would like to organize these credits so they may earn a baccalaureate degree. This degree is available only to distance–education students.

NOTE: Some courses are only available on–campus or via transfer credit. Tuition rates vary depending upon program and delivery method.

Degree Requirements

A minimum of 30 semester credits must be selected from courses numbered 300 or above. The major includes the following core courses:

- ANTH 124 – Introduction to Anthropology Credits: 3
- ANTH 200 – Cultural Anthropology Credits: 3
- PSYC 101 – Introduction to Psychology Credits: 3

- PSYC 251 **or**
- PSYC 252 – The Psychology of Adolescence, Youth, and Aging Credits: 3

- PSYC 269 – History and Systems of Psychology Credits: 3
- PSYC 450 – Social Psychology Credits: 3
- SOCI 474 – Social Thought and Theory Credits: 3
- SOCI 119 – Principles of Sociology Credits: 3

- SOCI 432 – Research Methods II: Introduction Credits: 3 **or**

- PSYC 432 – Research Methods II: Introduction Credits: 3

- FMST 310 – Parent–Child Relationships Credits: 3
- STAT 285 – Elementary Statistics Credits: 3
- The remaining 18 semester credits must be selected from the following emphasis:

Human Organization and Behavior

- BHSC 440 – Topics in _____ Credits: 1–4 Industrial Psychology
- ECON 225 – Principles of Macroeconomics Credits: 3
- FMST 460 – Family Resource Management Credits: 3
- PSYC 315 – Organization and Human Resources Credits: 3
- SOCI 160 – Introduction to International Development Credits: 3
- SOCI 470 – Demography Credits: 3
- SOCI 488

Total Credits: 45

Liberal Arts, Humanities Emphasis BA (Distance Ed)

The Liberal Arts degree offers a flexible study program which is particularly advantageous to distance–education students who already may have earned considerable credits and would like to organize these credits so they may earn a baccalaureate degree. This degree is available only to distance–education students.

For the BA Liberal Arts, Humanities emphasis, at least three areas of study must be chosen from the following list. Each area selected must provide 9 semester credits. At least one upper–division course is required from each of the six areas.

NOTE: Some courses are only available on–campus or via transfer credit. Tuition rates vary depending upon program and delivery method.

Areas of Study

- Art and Music
- Foreign Language or courses in non–English cultures
- History, Anthropology, Cultural Geography
- Human Belief Systems
- Literature
- Philosophy (Critical Thinking, Symbolic Logic, Debate, Persuasion, Linguistics)

Note:

Half of all credits in the major must be upper–division level. No major courses may be counted for General Education requirements. Introduction to Philosophy is a required course.

Total Credits: 30

Undergraduate Minors

Liberal Arts Minor

A minor in Liberal Arts may be used in conjunction with regular degrees or with a Liberal Arts major. A GPA of at least 2.00 is required in all transfer credits—and in all credits earned at Andrews University that are counted for the minor—with no grade below C–. At least 3 semester credits must be earned on campus in courses numbered 300 or above; no more than 5 semester credits from the major can be used in the minor.

Total Credits: 20

General Studies

GNST 091 – Academic Tutorial Support

Credits: 1–4

A tutorial application of the principles of academic success. Includes one-on-one tutoring and/or group-learning experiences. Could also include academic or cognitive evaluations when necessary. **Grade Mode:** Satisfactory w/DG (S,U,I,W,DG) **Prerequisite(s):** Consent of the instructor required. Grade S/U. **Repeatable:** Repeatable up to 8 credits **College Code:** CAS

GNST 298 – PLA: (Special Topic)

Credits: variable

PLA (Prior Learning Assessment) is a process which validates learning experiences that have occurred outside traditional college/university academic programs. A portfolio of evidence for demonstrating experience and competency justifies and determines the amount of credit granted. **Grade Mode:** By examination (P) **Repeatable:** Repeatable with different topics **College Code:** CAS

GNST 416 – GRE Standardized Test Preparation: Verbal

Credits: 1

Review of topics covered on the standardized GRE exam. Includes at least one full-length practice exam. **Grade Mode:** Satisfactory (S,U,I,W) **College Code:** CAS

GNST 417 – GRE Standardized Test Preparation: Quantitative

Credits: 1

Review of topics covered on the standardized GRE exam. Includes at least one full-length practice exam. **Grade Mode:** Satisfactory (S,U,I,W) **College Code:** CAS

GNST 498 – PLA: (Special Topic)

Credits: variable

PLA (Prior Learning Assessment) is a process which validates learning experiences that have occurred outside traditional college/university academic programs. A portfolio of evidence for demonstrating experience and competency justifies and determines the amount of credit granted. **Grade Mode:** By examination (P) **Repeatable:** Repeatable up to 32 credits **College Code:** CAS

GNST 499V – PLA Portfolio Development

Credits: 2

The development of a portfolio of evidence to present for Prior Learning Assessment. **Delivery:** Self-paced online course **Grade Mode:** Griggs corresp (A–F,I,W,DG,DN) **College Code:** CAS

Interdisciplinary Studies

Details of departmental course offerings and course descriptions may be obtained from the department(s) involved.

IDSC 278 – Study Tour:

Credits: 0

Travel to destinations relevant to individual programs of study. Classes will be selected from department(s) offerings. Fee may be required. \$ – Course or lab fee **Grade Mode:** Noncredit (NC,W) **Repeatable:** Repeatable **College Code:** CAS

IDSC 280 – Cooperative Education In _____ (subject area)

Credits: 0.5 or 1

Supervised work experience with a cooperating industry, agency, or institution. The student is supervised by his/her department. At least 175 hours of work required per credit. **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** Sophomore standing or above and permission of the department chair. Students must apply and be accepted one semester in advance of their planned cooperative education experiences. **Repeatable:** Repeatable up to 1 credit **College Code:** CAS

IDSC 294 – Off–Campus Study In _____

Credits: 3–15

See advisor for details. **Grade Mode:** Noncredit (NC,W) **Repeatable:** Repeatable up to 12 credits **College Code:** CAS

IDSC 296 – Student Missionary/Taskforce Experience

Credits: 0

\$ – Course or lab fee **Grade Mode:** Noncredit (NC,W) **Repeatable:** Repeatable **College Code:** CAS

IDSC 380 – Cooperative Education In _____ (subject area)

Credits: 0.5 or 1

Supervised work experience with a cooperating industry, agency, or institution. The student is supervised by his/her department. At least 175 hours of work required per credit. **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** Sophomore standing or above and permission of the department chair. Students must apply and be accepted one semester in advance of their planned cooperative education experiences. **Repeatable:** Repeatable up to 1 credit **College Code:** CAS

IDSC 394 – Off–Campus Study In _____

Credits: 0–15

See advisor for details. **Grade Mode:** Noncredit (NC,W) **Repeatable:** Repeatable **College Code:** CAS

IDSC 456 – Integrated Science

Credits: 4

This course is designed to provide a science experience that models what science professionals do in the real world. This course will integrate content from life, physical and earth science using a project driven, problem solving approach. Laboratory and lecture experiences are integrated continuously and include a strong technology component. \$ – Course or lab fee **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **College Code:** CAS

IDSC 596 – Student Missionary/Taskforce Experience

Credits: 0

\$ – Course or lab fee **Grade Mode:** Noncredit (NC,W) **Repeatable:** Repeatable **College Code:** CAS

Mathematics

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Lynelle M. Weldon

Emeriti

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Mission

Through teaching, research and service, the Department of Mathematics seeks to provide leadership in the mathematical sciences by preparing students with the mathematical understanding, problem-solving skills and dispositions that enable them to excel in their chosen careers; increasing mathematical and scientific knowledge through publication and presentation; supporting the broader mathematics education community; and mentoring others for generous service through a committed Christian life.

Mathematics is foundational to physics, engineering, and computer science, and is increasingly important in many fields of study such as finance, accounting, economics, biology, medicine, and environmental science. Students majoring in these and other fields will find that acquiring an additional major in mathematics or mathematical studies greatly enhances the marketability of their degree.

Special Requirements and Placement Test

Non-overlapping Credit Restrictions

Because there is substantial overlap in material covered in the following groups of courses, no student is granted credit (other than general elective credit) in more than one course from each group:

1. MATH182, 191, 195 (Calculus with Applications, Calculus I, Calculus I for Biology)
2. MATH145, 165, 166 (Reasoning with Functions, College Algebra, College Algebra for Business)

Minimum Grade for Prerequisites

Except for MATH191 and 195, the minimum grade to satisfy prerequisites is C–.

Mathematics Placement Examination (MPE) and General Education Mathematics Requirement

For more information on the MPE and General Education Mathematics Requirements follow the link. The MPE score is valid as a prerequisite for mathematics courses for 3 years after it is earned.

Behavioral Neuroscience

The Department of Mathematics is a participant in the Behavioral Neuroscience program funded by the National Science Foundation.

Bachelors

Mathematics BS

Major Requirements: 39

Required courses

- MATH 191 – Calculus I Credits: 4 **or** MATH 195 – Calculus I for Biology Credits: 4
- MATH 192 – Calculus II Credits: 4

- MATH 215 – Introduction to Linear Algebra Credits: 3
- MATH 240 – Calculus III Credits: 4
- MATH 286 – Differential Equations Credits: 3
- MATH 355 – Discrete Mathematics Credits: 3
- MATH 315 – Linear Algebra Credits: 3 **or** MATH 441 – Abstract Algebra I Credits: 3
- MATH 389 – Mathematics Colloquium Credits: 0 **or** PHYS 277 – Physics Colloquium Credits: 0 (4 semesters)
- STAT 340 – Probability Theory with Statistical Applications Credits: 3

At least 12 credits in additional courses

In consultation with a Department of Mathematics advisor, students should choose at least 12 credits from the following courses:

- MATH 271H – Honors in Mathematics Credits: 1
- MATH 315 – Linear Algebra Credits: 3
- MATH 405 – Applied Mathematics Credits: 3
- MATH 408 – Complex Analysis Credits: 3
- MATH 426 – Mathematical Modeling in Biology Credits: 3
- MATH 431 – Advanced Calculus I Credits: 3
- MATH 432 – Advanced Calculus II Credits: 3
- MATH 441 – Abstract Algebra I Credits: 3
- MATH 442 – Abstract Algebra II Credits: 3
- MATH 475 – Geometry Credits: 3
- MATH 487 – Special Topics in _____ Credits: 1–3
- MATH 495 – Independent Study Credits: 1–3

Students in a secondary teacher certification program are required to take

- MATH 375 – Secondary School Mathematics Teaching Credits: 3
- MATH 475 – Geometry Credits: 3
- STAT 285 – Elementary Statistics Credits: 3

Note:

MATH 375 and STAT 285 do not count toward the 39 major credits. A major field test in mathematics is required during the senior year.

Cognate Course—3

- CPTR 125 – Introduction to Computer Programming Credits: 3 **or**
- CPTR 151 – Computer Science I Credits: 4 **or**
- PHYS 235 – MATLAB Credits: 2–3

Mathematics Education BS

Major Requirements: 36

- MATH 191 – Calculus I Credits: 4 **or** MATH 195 – Calculus I for Biology Credits: 4
- MATH 192 – Calculus II Credits: 4
- MATH 215 – Introduction to Linear Algebra Credits: 3
- MATH 240 – Calculus III Credits: 4
- MATH 355 – Discrete Mathematics Credits: 3
- MATH 375 – Secondary School Mathematics Teaching Credits: 3
- MATH 475 – Geometry Credits: 3
- MATH 315 – Linear Algebra Credits: 3 **or** MATH 441 – Abstract Algebra I Credits: 3
- MATH 286 – Differential Equations Credits: 3 **or** MATH 426 – Mathematical Modeling in Biology Credits: 3
- MATH 389 – Mathematics Colloquium Credits: 0 **or** PHYS 277 – Physics Colloquium Credits: 0 (4 semesters)
- STAT 285 – Elementary Statistics Credits: 3
- STAT 340 – Probability Theory with Statistical Applications Credits: 3

Note:

Students in an elementary teacher certification program take MATH 220 instead of MATH 375. This major is available only to those who are obtaining elementary or secondary teacher certification.

A major field test in mathematics is required during the senior year.

Cognate Course—3 credits

- CPTR 125 – Introduction to Computer Programming Credits: 3 **or**
- CPTR 151 – Computer Science I Credits: 4 **or**
- PHYS 235 – MATLAB Credits: 2–3

General Education Requirements—for Mathematics Education with Secondary Certification

For more information regarding General Education Requirements or Secondary Certification with a BA or BS degree, see the department of Teaching, Learning & Curriculum

Note the following **specific** requirements:

Religion: 12*

- RELT 100 – God and Human Life Credits: 3
- RELT 225 – Doctrines of the Adventist Faith Credits: 3
- RELH 400 – SDA History and Prophetic Heritage Credits: 3–4 **and**
- a 3–credit elective chosen in consultation with your SED advisor

Language/Communication:

- ENGL 115 – English Composition I Credits: 3
- ENGL 215 – English Composition II Credits: 3
- COMM 450 – Communication in the Classroom Credits: 3

Foreign Language (BA only)

Intermediate Language (4)

History:

- HIST 117 – Civilizations and Ideas I Credits: 3
- HIST 118 – Civilizations and Ideas II Credits: 3

Fine Arts/Humanities:

Choose one course from:

- ARTH 220 – Language of Art Credits: 3
- PHTO 210 – History of Photography Credits: 3
- Studio Art (3)
- ENGL 255 – Studies in Literature Credits: 3
- PHIL 224 – Introduction to Philosophy Credits: 3
- MUHL 214 – Enjoyment of Music Credits: 3
- Ensemble Music (3)

Life/Physical Sciences:

professional degree requirements

Mathematics:

Covered in major

Computer Literacy:

- INFS 120 – Foundations of Information Technology Credits: 3

Service:

- EDTE 165 – Philosophical and Social Foundations of Education Credits: 4

Social Sciences:

- GDPC 302 – Educational Psychology Credits: 3 **&**

- EDTE 228 – Strategies for Educating Exceptional and Diverse Learners Credits: 3

Fitness Education:

- HLED 120 – Fit for Life Credits: 1 plus two Fitness Education courses

Non–degree Majors

Mathematical Studies Major

Major Requirements: 30

Required courses:

- MATH 191 – Calculus I Credits: 4 **or** MATH 195 – Calculus I for Biology Credits: 4
- MATH 192 – Calculus II Credits: 4
- MATH 215 – Introduction to Linear Algebra Credits: 3
- MATH 240 – Calculus III Credits: 4
- MATH 389 – Mathematics Colloquium Credits: 0 **or** PHYS 277 – Physics Colloquium Credits: 0 (4 semesters)

At least 15 credits in additional courses

In consultation with a Department of Mathematics advisor, students will take at least 15 additional credits from the following courses:

- MATH 271H – Honors in Mathematics Credits: 1
- MATH 286 – Differential Equations Credits: 3
- MATH 315 – Linear Algebra Credits: 3
- MATH 355 – Discrete Mathematics Credits: 3
- MATH 405 – Applied Mathematics Credits: 3
- MATH 408 – Complex Analysis Credits: 3
- MATH 426 – Mathematical Modeling in Biology Credits: 3
- MATH 431 – Advanced Calculus I Credits: 3
- MATH 432 – Advanced Calculus II Credits: 3
- MATH 441 – Abstract Algebra I Credits: 3
- MATH 442 – Abstract Algebra II Credits: 3
- MATH 475 – Geometry Credits: 3
- MATH 487 – Special Topics in _____ Credits: 1–3
- MATH 495 – Independent Study Credits: 1–3
- STAT 340 – Probability Theory with Statistical Applications Credits: 3
- CPTR 125 – Introduction to Computer Programming Credits: 3 or CPTR 151 – Computer Science I Credits: 4 or PHYS 235 – MATLAB Credits: 2–3

Note:

A major field test in mathematics is required during the senior year. This major is available only as a second major, to those taking a major in another field.

Undergraduate Minors

Mathematics Education Minor

This minor is available only to those obtaining elementary teacher certification. For more information regarding teacher certification with a minor, see the department of Teaching, Learning & Curriculum.

Minor Requirements – 20

- MATH 168 – Precalculus Credits: 4
- MATH 191 – Calculus I Credits: 4 **or** MATH 195 – Calculus I for Biology Credits: 4
- MATH 195 – Calculus I for Biology Credits: 4
- MATH 215 – Introduction to Linear Algebra Credits: 3
- MATH 220 – Geometry and Numbers Credits: 3
- MATH 355 – Discrete Mathematics Credits: 3
- STAT 285 – Elementary Statistics Credits: 3

Mathematics Minor

Minor Requirements – 20

- MATH 191 – Calculus I Credits: 4 **or** MATH 195 – Calculus I for Biology Credits: 4
- MATH 192 – Calculus II Credits: 4
- MATH 215 – Introduction to Linear Algebra Credits: 3

At least 9 credits in additional courses

Choose at least 9 credits of additional courses in consultation with a departmental advisor:

- MATH 240 – Calculus III Credits: 4
- MATH 286 – Differential Equations Credits: 3
- MATH 315 – Linear Algebra Credits: 3
- MATH 355 – Discrete Mathematics Credits: 3
- MATH 405 – Applied Mathematics Credits: 3
- MATH 408 – Complex Analysis Credits: 3
- MATH 426 – Mathematical Modeling in Biology Credits: 3
- MATH 431 – Advanced Calculus I Credits: 3
- MATH 432 – Advanced Calculus II Credits: 3
- MATH 441 – Abstract Algebra I Credits: 3
- MATH 442 – Abstract Algebra II Credits: 3
- MATH 475 – Geometry Credits: 3
- MATH 487 – Special Topics in _____ Credits: 1–3
- MATH 495 – Independent Study Credits: 1–3
- STAT 340 – Probability Theory with Statistical Applications Credits: 3

Minor Requirements for elementary or secondary certification

For more information regarding teacher certification with a minor see the department of Teaching, Learning & Curriculum. Students in a secondary teacher certification program are required to take the following courses:

- MATH 355 – Discrete Mathematics Credits: 3
- MATH 375 – Secondary School Mathematics Teaching Credits: 3
- MATH 475 – Geometry Credits: 3
- STAT 285 – Elementary Statistics Credits: 3
- STAT 340 – Probability Theory with Statistical Applications Credits: 3
- NOTE: A major field test in mathematics is required during the senior year.
- Students in an elementary teacher certification program should take MATH 220 instead of MATH 375 .

Minor in Mathematics of Economics and Finance

This minor is available only to students obtaining a degree in the School of Business Administration.

Minor Requirements – 20

- MATH 191 – Calculus I Credits: 4 **or** MATH 195 – Calculus I for Biology Credits: 4
- MATH 192 – Calculus II Credits: 4
- MATH 215 – Introduction to Linear Algebra Credits: 3
- MATH 286 – Differential Equations Credits: 3
- STAT 285 – Elementary Statistics Credits: 3
- STAT 340 – Probability Theory with Statistical Applications Credits: 3

Mathematics

MATH 091 and MATH 092 are provided for students not achieving a score of at least P2 on the Mathematics Placement Examination (MPE). Students complete the sequence MATH091/092 by passing a set of proficiency tests in arithmetic and algebra, at which time a P2 score is awarded. When this occurs, the student has completed the Math Skill part of the General Education requirement, and is considered ready to take MATH 145, MATH 165, MATH 166 or STAT 285. Depending on the diligence and previous preparation of the student, this may occur at any time in the MATH 091/MATH 092 sequence.

MATH 091 – Arithmetic and Algebra Review I

Credits: 3

Individualized review of arithmetic and algebra skills. Algebra topics include linear, quadratic and rational equations; graphs and systems of linear equations; and polynomial operations and factoring. Students completing the sequence requirements while enrolled in MATH091 are not required to take MATH 092. This developmental course does not count toward college credit. \$ – Course or lab fee **Grade Mode:** Normal with R (A–F,I,W,R) **Recommended:** Fall, Spring **Offering:** Fall, Spring **College Code:** CAS

MATH 092 – Arithmetic and Algebra Review II

Credits: 3

Continuation of MATH091. Students not completing the sequence requirements but fulfilling attendance, participation, and progress requirements may receive an R grade requiring re–registration the next semester. This developmental course does not count toward college credit. \$ – Course or lab fee **Grade Mode:** Normal with R (A–F,I,W,R) **Prerequisite(s):** MATH091 **Offering:** Fall, Spring **College Code:** CAS

MATH 145 – Reasoning with Functions

Credits: 3

Functions given by tables, formulas, graphs, and words; inverse functions; linear, exponential, and other types of functions, such as quadratic, trigonometric, logarithmic, or power functions; rates of change and applications to science and business. Additional topics may be selected by the instructor. **Course Attribute:** Fulfills the General Education Mathematics reasoning requirement **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** MPE ≥ P2. **Offering:** Fall, Spring **College Code:** CAS

MATH 165 – College Algebra

Credits: 3

Introduction to precalculus. Linear, quadratic, radical, and absolute value equations and inequalities; graphs of lines, parabolas, circles, ellipses and hyperbolas; composition and inverses of functions; transformations of graphs, symmetry; linear, quadratic, exponential, logarithmic, polynomial, and rational functions. Introduction to derivatives of polynomials. Applications to business and science, including interpretation of graphs and charts. **Course Attribute:** Fulfills the General Education Mathematics reasoning requirement **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** MPE ≥ P2. **Offering:** Fall, Spring **College Code:** CAS

MATH 165V – College Algebra

Credits: 3

Introduction to precalculus. Linear, quadratic, radical, and absolute value equations and inequalities; graphs of lines, parabolas, circles, ellipses and hyperbolas; composition and inverses of functions; transformations of graphs, symmetry; linear, quadratic, exponential, logarithmic, polynomial, and rational functions. Introduction to derivatives of polynomials. Applications to business and science, including interpretation of graphs and charts. **Course Attribute:** Fulfills the General Education Mathematics reasoning requirement **Delivery:** Self–paced online course **Grade Mode:** Griggs corresp (A–F,I,W,DG,DN) **Prerequisite(s):** MPE ≥ P2 **College Code:** CAS

MATH 166 – College Algebra for Business

Credits: 3

Introduction to precalculus. Linear, quadratic, radical, and absolute value equations and inequalities; graphs of lines, parabolas, circles, ellipses and hyperbolas; composition and inverses of functions; transformations of graphs, symmetry; linear, quadratic, exponential, logarithmic, polynomial, and rational functions. Introduction to derivatives of polynomials. Applications to business and science, including interpretation of graphs and charts. **Course Attribute:** Fulfills the General Education Mathematics reasoning requirement **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** MPE ≥ P2 **Offering:** Fall, Spring **College Code:** CAS

MATH 167 – Precalculus Trigonometry

Credits: 1

Trigonometric functions and their inverses, identities, trigonometric equations; laws of sines and cosines, vectors, applications, and selected topics. **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** MPE ≥ P3 or MATH 165 or MATH 166 **College Code:** CAS

MATH 168 – Precalculus

Credits: 4

Linear, quadratic, and absolute value equations and inequalities with applications; radical equations; polynomial, rational, exponential, logarithmic, inverse, trigonometric functions; higher order equations; exponential and logarithmic equations; the unit circle, trigonometric identities and equations; Law of Sines and Cosines; vectors in the plane, polar coordinates and graphs; complex numbers and De Moivre's Theorem; conic sections. **Course Attribute:** Fulfills the General Education Mathematics reasoning requirement **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** MPE \geq P3 or MATH 165 or MATH 166 **Offering:** Fall, Spring **College Code:** CAS

MATH 168V – Precalculus

Credits: 4

Linear, quadratic, and absolute value equations and inequalities with applications; radical equations; polynomial, rational, exponential, logarithmic, inverse, trigonometric functions; higher order equations; exponential and logarithmic equations; the unit circle, trigonometric identities and equations; Law of Sines and Cosines; vectors in the plane, polar coordinates and graphs; complex numbers and De Moivre's Theorem; conic sections. **Course Attribute:** Fulfills the General Education Mathematics reasoning requirement **Delivery:** Self-paced online course **Grade Mode:** Griggs corresp (A–F,I,W,DG,DN) **Prerequisite(s):** MPE \geq P3 or MATH 165 or MATH 166. **College Code:** CAS

MATH 182 – Calculus with Applications

Credits: 3

Introduction to single-variable calculus, including limits, differentiation, optimization, and integration with applications to problems in business and the social sciences. Some topics from multivariable calculus, including partial derivatives and extrema of functions of two variables. **Course Attribute:** Fulfills the General Education Mathematics reasoning requirement **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** MPE \geq P4 or MATH 167 or MATH 168 **College Code:** CAS

MATH 191 – Calculus I

Credits: 4

MATH191, 192 is a standard introduction to single-variable calculus. MATH 191 includes limits, continuity, derivatives, applications and integration up through substitution and integration by parts. Formal definitions of limit, derivative, and Riemann integral. Proofs of standard theorems, including the Fundamental Theorem of Calculus. **Course Attribute:** Fulfills the General Education Mathematics reasoning requirement **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** MPE=P5 or MATH 167 or MATH 168 with grade no lower than C. **Offering:** Fall, Spring **College Code:** CAS

MATH 192 – Calculus II

Credits: 4

Continuation of MATH191. Techniques of integration, improper integrals, applications of integrals, sequences, power series, Taylor and Maclaurin series, tests of convergence, error estimates, polar coordinates, parameterized curves, vectors, dot and cross products. **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** MATH 191 or MATH 195. **Offering:** Spring/May Express **College Code:** CAS

MATH 195 – Calculus I for Biology

Credits: 4

Introduction to single-variable calculus in the context of the life sciences from the dynamical systems point of view. Limits, continuity, derivatives, integration by substitution and by parts. Formal definitions of limit, derivative, and Riemann integral. Proofs of standard theorems, including the Fundamental Theorem of Calculus. In addition to standard topics, includes research applications to biology and medicine, an introduction to mathematical models and differential equations, equilibria, stability, and eigenvalues. Equivalent to MATH191 in serving as prerequisite to higher-level courses. **Course Attribute:** Fulfills the General Education Mathematics reasoning requirement **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** MPE=P5 or MATH 167 or MATH 168 with grade no lower than C; pre- or corequisite: BIOL 165 or BIOL 166 or consent of the instructor. **Offering:** Spring **College Code:** CAS

MATH 215 – Introduction to Linear Algebra

Credits: 3

Vectors, Euclidean n -space, matrices, systems of linear equations, determinants, eigenvalues, eigenvectors, vector spaces, and linear transformations with emphasis on applications and computation. **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** MATH 182, MATH 191, or MATH 195. **Offering:** Fall **College Code:** CAS

MATH 220 – Geometry and Numbers

Credits: 3

Number systems and Euclidean geometry for elementary and middle school teachers. Topics include problem solving, reasoning and proof, computational algorithms, analysis and classification of geometric figures, geometric transformations, and other selected topics. **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** MPE \geq P2. **Offering:** Fall, odd years **College Code:** CAS

MATH 240 – Calculus III

Credits: 4

Standard introduction to multivariable calculus. Vectors and vector functions, curves and surfaces, partial derivatives, multiple integrals, line and surface integrals. Stokes', Green's, and divergence theorems. **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** MATH 192. **Offering:** Fall **College Code:** CAS

MATH 271H – Honors in Mathematics

Credits: 1

The study of mathematical problems where the solution depends more on insight and creativity than on routine computation. **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** MATH 192 and consent of the instructor. **Repeatable:** Repeatable up to 2 credits **College Code:** CAS

MATH 286 – Differential Equations

Credits: 3

Ordinary differential equations as dynamical systems. Linear and nonlinear first order equations and systems, higher order linear equations, modeling, standard analytic and qualitative methods of solution, equilibria and stability, phase plane analysis. Computer graphing tools will be used. **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** MATH 192. **Offering:** Spring **College Code:** CAS

MATH 295 – Independent Study

Credits: 1–3

Independent study of selected topics in mathematics under the supervision of a mathematics professor. Ordinarily a minimum of three hours of study per week is expected for each credit. The instructor may require written reports or oral presentations. **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** Consent of the instructor. **Repeatable:** Repeatable **College Code:** CAS

MATH 315 – Linear Algebra

Credits: 3

Vector spaces, eigenspaces, linear transformations, orthogonality, inner product spaces, quadratic forms, and selected topics. **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** MATH 215, MATH 355. **Offering:** Spring, even years **College Code:** CAS

MATH 355 – Discrete Mathematics

Credits: 3

Selected topics in discrete mathematics, including logic, set theory, relations, functions, properties of integers, modular arithmetic, and RSA encryption. Mathematical reasoning and the writing of proofs will be emphasized. **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** MATH 182, MATH 191, or MATH 195. **Offering:** Spring **College Code:** CAS

MATH 375 – Secondary School Mathematics Teaching

Credits: 3

Content, methods, and materials for secondary school mathematics teaching, including secondary mathematics content, mathematical problem solving, lesson preparation, teaching of skills and concepts, use of technology, assessment of learning, issues in teaching and learning, and other selected topics. **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** MATH 355. **Offering:** Spring, odd years **College Code:** CAS

MATH 389 – Mathematics Colloquium

Credits: 0

Participation in at least 10 departmental colloquia or approved colloquia of other departments. Meets weekly, grade is based on attendance. \$ – Course or lab fee **Grade Mode:** Satisfactory w/DG (S,U,I,W,DG) **Repeatable:** Repeatable **Offering:** Fall, Spring **College Code:** CAS

MATH 405 – Applied Mathematics

Credits: 3

Solutions of first- and second-order partial differential equations and applications. Swing course—Approved 400–499 courses qualify for graduate-level credit for graduate students **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** MATH 240, MATH 286. **Offering:** Fall, even years **College Code:** CAS

MATH 408 – Complex Analysis

Credits: 3

Elementary complex analysis, contour integrals, complex series. Swing course—Approved 400–499 courses qualify for graduate–level credit for graduate students **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** MATH 240, MATH 355. **Offering:** Spring, odd years **College Code:** CAS

MATH 426 – Mathematical Modeling in Biology

Credits: 3

Theory and application of linear and nonlinear mathematical models of biological processes. Topics selected from discrete– and continuous–time deterministic and stochastic modeling, analytic solution techniques, linearization, bifurcations, chaos, computer simulation, model parameterization, and model validation. Swing course—Approved 400–499 courses qualify for graduate–level credit for graduate students **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** MATH 191 or MATH 195. **Offering:** Fall, odd years **College Code:** CAS

MATH 431 – Advanced Calculus I

Credits: 3

Theorems on continuity, differentiation, integration, and convergence; additional selected topics such as topology, differentiable manifolds, and real analysis. Swing course—Approved 400–499 courses qualify for graduate–level credit for graduate students **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** MATH 240, MATH 355. **Offering:** Fall, odd years **College Code:** CAS

MATH 432 – Advanced Calculus II

Credits: 3

Theorems on continuity, differentiation, integration, and convergence; additional selected topics such as topology, differentiable manifolds, and real analysis. Swing course—Approved 400–499 courses qualify for graduate–level credit for graduate students **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** MATH 240, MATH 355, MATH 431. **Offering:** Spring, even years **College Code:** CAS

MATH 441 – Abstract Algebra I

Credits: 3

Study of groups, rings, fields, modules, vector spaces, and algebras. Swing course—Approved 400–499 courses qualify for graduate–level credit for graduate students **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** MATH 240, MATH 355. **Offering:** Spring, odd years **College Code:** CAS

MATH 442 – Abstract Algebra II

Credits: 3

Study of groups, rings, fields, modules, vector spaces, and algebras. Swing course—Approved 400–499 courses qualify for graduate–level credit for graduate students **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** MATH 240, MATH 355, MATH 441 **Offering:** As needed **College Code:** CAS

MATH 475 – Geometry

Credits: 3

Axiomatic development and history of Euclidean and non–Euclidean geometries, constructions, geometric transformations, and selected topics from finite, fractal, affine, and projective geometries. Relation of these topics to secondary teaching. Swing course—Approved 400–499 courses qualify for graduate–level credit for graduate students **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** MATH 355. **Prerequisite/Corequisite:** Fall, even years **Offering:** Alternate years **College Code:** CAS

MATH 487 – Special Topics in _____

Credits: 1–3

Consult the instructor in regard to the topic to be covered. **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** Consent of the instructor. **Repeatable:** Repeatable with different topics **College Code:** CAS

MATH 495 – Independent Study

Credits: 1–3

Independent study of selected topics in mathematics to enable advanced students to pursue topics not offered in other scheduled courses. The student will study under the supervision of a mathematics professor whose prior approval is required. Ordinarily a minimum of three hours of study per week is expected for each credit. Grades are assigned on the basis of an instructor–selected procedure such as oral or written exams or reports. **Grade Mode:** Normal w S/DG (A–F,I,S,U,DG,W) **Prerequisite(s):** Consent of the instructor. **Repeatable:** Repeatable **College Code:** CAS

MATH 497 – Research In Mathematics

Credits: 0–3

A research project in mathematics supervised by a faculty mentor. A minimum of 4 work hours per week is required for each credit earned and a minimum of 4 work hours per week is required for the zero–credit option. A written paper is required for both the zero–credit option and all other credit options. Students register for each semester of ongoing research. **Grade Mode:** Normal w S/DG (A–F,I,S,U,DG,W) **Prerequisite(s):** Approval of the instructor. **Repeatable:** Repeatable up to 6 credits **College Code:** CAS

MATH 530 – Topics in Teaching Mathematics

Credits: 2–3

A. Algebra; B. Geometry; C. Analysis; D. Applications; Consult with department chair regarding availability in any given year. **Grade Mode:** Normal (A–F,I,W) **Repeatable:** Repeatable up to 6 credits **College Code:** CAS

MATH 540 – Topics in Mathematics

Credits: 2–3

Consult with the instructor in regard to the topic to be covered. **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** Consent of the instructor. **Repeatable:** Repeatable up to 6 credits **College Code:** CAS

Statistics

STAT 285 – Elementary Statistics

Credits: 3

A study of basic descriptive and inferential statistics, including elementary probability and probability distributions, statistical inference involving binomial, normal, and t–distributions, and hypothesis testing. **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** MPE \geq P2. **Offering:** Fall, Spring **College Code:** CAS

STAT 285V – Elementary Statistics

Credits: 4

A study of basic descriptive and inferential statistics, including elementary probability and probability distributions, statistical inference involving binomial, normal, and t–distributions, and hypothesis testing. **Delivery:** Self–paced online course **Grade Mode:** Griggs corresp (A–F,I,W,DG,DN) **Prerequisite(s):** MPE \geq P2 **College Code:** CAS

STAT 340 – Probability Theory with Statistical Applications

Credits: 3

Probability theory and statistics for students having preparation in calculus. Topics include probability models, combinatoric problems, random variables, discrete and continuous distributions, expectation, moment generating functions, central limit theorem. **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** MATH 191 or MATH 195. **Offering:** Spring **College Code:** CAS

Mathematics Education

MAED 505 – Understanding Numbers and Operations for Middle Grade Educators

Credits: 2–3

This course is designed to strengthen middle school teachers' rational number knowledge and number sense. This includes the in–depth study of rational numbers and operations on rational numbers, the structure of the rational and real number systems, algorithms for computation, estimation strategies, and working with very large and very small numbers. The pedagogy of the course models that of effective middle school mathematics teachers. **Grade Mode:** Normal (A–F,I,W) **College Code:** CAS

MAED 510 – Exploring Algebra and Functions for Middle Grades Educators

Credits: 2–3

This course extends the middle school teachers' understanding of algebra as a symbolic language. This course moves beyond symbol manipulation to include modeling of physical situations. Students will explore algebraic, linear, and non–linear functions within the context of the course. The pedagogy of the course models that of effective middle school mathematics teachers. **Grade Mode:** Normal (A–F,I,W) **College Code:** CAS

MAED 515 – Data Analysis for Middle Grades Educators

Credits: 3

This course presents an integrated approach to data analysis, statistics, and probability for middle grades math teachers. Instruction focuses on specific real-world data sets and statistical investigations. The pedagogy of the course models that of effective middle school mathematics teachers. **Grade Mode:** Normal (A–F,I,W) **College Code:** CAS

MAED 521 – Informal Geometry and Measurement for Middle Grades Educators

Credits: 2

This course is the first of two which lead prospective mathematics teachers through a series of explorations to develop competence in geometric reasoning, including conjecture, proving, and disproving. Prospective teachers develop a deeper understanding of the role of proof in geometry. The pedagogy of this course models that of effective middle school mathematics teachers. **Grade Mode:** Normal (A–F,I,W) **College Code:** CAS

MAED 522 – Formal Geometry for Middle Grades Educators

Credits: 2

This course is the second of two which lead prospective mathematics teachers through a series of explorations to develop competence in geometric reasoning, including conjecturing, proving, and disproving. Prospective teachers refine their understanding of the role of proof in geometry. The pedagogy of the course models that of effective middle school mathematics teachers. **Grade Mode:** Normal (A–F,I,W) **College Code:** CAS

MAED 600 – Discrete Mathematics and Number Theory for Middle Grades Educators

Credits: 2

Students investigate concepts of number theory, discrete mathematics, and logic as they apply to middle grades mathematical education. Each topic includes a study of graphic representation of concepts and applications in technology. The pedagogy of the course models that of effective middle school mathematics teachers. **Grade Mode:** Normal (A–F,I,W) **College Code:** CAS

MAED 610 – Mathematical Modeling for Middle Grades Educators

Credits: 4

Investigation of concepts and practices of mathematical modeling with an emphasis on application to middle grades education. The pedagogy of the course models that of effective middle school mathematics teachers. **Grade Mode:** Normal (A–F,I,W) **College Code:** CAS

MAED 625 – Mathematical Investigations for Middle Grades Classrooms

Credits: 2

Participants investigate topics in mathematics, including probability, programming, fractals, and chaos theory. Emphasis is placed on participant understanding of these topics and their appropriate use as investigations with middle grades students. The pedagogy of the course models that of effective middle school mathematics teachers. **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **College Code:** CAS

MAED 630 – Seminar:_____

Credits: 1–4

Seminar in specific topics relevant to mathematics education. Each seminar examines one topic in detail. **Grade Mode:** Satisfactory w/DG (S,U,I,W,DG)

Repeatable: Repeatable with different topics **College Code:** CAS

Music

Hamel Hall, Room 207
269–471–3555; FAX 269–471–6339
music@andrews.edu
Please visit the Department of Music website for additional information.

Faculty

Lilianne Doukhan, *Chair*
Carlos A. Flores
Claudio Gonzalez
Kenneth D. Logan
Alan F. Mitchell
Charles Reid
Trina Thompson
Carla L. Trynchuk
Chi Yong Yun
Stephen P. Zork

Academic Programs	Credits
BA: Music	45
BS in Music	89
BMus: Music Education	84
Teacher Certification	35+
BMus: Performance	85–93
Minor in Music	26
MA: Music	32
MMus: Conducting	32
MMus: Music Education	34
MMus: Music Ministry	35
MMus: Performance	32

Mission

To mentor students in artistic, intellectual, and character development. Faculty of the Department of Music are committed to providing a vibrant musical and learning environment to nurture artistic and creative growth in all students of music, to encourage and guide students through dynamic interaction in classroom and practical experiences as they mature into tomorrow's music professionals, and to mentor students in responsible use of their talents for service to Christ and to humanity.

Bachelor of Music curricula provide a comprehensive exposure to and experience with the performance, history, and theory of music. Students receive hands-on supervised teaching experience in studio or classroom teaching. Bachelor of Arts curricula are for students wishing to pursue concerted study in music within a liberal arts context.

Non-music majors may take courses in music or participate in music lessons or ensembles for credit or non-credit. See General Education section and course descriptions below for further clarification.

The Andrews University Department of Music has been a member of the National Association of Schools of Music since 1964. Music majors may choose to join the student chapter of Music Educators National Conference.

Enrollment

Status as an undergraduate music major is provisional until the student demonstrates academic and performance skills on an acceptable level. All first-year students must take the Freshman Theory Placement Exam and arrange for an audition with the coordinator of his/her applied area prior to being considered for acceptance as a music major. After the student successfully completes these two admission requirements the Music Department freshman advisor makes a recommendation to the music faculty concerning the student's application for admission as a music major. See the *Department of Music Student Handbook* for further information.

Student Handbook. The *Department of Music Student Handbook*, available at the Department of Music office, provides clarification of general guidelines, requirements, and standards as well as information concerning recital attendance, recital requirements, and financial aid and departmental scholarships.

Applied Music General Requirements. All music majors register in applied music for every semester in residence and until they complete their senior recital.

Applied Music Examination Requirements. All music majors participate in an applied music examination at least twice during the school year. See the *Department of Music Student Handbook* for full details.

Ensemble Requirements. All music majors must enroll in a music ensemble each semester of residence for a minimum of 8 credits.

Minimum Passing Grades. No grade lower than a C in an applied lesson, ensemble, or music class will count towards fulfillment of degree or program requirements for the music major or music minor. This includes transfer music credits.

Piano Proficiency. All music majors and minors are required to achieve an acceptable level of piano proficiency. This requirement may be met by one of the following two ways:

1) by passing the piano proficiency requirement as stated in the document **Andrews University Department of Music Information Sheet: Piano Proficiency Examination** available at the Music Office as well as at the Department of Music web page, or

2) by taking four semesters of piano instruction for credit at the Andrews University Department of Music with a minimum passing grade of a B in each semester. Students choosing the first of these two options are expected to take the Piano Proficiency Examination before the end of the second semester of their freshman year; students choosing the second option are expected to start taking piano lessons during their first year in residence. If one of these two options is not met, students will not be allowed to register for upper-division classes (with the exception of ensembles) or upper-division applied lessons until the Piano Proficiency requirement has been met.

Recital Attendance. All music majors are required to enroll in the course MUPF 489 – Recital Attendance each semester in residence. Music minors are required to enroll in this course for four (4) semesters.

Upper-division Status. Request for advancement to upper-division status is submitted by the end of the sophomore year. See the Department of Music Student Handbook for full information.

State Certification. Students planning to teach music in K–12 must take the Bachelor of Music in Music Education degree and also complete required education courses specified by the School of Education.

Denominational Certification is not automatic with state certification and is not required for graduation. Contact the certification clerk in the School of Education for full information.

Music Performance Credits

The Department of Music offers private instruction in all major instruments and voice which may fulfill music major or non-music major elective requirements. Course outlines detailing specific course content are available from the instructor. The requirements correlate with guidelines suggested by the National Association of Schools of Music as outlined in the Department of Music Student Handbook.

Bachelors

Music BA

A liberal arts degree allows one to pursue a broad range of interests while majoring in music. The BA with a major in music is viable as a double major.

Note that in order to receive the BA: Music, students must take general education requirements for the Bachelor of Arts.

Total Credits: 45

Major Requirements:

- MUCT 141 – Music Theory I: Introduction to Harmony Credits: 3
- MUCT 142 – Music Theory II: Diatonic Harmony Credits: 3
- MUCT 151 – Ear Training Laboratory I Credits: 1
- MUCT 152 – Ear Training Laboratory II Credits: 1
- MUCT 153 – Ear Training Laboratory III Credits: 1
- MUCT 154 – Ear Training Laboratory IV Credits: 1
- MUCT 241 – Music Theory III: Chromatic Harmony Credits: 3
- MUCT 242 – Music Theory IV: Chromatic to Post-Tonal Harmony Credits: 3
- MUCT 251 – Music Technology Laboratory I Credits: 1
- MUHL 258 – American and World Music Credits: 3
- MUHL 446 – Music Literature and Style (Antiquity–Renaissance) Credits: 3

- MUHL 447 – Music Literature and Style (Baroque and Classical) Credits: 3
- MUHL 448 – Music Literature and Style (20th Century and Romantic) Credits: 3
- minimum 8 credits of performance in one area which includes a 1– or 2–credit recital or project
- 8 credits of ensemble
- MUPF 489 – Recital Attendance Credits: 0 every semester
- Piano Proficiency.

Cognate:

- PHYS 225 – Sound and Waves Credits: 4 (fulfills GE Physical Science requirement)
- MURE 420 – Church Music and Hymnology Credits: 3 (fulfills GE Religion requirement)

Note:

At least one course other than ensemble or applied music must be taken in residence. A minimum of 4 credits in applied music must be taken as upper–division credits. Keyboard majors (piano or organ) must take 1 credit of MUPF405 Keyboard Accompaniment and 1 credit of MUPF410 Collaborative Piano as part of their 8 credits of ensemble. The remaining 6 credits must be taken in one of the major ensembles.

Music BS

This degree provides a strong foundation in both music and the sciences and is especially designed for those interested in pursuing professional degrees in medical fields such as medicine, or dentistry programs.

Total Credits: 89

Major Requirements: 45 Credits

- MUCT 141 – Music Theory I: Introduction to Harmony Credits: 3
- MUCT 142 – Music Theory II: Diatonic Harmony Credits: 3
- MUCT 151 – Ear Training Laboratory I Credits: 1
- MUCT 152 – Ear Training Laboratory II Credits: 1
- MUCT 153 – Ear Training Laboratory III Credits: 1
- MUCT 154 – Ear Training Laboratory IV Credits: 1
- MUCT 241 – Music Theory III: Chromatic Harmony Credits: 3
- MUCT 242 – Music Theory IV: Chromatic to Post–Tonal Harmony Credits: 3
- MUCT 251 – Music Technology Laboratory I Credits: 1
- MUHL 258 – American and World Music Credits: 3
- MUHL 446 – Music Literature and Style (Antiquity–Renaissance) Credits: 3
- MUHL 447 – Music Literature and Style (Baroque and Classical) Credits: 3
- MUHL 448 – Music Literature and Style (20th Century and Romantic) Credits: 3
- minimum 8 credits of performance in one area which includes a 1– or 2–credit recital or project.
- 8 credits of ensemble.
- MUPF 489 – Recital Attendance Credits: 0
- Piano Proficiency.
- At least one course other than ensemble or applied music must be taken in residence.
- A minimum of 4 credits in applied music must be taken as upper–division credits. Keyboard majors (piano or organ) must take 1 credit of MUPF 405 – Keyboard Accompaniment and 1 credit of MUPF 410 – Collaborative Piano as a part of their 8 credits of ensemble. The remaining 6 credits must be taken in one of the major ensembles.

Science Requirements: 38 Credits

- BIOL 165 – Foundations of Biology Credits: 5 or 4
- BIOL 166 – Foundations of Biology Credits: 5 or 4
- CHEM 131 – General Chemistry I Credits: 4
- CHEM 132 – General Chemistry II Credits: 4
- CHEM 231 – Organic Chemistry I Credits: 3
- CHEM 232 – Organic Chemistry II Credits: 3
- CHEM 241 – Organic Chemistry Laboratory I Credits: 1
- CHEM 242 – Organic Chemistry Laboratory II Credits: 1

- PHYS 141 – General Physics I Credits: 4
- PHYS 142 – General Physics II Credits: 4
- BCHM 421 – Biochemistry I Credits: 4

General Education Requirements: 35 Credits

See professional program requirements and not the following specific requirements.

Fitness Education:

professional degree requirements

Social Sciences:

- PSYC 101 – Introduction to Psychology Credits: 3
- SOCI 119 – Principles of Sociology Credits: 3

Service:

fulfilled through professional components of the program.

Computer Literacy:

- MUCT 151 – Ear Training Laboratory I Credits: 1

Mathematics:

- MATH 168 – Precalculus Credits: 4

Life/Physical Sciences:

fulfilled through core curriculum.

Fine Arts/Humanities:

fulfilled through core curriculum.

Language/Communication:

professional degree requirements

History:

professional degree requirements.

Religion:

professional degree requirements including

- MURE 420 – Church Music and Hymnology Credits: 3

Major Electives: 6 Credits

From the music or science fields.

Music Education, Teacher Certification BMus

A degree for students seeking careers as certified K–12 teachers in pre–collegiate denominational or public schools. Students normally spend five years in residence to complete the requirements. Requires state teacher certification. First–year students must make application and consult with the certification clerk in the School of Education to keep abreast of certification requirements.

Total Credits: 84

Core Requirements–38 Credits

- MUCT 141 – Music Theory I: Introduction to Harmony Credits: 3
- MUCT 142 – Music Theory II: Diatonic Harmony Credits: 3
- MUCT 151 – Ear Training Laboratory I Credits: 1
- MUCT 152 – Ear Training Laboratory II Credits: 1
- MUCT 153 – Ear Training Laboratory III Credits: 1
- MUCT 154 – Ear Training Laboratory IV Credits: 1
- MUCT 241 – Music Theory III: Chromatic Harmony Credits: 3
- MUCT 242 – Music Theory IV: Chromatic to Post–Tonal Harmony Credits: 3

- MUCT 251 – Music Technology Laboratory I Credits: 1
- MUCT 454 – Orchestration Credits: 3
- MUCT 470 – Form Analysis Credits: 3
- MUCT 425 – Counterpoint Credits: 3 Or MUCT 430 – Composition Seminar Credits: 3
- MUHL 258 – American and World Music Credits: 3
- MUHL 446 – Music Literature and Style (Antiquity–Renaissance) Credits: 3
- MUHL 447 – Music Literature and Style (Baroque and Classical) Credits: 3
- MUHL 448 – Music Literature and Style (20th Century and Romantic) Credits: 3
- MUPF 489 – Recital Attendance Credits: 0 every semester
- Piano Proficiency

Music Education Requirements—46

- MUED 301 – Conducting I Credits: 2
- MUED 302 – Conducting II Credits: 2
- MUED 316 – Instrumental Literature Credits: 2
- MUED 317 – Choral Literature Credits: 2
- MUED 376 – Brass Methods Credits: 2
- MUED 377 – Percussion Methods Credits: 2
- MUED 378 – Vocal Methods Credits: 2
- MUED 379 – String Methods Credits: 2
- MUED 380 – Woodwind Methods Credits: 2
- MUED 458 – Music in the Elementary School Credits: 3
- MUED 459 – Music Methods and Materials Credits: 3

Choose one of the following courses

- MUED 421 – Organ Literature and Pedagogy I Credits: 3
- MUED 427 – Piano Pedagogy Credits: 3
- MUED 429 – String Pedagogy Credits: 3
- MUED 437 – Vocal Pedagogy Credits: 3
- MUPF 420 – Diction for Singers Credits: 3
- minimum 8 credits major performance which includes a 1– or 2–credit recital (wind, string, voice or key–board instrument) or project.
- minimum 3 credits minor performance (wind, string, voice or keyboard instrument).
- 8 credits of ensemble (must be in a major instrumental or choral ensemble: University Singers, Chorale, Wind Symphony or Symphony Orchestra).
- Keyboard performers must take 6 credits in major ensembles plus 1 credit each of MUPF405 Keyboard Accompaniment and MUPF410 Collaborative Piano.

General Education Requirements

See professional program requirements, see here, and note the following **specific** requirements:

Religion:

- RELT 100 – God and Human Life Credits: 3
- RELT 225 – Doctrines of the Adventist Faith Credits: 3
- RELT400
- 4th course (see SED advisor)

Language/Communication:

- ENGL 115 – English Composition I Credits: 3
- ENGL 215 – English Composition II Credits: 3
- COMM 104 – Communication Skills Credits: 3

History:

- HIST 117 – Civilizations and Ideas I Credits: 3 **or**
- HIST 118 – Civilizations and Ideas II Credits: 3

Fine Arts/Humanities:

fulfilled from core curriculum

Life/Physical Sciences:

- PHYS 225 – Sound and Waves Credits: 4

Mathematics:

- MATH 145 – Reasoning with Functions Credits: 3 or higher

Computer Literacy:

fulfilled from core curriculum

Service:

- EDTE 165 – Philosophical and Social Foundations of Education Credits: 4 from SED requirements

Social Sciences:

- GDPC 302 – Educational Psychology Credits: 3 from SED requirements

Fitness Education:

- HLED 120 – Fit for Life Credits: 1 plus one Fitness Education course

Teacher Certification Requirements—35+

(School of Education)

- GDPC 302 – Educational Psychology Credits: 3
- EDTE 165 – Philosophical and Social Foundations of Education Credits: 4
- EDTE 228 – Strategies for Educating Exceptional and Diverse Learners Credits: 3
- EDTE 408 – Principles of Teaching and Learning Credits: 3
- EDTE 417 – Teaching Reading in the Secondary Content Areas Credits: 3
- EDTE 424 – Classroom Testing and Evaluation Credits: 2
- EDTE 459 – Methods for Teaching Secondary School: Area Credits: 3
- EDTE 476 – Methods for Integrating Instructional Technology Credits: 2–3
- EDTE 480 – First Days of School Experience Credits: 2
- EDTE 487 – Student Teaching Seminar Credits: 1
- EDTE 488 – Student Teaching (Level) Credits: 1–15

Performance BMus

A degree for those whose career goals focus on performance, studio or collegiate teaching and graduate school.

Total Credits: 85–93

Core Requirements—38 Credits

- MUCT 141 – Music Theory I: Introduction to Harmony Credits: 3
- MUCT 142 – Music Theory II: Diatonic Harmony Credits: 3
- MUCT 151 – Ear Training Laboratory I Credits: 1
- MUCT 152 – Ear Training Laboratory II Credits: 1
- MUCT 153 – Ear Training Laboratory III Credits: 1
- MUCT 154 – Ear Training Laboratory IV Credits: 1
- MUCT 241 – Music Theory III: Chromatic Harmony Credits: 3
- MUCT 242 – Music Theory IV: Chromatic to Post–Tonal Harmony Credits: 3
- MUCT 251 – Music Technology Laboratory I Credits: 1
- MUCT 454 – Orchestration Credits: 3
- MUCT 470 – Form Analysis Credits: 3
- MUCT 425 – Counterpoint Credits: 3 Or MUCT 430 – Composition Seminar Credits: 3
- MUHL 258 – American and World Music Credits: 3
- MUHL 446 – Music Literature and Style (Antiquity–Renaissance) Credits: 3
- MUHL 447 – Music Literature and Style (Baroque and Classical) Credits: 3
- MUHL 448 – Music Literature and Style (20th Century and Romantic) Credits: 3
- MUPF 489 – Recital Attendance Credits: 0 every semester
- Piano Proficiency

Performance—37–40

- Major instrument: 16 credits (4 credits each of MUPF 165, MUPF 265, MUPF 365, and MUPF 465).
- MUED 301, MUED 302; MUPF 420 (for voice majors only); MUPF339 (for instrumentalists only)
- Applied area literature course, applied area pedagogy course.
- Ensemble: 8 credits. Bachelor of Music degree students majoring in piano or organ performance must take 2 credits of MUPF405 Keyboard Accompaniment and 2 credits of MUPF410 Collaborative Piano. The remaining 4 credits must be taken in one of the major ensembles.
- MUPF 397 – Recital—Junior (1 credit) and MUPF 497 – Recital—Senior (2 credits).
- Attendance at major area master classes.

Cognate—

- PHYS 225 – Sound and Waves Credits: 4 (fulfills GE Life/Physical Science requirement);
- MURE 420 – Church Music and Hymnology Credits: 3 (fulfills GE Religion requirement)

Other Music Requirements—10–15

- For piano and instrumental majors only—10 credits of music electives
- For voice majors only—15 credits of languages to be selected from: French I and II (3, 3); German I and II (3, 3); and Italian I and II (3, 3)

General Education Requirements

See professional program requirements, see here, and note the following **specific** requirements:

Religion:

professional degree requirements including

- MURE 420 – Church Music and Hymnology Credits: 3

Language/Communication:

professional degree requirements

History:

professional degree requirements

Fine Arts/Humanities:

fulfilled through core curriculum

Life/Physical Sciences:

- PHYS 225 – Sound and Waves Credits: 4

Mathematics:

professional degree requirements

Computer Literacy:

- MUCT 151 – Ear Training Laboratory I Credits: 1

Service:

fulfilled through professional components of the program

Social Sciences:

professional degree requirements

Fitness Education:

professional degree requirements

Undergraduate Minors

Music Minor

Minor Requirements: – 26

- MUCT 141 – Music Theory I: Introduction to Harmony Credits: 3
- MUCT 142 – Music Theory II: Diatonic Harmony Credits: 3
- MUCT 151 – Ear Training Laboratory I Credits: 1
- MUCT 152 – Ear Training Laboratory II Credits: 1
- MUCT 153 – Ear Training Laboratory III Credits: 1
- MUCT 241 – Music Theory III: Chromatic Harmony Credits: 3
- MUHL 258 – American and World Music Credits: 3
- MUHL 447 – Music Literature and Style (Baroque and Classical) Credits: 3
- MUHL 448 – Music Literature and Style (20th Century and Romantic) Credits: 3
- minimum 3 credits of performance in one area
- 2 credits of ensemble
- MUPF 489 – Recital Attendance Credits: 0 (for a minimum of three semesters).
- Piano Proficiency

Masters

Conducting MMus

Total Credits: 32+

Core Requirements – 13

- MUCT 535 – Analytical Techniques I Credits: 2
- MUCT 536 – Analytical Techniques II Credits: 2
- MUHL 695 – Bibliography and Research in Music Credits: 2
- MUHL 524 – Music Literature Seminar Credits: 2
- MUHL 524 – Music Literature Seminar Credits: 2
- MUHL 519 – Studies in 20th Century Music Credits: 2
- MUED 648 – Workshop Credit: 1

Additional courses—min. 19

Choral

- MUPF 506 – Advanced Conducting Credits: 1–3 (9 credits required: 8 in major area and 1 in related area)
- MUPF 575 – Recital Credits: 1–2 (2 credits required for this degree)
- MUED 564 – Score Reading Credits: 2
- MUED 437 – Vocal Pedagogy Credits: 3
- MUPF 420 – Diction for Singers Credits: 3
- MUXX – Music Electives Credits: 0–6
- MUPF XXX – Ensemble (four semesters for 0 credits each) Credits: 0
- MUPF 489 – Recital Attendance Credits: 0
- MUED 655 – Practical Training Credits: 0
- MUHL 670 – Comprehensive Exam Credits: 0

Instrumental:

see above for requirements

- MUPF 506 – Advanced Conducting Credits: 1–3 (9 credits required: 8 in major area and 1 in related area)
- MUPF 575 – Recital Credits: 1–2
- MUED 564 – Score Reading Credits: 2
- MUPF 420 – Diction for Singers Credits: 3
- MUED – Pedagogy or Music Education course: Credits 3
- MUXX – Electives: Credits: 0–6
- MUPF 489 – Recital Attendance Credits: 0
- MUED 655 – Practical Training Credits: 0

- MUHL 670 – Comprehensive Exam Credits: 0

Music Education MMus

Students majoring in music education must qualify for a state teaching certificate prior to conferral of degree.

Total Credits: 34+

Core Requirements – 13

- MUCT 535 – Analytical Techniques I Credits: 2
- MUCT 536 – Analytical Techniques II Credits: 2
- MUHL 695 – Bibliography and Research in Music Credits: 2
- MUHL 524 – Music Literature Seminar Credits: 2
- MUHL 524 – Music Literature Seminar Credits: 2
- MUHL 519 – Studies in 20th Century Music Credits: 2
- MUED 648 – Workshop Credit: 1

Music Education Core & One Track: 21+ Credits

Music Education Core – 12 Credits

- MUED 515 – Introduction to Research in Music Education Credits: 3
 - MUED 521 – Historical and Philosophical Foundations of Music Education Credits: 3
 - MUED 530 – Current Issues and Trends in Music Education Credits: 3
 - MUED XXX – Area Literature or Area Pedagogy course* Credits: 3
 - MUPF XXX – Ensemble (four semesters for 0 credits each)
 - MUED 655 – Practical Training Credits: 0
 - MUPF 489 – Recital Attendance Credits: 0
 - MUHL 670 – Comprehensive Exam Credits: 0
- *Students who took these course at AU will substitute with electives.

Practice Oriented Track – 9 Credits

- MUPF 506 – Advanced Conducting Credits: 1–3
- MUPF 560 – Applied Music Study in Private Lessons (major performance) Credits: 1–4 (6 credits required for this degree.)
- MUPF 575 – Recital Credits: 1–2 (2 credits required for this course.)
- MUXX – Music Electives Credits: 0–3

Research Oriented Track – 9 Credits

- MUPF 506 – Advanced Conducting Credits: 1–3
- MUXX – Music Electives Credits: 0–5
- MUHL 699 – Master's Thesis Credits: 6 **OR** MUHL 698 – Project Credits: 4

Music MA

Total Credits: 32+

Core Requirements – 13

- MUCT 535 – Analytical Techniques I Credits: 2
- MUCT 536 – Analytical Techniques II Credits: 2
- MUHL 695 – Bibliography and Research in Music Credits: 2
- MUHL 524 – Music Literature Seminar Credits: 2
- MUHL 524 – Music Literature Seminar Credits: 2
- MUHL 519 – Studies in 20th Century Music Credits: 2
- MUED 648 – Workshop Credit: 1

Additional courses—19

- MUPF 500 – Applied Music Study in Private Lessons (minor performance) Credits: 1–3 (2–8 credits required for this degree)
- MUED XXX – Music Education: Credit 3
- MUXX – Thesis/Project/Recital: Credits: 2–6

- MUXX – Music Electives: Credits: 6–12
- MUPF XXX – Ensemble (four semesters for 0 credits each): Credit: 0
- MUPF 489 – Recital Attendance Credits: 0
- MUED 655 – Practical Training Credits: 0
- MUHL 670 – Comprehensive Exam Credits: 0

Note(s):

Students who plan to enter a doctoral program in musicology or who plan to teach music history and literature should elect the thesis option and fulfill a language requirement of reading proficiency in French or German.

Music Ministry MMus

Total Credits: 35+

Core Requirements – 13

- MUCT 535 – Analytical Techniques I Credits: 2
- MUCT 536 – Analytical Techniques II Credits: 2
- MUHL 695 – Bibliography and Research in Music Credits: 2
- MUHL 524 – Music Literature Seminar Credits: 2
- MUHL 524 – Music Literature Seminar Credits: 2
- MUHL 519 – Studies in 20th Century Music Credits: 2
- MUED 648 – Workshop Credit: 1

Music Components—29+

Sacred Music—7–11

- MURE 590 – Ministry of Music Practicum Credits: 1+1 (with portfolio)
- MUPF 506 – Advanced Conducting Credits: 1–3 (4–6 credits required for this degree.)
- CHMN 523 – Worship: Word and Music Credits: 2–3 (2 credits required for this course.)
- MURE 520 – Hymnology and Church Music Credits: 2

Other Studies in Music – 7+

- MUPF 500 – Applied Music Study in Private Lessons (minor performance) Credits: 1–3 (2–6 credits required for this degree.)
- MUPF 500 Organ (1)
- MUXX – Music Electives Credits: 2–6
- MUPF XXX – Ensemble (4 semesters: 2 choral & 2 student choice) Credits: 0
- MUPF 489 – Recital Attendance Credits: 0
- MUED 655 – Practical Training Credits: 0
- MUHL 670 – Comprehensive Exam Credits: 0

Seminary Studies—4

- CHMN 527 – Church Leadership and Administration Credits: 2–3 (2 credits required for this course.)
- DSRE 534 – Ministry to Youth and Young Adults Credits: 2–3 (2 credits required for this course.) **OR** CHMN 552 – Foundations of Pastoral Ministry Credits: 2

Thesis/Project/Recital Requirement

- This requirement for an MA in music, MA in music ministry or MMus in music education may be met by one of the following:
- A thesis—6 credits of MUHL699 and/or EDRM505.
- Two projects—2 credits of MUHL698 for each project.
- A credit recital—2 credits plus a minimum of 6 credits of applied music.
- One project plus a one-credit recital—2 credits of MUHL698 for the project plus a minimum of 4 credits of applied music.

Performance MMus

Total Credits: 32+

Core Requirements – 13

- MUCT 535 – Analytical Techniques I Credits: 2
- MUCT 536 – Analytical Techniques II Credits: 2
- MUHL 695 – Bibliography and Research in Music Credits: 2
- MUHL 524 – Music Literature Seminar Credits: 2
- MUHL 524 – Music Literature Seminar Credits: 2
- MUHL 519 – Studies in 20th Century Music Credits: 2
- MUED 648 – Workshop Credit: 1

Additional courses—min. 19

- MUPF 538 – Chamber Music Ensembles Credits: 0 or 1 (This course required for string majors only for 1–3 credits.)
- MUPF 575 – Recital Credits: 1–2 (2 credits required for this degree)
- MUPF 420 – Diction for Singers Credits: 3 (This course required for voice majors only.)*
- MUED XXX – Area Literature* Credits: 3
- MUED XXX – Area Pedagogy* Credits: 3
- MUXX – Music Electives Credits: 0–6
- MUPF 655 – Practical Training Credits: 0
- MUPF XXX – Ensemble (four semesters for 0 credits each)
- MUPF 560 – Applied Music Study in Private Lessons (major performance) Credits: 1–4 (8 credits required for this degree)
- MUPF 489 – Recital Attendance Credits: 0
- MUED 655 – Practical Training Credits: 0
- MUHL 670 – Comprehensive Exam Credits: 0

*Students who took these courses at AU will substitute with music electives.

Music Composition & Theory

MUCT 141 – Music Theory I: Introduction to Harmony

Credits: 3

Review of music fundamentals, including the music vocabulary, keys and rhythm, as well as the basic elements of melody and harmony (scales, intervals, and triads) and a basic study of the principles of chord progression utilizing triads in root position. Requires concurrent enrollment in MUCT 151. **Grade Mode:** Normal (A–F,I,W) **College Code:** CAS

MUCT 142 – Music Theory II: Diatonic Harmony

Credits: 3

Study of the principles of voice leading and chord progression in applied four–part harmonization. Emphasis will be placed on interpretation and realization of Figured Basses, four–part harmonization using triads and seventh chords in root position as well as in inversions, the study and use of non–harmonic tones, and the dominant seventh chord as well as the other nondominant seventh chords. Requires concurrent enrollment in MUCT 152. **Grade Mode:** Normal (A–F,I,W)

Prerequisite(s): MUCT 141. **College Code:** CAS

MUCT 151 – Ear Training Laboratory I

Credits: 1

Aural skill with melodies, rhythms, intervals, chords and harmonic progressions. Activities include sight reading, error correction, transcription and improvisation of tonal music. Requires concurrent enrollment in MUCT 141, MUCT 142, MUCT 241 and MUCT 242. **Grade Mode:** Normal (A–F,I,W) **College Code:** CAS

MUCT 152 – Ear Training Laboratory II

Credits: 1

Aural skill with melodies, rhythms, intervals, chords and harmonic progressions. Activities include sight reading, error correction, transcription and improvisation of tonal music. Requires concurrent enrollment in MUCT 141, MUCT 142, MUCT 241 and MUCT 242. **Grade Mode:** Normal (A–F,I,W) **College Code:** CAS

MUCT 153 – Ear Training Laboratory III

Credits: 1

Aural skill with melodies, rhythms, intervals, chords and harmonic progressions. Activities include sight reading, error correction, transcription and improvisation of tonal music. Requires concurrent enrollment in MUCT 141, MUCT 142, MUCT 241 and MUCT 242. **Grade Mode:** Normal (A–F,I,W) **College Code:** CAS

MUCT 154 – Ear Training Laboratory IV

Credits: 1

Aural skill with melodies, rhythms, intervals, chords and harmonic progressions. Activities include sight reading, error correction, transcription and improvisation of tonal music. Requires concurrent enrollment in MUCT 141, MUCT 142, MUCT 241 and MUCT 242. **Grade Mode:** Normal (A–F,I,W) **College Code:** CAS

MUCT 241 – Music Theory III: Chromatic Harmony

Credits: 3

Theoretical and practical study of the entire spectrum of chromatic harmony practices and techniques employed by composers of the Impressionistic Period and the Twentieth Century. **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** MUCT 142. **College Code:** CAS

MUCT 242 – Music Theory IV: Chromatic to Post–Tonal Harmony

Credits: 3

Continuation of Music Theory III with an introduction to the compositional practices and techniques employed by composers of the Impressionistic Period and the Twentieth Century. **Grade Mode:** Normal (A–F,I,W) **Corequisite(s):** Requires concurrent enrollment in MUCT 154. **Prerequisite(s):** MUCT 241. **College Code:** CAS

MUCT 251 – Music Technology Laboratory I

Credits: 1

Acquaintance with current technological resources in music. Emphasis in computer notation systems, sequencing and MIDI systems. **Grade Mode:** Normal (A–F,I,W) **College Code:** CAS

MUCT 252 – Music Technology Laboratory II

Credits: 1

Acquaintance with current technological resources in music. Emphasis in computer notation systems, sequencing and MIDI systems. **Grade Mode:** Normal (A–F,I,W) **College Code:** CAS

MUCT 425 – Counterpoint

Credits: 3

Historical overview of counterpoint with emphasis on the practice and analysis of 18th–century contrapuntal techniques. Swing course—Approved 400–499 courses qualify for graduate–level credit for graduate students **Grade Mode:** Normal (A–F,I,W) **Offering:** Spring, odd years **College Code:** CAS

MUCT 430 – Composition Seminar

Credits: 3

Study of the compositional practices and techniques employed by composers of the Impressionistic Period and the Twentieth Century followed by composition exercises leading to the creation of new musical works. Swing course—Approved 400–499 courses qualify for graduate–level credit for graduate students **Grade Mode:** Normal (A–F,I,W) **Offering:** Spring, even years **College Code:** CAS

MUCT 454 – Orchestration

Credits: 3

Scoring for chamber groups, larger ensembles and full orchestra. Swing course—Approved 400–499 courses qualify for graduate–level credit for graduate students **Grade Mode:** Normal (A–F,I,W) **Offering:** Fall, even years **College Code:** CAS

MUCT 470 – Form Analysis

Credits: 3

The origin and meaning of form: motives, phrases, and periods with elementary and combined binary and ternary forms, rondo and sonata–allegro. Swing course—Approved 400–499 courses qualify for graduate–level credit for graduate students **Grade Mode:** Normal (A–F,I,W) **Offering:** Fall, odd years **College Code:** CAS

MUCT 535 – Analytical Techniques I

Credits: 2

Detailed comprehensive analysis of representative works from literature of the tonal period. **Grade Mode:** Normal (A–F,I,W) **College Code:** CAS

MUCT 536 – Analytical Techniques II

Credits: 2

Detailed comprehensive analysis of representative works from literature of the post-tonal and 20th Century periods. Music Education **Grade Mode:** Normal (A–F,I,W) **College Code:** CAS

Music Education

MUED 301 – Conducting I

Credits: 2

The theory and application of basic conducting principles. **Grade Mode:** Normal (A–F,I,W) **Offering:** Fall, even years **College Code:** CAS

MUED 302 – Conducting II

Credits: 2

The application of theory and techniques unique to the conducting of both choral and instrumental ensembles. **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** MUED301 or equivalent. **Offering:** Spring, odd years **College Code:** CAS

MUED 316 – Instrumental Literature

Credits: 2

Score analysis; score preparation and programming; study of significant band, orchestra and ensemble literature. **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** MUED302 or equivalent. **Offering:** Spring, even years **College Code:** CAS

MUED 317 – Choral Literature

Credits: 2

Score analysis; score preparation and programming; study and survey of significant choral literature. **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** MUED302 or equivalent. **Offering:** Fall, odd years **College Code:** CAS

MUED 376 – Brass Methods

Credits: 2

Fundamentals of performing and teaching brass instruments with emphasis on their use in band and orchestra. **Grade Mode:** Normal (A–F,I,W) **Offering:** Fall, odd years **College Code:** CAS

MUED 377 – Percussion Methods

Credits: 2

Fundamentals of performing and teaching percussion—instruments with emphasis on their use in band and orchestra. **Grade Mode:** Normal (A–F,I,W) **Offering:** Spring, even years **College Code:** CAS

MUED 378 – Vocal Methods

Credits: 2

Fundamentals of performing and teaching voice with emphasis on their use in choir. **Grade Mode:** Normal (A–F,I,W) **Offering:** Fall, even years **College Code:** CAS

MUED 379 – String Methods

Credits: 2

Fundamentals of performing and teaching string instruments with emphasis on their use in orchestra. **Grade Mode:** Normal (A–F,I,W) **Offering:** Spring, odd years **College Code:** CAS

MUED 380 – Woodwind Methods

Credits: 2

Fundamentals of performing and teaching woodwind instruments with emphasis on their use in band and orchestra. **Grade Mode:** Normal (A–F,I,W) **Offering:** Fall, even years **College Code:** CAS

MUED 421 – Organ Literature and Pedagogy I

Credits: 3

A chronological survey of organ literature and the development of the instrument along with study of organ teaching and emphasis on keyboard and pedal technique, interpretation, sight reading, and teaching repertoire. Swing course—Approved 400–499 courses qualify for graduate-level credit for graduate students **Grade Mode:** Normal (A–F,I,W) **Offering:** Alternate years **College Code:** CAS

MUED 422 – Organ Literature and Pedagogy II

Credits: 3

Continuation of MUED 421. Swing course—Approved 400–499 courses qualify for graduate-level credit for graduate students **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** MUED 421 or permission of instructor. **Offering:** Alternate years **College Code:** CAS

MUED 426 – Piano Literature

Credits: 3

A survey of clavichord, harpsichord and piano literature and style, and the evolution of these instruments. Swing course—Approved 400–499 courses qualify for graduate-level credit for graduate students **Grade Mode:** Normal (A–F,I,W) **Offering:** Fall, odd years **College Code:** CAS

MUED 427 – Piano Pedagogy

Credits: 3

The study and review of the materials and methods of private and class piano instruction. Swing course—Approved 400–499 courses qualify for graduate-level credit for graduate students **Grade Mode:** Normal (A–F,I,W) **Offering:** Fall, even years **College Code:** CAS

MUED 428 – String Literature

Credits: 3

The study of string literature and style from the Baroque era to the present, including significant solo, chamber and orchestral works. Swing course—Approved 400–499 courses qualify for graduate-level credit for graduate students **Grade Mode:** Normal (A–F,I,W) **Offering:** Spring, odd years **College Code:** CAS

MUED 429 – String Pedagogy

Credits: 3

The study of beginning through advanced pedagogical techniques, including tone production, dexterity, fingerings and bowings. Swing course—Approved 400–499 courses qualify for graduate-level credit for graduate students **Grade Mode:** Normal (A–F,I,W) **Offering:** Fall, even years **College Code:** CAS

MUED 430 – Topics In_____

Credits: 1–3

A study of selected topics related to the music profession. Consult current class schedule for topics covered each year. Swing course—Approved 400–499 courses qualify for graduate-level credit for graduate students **Grade Mode:** Normal (A–F,I,W) **Repeatable:** Repeatable with different topics **College Code:** CAS

MUED 436 – Vocal Literature

Credits: 3

Solo vocal literature representing significant repertoire from the primary eras of music history; Italian, French and German Literature. Swing course—Approved 400–499 courses qualify for graduate-level credit for graduate students **Grade Mode:** Normal (A–F,I,W) **Offering:** Fall, odd years **College Code:** CAS

MUED 437 – Vocal Pedagogy

Credits: 3

A comprehensive study of current methodology directed toward the achievement of artistic singing and productive studio procedures. Swing course—Approved 400–499 courses qualify for graduate-level credit for graduate students **Grade Mode:** Normal (A–F,I,W) **Offering:** Spring, even years **College Code:** CAS

MUED 438 – Workshop

Credits: 1–3

\$ – Course or lab fee **Grade Mode:** Satisfactory w/DG (S,U,I,W,DG) **Repeatable:** Repeatable **College Code:** CAS

MUED 458 – Music in the Elementary School

Credits: 3

Methods and materials used in musical programs of the elementary grades including rhythm, singing, playing, and listening activities. Swing course—Approved 400–499 courses qualify for graduate-level credit for graduate students **Grade Mode:** Normal (A–F,I,W) **Offering:** Spring, even years **College Code:** CAS

MUED 459 – Music Methods and Materials

Credits: 3

Methods and materials for the teaching of music in the secondary school with emphasis on the organization and administration of choral and instrumental ensembles. Swing course—Approved 400–499 courses qualify for graduate-level credit for graduate students **Grade Mode:** Normal (A–F,I,W) **Offering:** Fall, odd years **College Code:** CAS

MUED 485 – Practicum In Conducting

Credits: 1

Individual attention and instruction with one of the larger ensembles. \$ – Course or lab fee Swing course—Approved 400–499 courses qualify for graduate–level credit for graduate students **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** MUED304 or 305 and permission of teacher. **Repeatable:** Repeatable **College Code:** CAS

MUED 515 – Introduction to Research in Music Education

Credits: 3

Research techniques appropriate to research in music education, principles of research design, organization of the research report, and critical examination of representative research studies in music education. Emphasis on developing knowledgeable and discriminating readers and interpreters of completed research. **Grade Mode:** Normal (A–F,I,W) **Offering:** Spring, odd years **College Code:** CAS

MUED 518 – Instrumental Methods

Credits: 3

Comprehensive study of current methodology, emphasizing one of the following areas: woodwinds, brass, percussion, strings. **Grade Mode:** Normal (A–F,I,W) **College Code:** CAS

MUED 521 – Historical and Philosophical Foundations of Music Education

Credits: 3

Study of the philosophy and practice of Music Education from the 1920s to the present. **Grade Mode:** Normal (A–F,I,W) **Offering:** Fall, odd years **College Code:** CAS

MUED 530 – Current Issues and Trends in Music Education

Credits: 3

Study of current issues and trends in music education. **Grade Mode:** Normal (A–F,I,W) **Offering:** Fall, even years **College Code:** CAS

MUED 564 – Score Reading

Credits: 2

Development of keyboard skills in score reading. Graded choral and orchestral literature from two–stave four–part writing to open score is practiced. **Grade Mode:** Normal (A–F,I,W) **Repeatable:** Repeatable **Offering:** Fall, odd years **College Code:** CAS

MUED 648 – Workshop

Credits: 1–3

\$ – Course or lab fee **Grade Mode:** Satisfactory w/DG (S,U,I,W,DG) **Repeatable:** Repeatable **College Code:** CAS

MUED 655 – Practical Training

Credits: 0

Grade Mode: Satisfactory w/DG (S,U,I,W,DG) **Repeatable:** Repeatable **College Code:** CAS

Music History & Literature

MUHL 214 – Enjoyment of Music

Credits: 3

An opportunity to acquire a better appreciation of classical music —to discover how church music, folk songs, jazz, spirituals, gospel, rock and roll, and pop music fit into the broad spectrum of classical music from 1000 A.D. to the present day. **Grade Mode:** Normal (A–F,I,W) **College Code:** CAS

MUHL 214V – Enjoyment of Music

Credits: 3

An opportunity to acquire a better appreciation of classical music —to discover how church music, folk songs, jazz, spirituals, gospel, rock and roll, and pop music fit into the broad spectrum of classical music from 1000 A.D. to the present day. **Delivery:** Self–paced online course **Grade Mode:** Griggs corresp (A–F,I,W,DG,DN) **College Code:** CAS

MUHL 258 – American and World Music

Credits: 3

A study of America's musical past with emphasis on the historical and social context of native, folk, sacred, popular, and classical music, and their interaction. An introduction to musical traditions from around the world with an investigation of their musical languages and the social context in which they happen. **Grade Mode:** Normal (A–F,I,W) **College Code:** CAS

MUHL 446 – Music Literature and Style (Antiquity–Renaissance)

Credits: 3

Historical development of musical styles and the relationship between music and social trends of the period. Visual and aural analysis of representative compositions and introduction to biographical and bibliographical materials. **Grade Mode:** Normal (A–F,I,W) **College Code:** CAS

MUHL 447 – Music Literature and Style (Baroque and Classical)

Credits: 3

See MUHL 446. **Grade Mode:** Normal (A–F,I,W) **College Code:** CAS

MUHL 448 – Music Literature and Style (20th Century and Romantic)

Credits: 3

See MUHL 446. **Grade Mode:** Normal (A–F,I,W) **College Code:** CAS

MUHL 519 – Studies in 20th Century Music

Credits: 2

A survey of 20th–century repertoire from its late19th–century origins to the present. Emphasis is placed on compositional and stylistic trends and surrounding artistic climates. **Grade Mode:** Normal (A–F,I,W) **College Code:** CAS

MUHL 524 – Music Literature Seminar

Credits: 2

A study of selected major works from representative period(s)/composer(s). Provides a synthesis of musicological, historical, analytical, and interpretational techniques. Different literature covered each semester. **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** Advanced–level survey courses or demonstrated equivalent. **Repeatable:** Repeatable with different topics **College Code:** CAS

MUHL 650 – Project Continuation

Credits: 0

Student may register for this title while clearing deferred grade (DG) and/or incomplete (I) courses with advisor approval only. Registration for this title indicates full–time status. \$ – Course or lab fee **Grade Mode:** Noncredit (NC,W) **Repeatable:** Repeatable **College Code:** CAS

MUHL 655 – Program Continuation

Credits: 0

Students may register for this non–credit continuation course to maintain active status. For additional information on active status see Admission Status Categories in the School of Graduate Studies and Research in the bulletin. Registration does not indicate full–time status. \$ – Course or lab fee **Grade Mode:** Noncredit (NC,W) **Repeatable:** Repeatable **College Code:** CAS

MUHL 665 – Comprehensive Exam Preparation

Credits: 0

Advisor approval required. Registration for this title indicates fulltime status. \$ – Course or lab fee **Grade Mode:** Noncredit (NC,W) **Repeatable:** Repeatable **College Code:** CAS

MUHL 670 – Comprehensive Exam

Credits: 0

Grade Mode: Satisfactory w/DG (S,U,I,W,DG) **Repeatable:** Repeatable **College Code:** CAS

MUHL 695 – Bibliography and Research in Music

Credits: 1–2

An introduction to the tools and materials available in music research, with a critical analysis of sources. An examination of the goals and methods of research in music and an introduction to scholarly writing. **Grade Mode:** Normal (A–F,I,W) **Repeatable:** Repeatable up to 2 credits **College Code:** CAS

MUHL 697 – Independent Study and Research In Music

Credits: 1–3

Grade Mode: Normal w S/DG (A–F,I,S,U,DG,W) **Repeatable:** Repeatable **College Code:** CAS

MUHL 698 – Project

Credits: 2

Grade Mode: Satisfactory w/DG (S,U,I,W,DG) **Repeatable:** Repeatable up to 4 credits **College Code:** CAS

MUHL 699 – Master's Thesis

Credits: 6

Grade Mode: Satisfactory w/DG (S,U,I,W,DG) **Repeatable:** Repeatable up to 6 credits **College Code:** CAS

Music Performance

MUPF 160 – Music Class—First-year

Credits: 1

Grade Mode: Normal (A–F,I,W) **Repeatable:** Repeatable **Special Approval:** Classes open to all students upon permission of the instructor. **College Code:** CAS

MUPF 164 – Applied Music—First-year

Credits: 1–2

Applied Music Non–Performance Major/Minor The private study of the performance repertoire and technique of the given instrument or voice and the study of performance–related skills. Repertoire study includes solo and concerted works. Technical study includes scales and arpeggios, technical exercises appropriate to the performance medium, excerpts (where appropriate) and etudes. Performance–related skills study includes the development of basic–level skills in improvisation and the study of sight–reading. Each of these courses require concurrent enrollment in MUPF489. Non–music students may register for music lessons. These courses do not apply toward fulfilling music major degree requirements without specific music faculty action. \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **Repeatable:** Repeatable **College Code:** CAS

MUPF 165 – Applied Music—First-year

Credits: 1–3

The private study of the performance repertoire and technique of the given instrument or voice and the study of performance–related skills. Repertoire study includes solo and concerted works. Technical study includes scales and arpeggios, technical exercises appropriate to the performance medium, excerpts (where appropriate) and etudes. Performance–related skills study includes the development of basic–level skills in improvisation and the study of sight–reading. Each of these courses require concurrent enrollment in MUPF489. \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **Repeatable:** Repeatable **College Code:** CAS

MUPF 170 – Applied Music—First-year

Credits: 1–2

For non–music students \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **Repeatable:** Repeatable **College Code:** CAS

MUPF 260 – Music Class—Sophomore

Credits: 1

Grade Mode: Normal (A–F,I,W) **Repeatable:** Repeatable **Special Approval:** Classes open to all students upon permission of the instructor. **College Code:** CAS

MUPF 264 – Applied Music—Sophomore

Credits: 1–2

Applied Music Non–Performance Major/Minor The private study of the performance repertoire and technique of the given instrument or voice and the study of performance–related skills. Repertoire study includes solo and concerted works. Technical study includes scales and arpeggios, technical exercises appropriate to the performance medium, excerpts (where appropriate) and etudes. Performance–related skills study includes the development of basic–level skills in improvisation and the study of sight–reading. Each of these courses require concurrent enrollment in MUPF 489. Non–music students may register for music lessons. These courses do not apply toward fulfilling music major degree requirements without specific music faculty action. \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **Repeatable:** Repeatable **College Code:** CAS

MUPF 265 – Applied Music—Sophomore

Credits: 1–3

The private study of the performance repertoire and technique of the given instrument or voice and the study of performance–related skills. Repertoire study includes solo and concerted works. Technical study includes scales and arpeggios, technical exercises appropriate to the performance medium, excerpts (where appropriate) and etudes. Performance–related skills study includes the development of basic–level skills in improvisation and the study of sight–reading. Each of these courses require concurrent enrollment in MUPF 489. \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **Repeatable:** Repeatable **College Code:** CAS

MUPF 270 – Applied Music—Sophomore

Credits: 1–2

For non–music students \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **Repeatable:** Repeatable **College Code:** CAS

MUPF 330 – University Orchestra

Credits: 1

Department of Music ensembles are open to all students upon permission of the instructor. Ensembles seek to expand the intellectual, psychological and spiritual horizons of the student. Ensemble credit may fulfill part of the General Education arts/humanities breadth requirement. Permission to add or drop an ensemble must be approved by the respective instructor. **Grade Mode:** Normal (A–F,I,W) **Repeatable:** Repeatable **College Code:** CAS

MUPF 334 – Wind Symphony

Credits: 1

Department of Music ensembles are open to all students upon permission of the instructor. Ensembles seek to expand the intellectual, psychological and spiritual horizons of the student. Ensemble credit may fulfill part of the General Education arts/humanities breadth requirement. Permission to add or drop an ensemble must be approved by the respective instructor. **Grade Mode:** Normal (A–F,I,W) **Repeatable:** Repeatable **College Code:** CAS

MUPF 335 – I Cantori

Credits: 1

Department of Music ensembles are open to all students upon permission of the instructor. Ensembles seek to expand the intellectual, psychological and spiritual horizons of the student. Ensemble credit may fulfill part of the General Education arts/humanities breadth requirement. Permission to add or drop an ensemble must be approved by the respective instructor. **Grade Mode:** Normal (A–F,I,W) **Repeatable:** Repeatable **College Code:** CAS

MUPF 336 – University Chorale

Credits: 1

Department of Music ensembles are open to all students upon permission of the instructor. Ensembles seek to expand the intellectual, psychological and spiritual horizons of the student. Ensemble credit may fulfill part of the General Education arts/humanities breadth requirement. Permission to add or drop an ensemble must be approved by the respective instructor. **Grade Mode:** Normal (A–F,I,W) **Repeatable:** Repeatable **College Code:** CAS

MUPF 339 – Chamber Music Ensembles

Credits: 1

Department of Music ensembles are open to all students upon permission of the instructor. Ensembles seek to expand the intellectual, psychological and spiritual horizons of the student. Ensemble credit may fulfill part of the General Education arts/humanities breadth requirement. Permission to add or drop an ensemble must be approved by the respective instructor. **Grade Mode:** Normal (A–F,I,W) **Repeatable:** Repeatable **College Code:** CAS

MUPF 345 – Sinfonietta

Credits: 1

Department of Music ensembles are open to all students upon permission of the instructor. Ensembles seek to expand the intellectual, psychological and spiritual horizons of the student. Ensemble credit may fulfill part of the General Education arts/humanities breadth requirement. Permission to add or drop an ensemble must be approved by the respective instructor. **Grade Mode:** Normal (A–F,I,W) **Repeatable:** Repeatable **College Code:** CAS

MUPF 346 – Men's Chorus

Credits: 1

Department of Music ensembles are open to all students upon permission of the instructor. Ensembles seek to expand the intellectual, psychological and spiritual horizons of the student. Ensemble credit may fulfill part of the General Education arts/humanities breadth requirement. Permission to add or drop an ensemble must be approved by the respective instructor. **Grade Mode:** Normal (A–F,I,W)

Repeatable: Repeatable **College Code:** CAS

MUPF 347 – Ladies' Chorus

Credits: 1

Department of Music ensembles are open to all students upon permission of the instructor. Ensembles seek to expand the intellectual, psychological and spiritual horizons of the student. Ensemble credit may fulfill part of the General Education arts/humanities breadth requirement. Permission to add or drop an ensemble must be approved by the respective instructor. **Grade Mode:** Normal (A–F,I,W)

Repeatable: Repeatable **College Code:** CAS

MUPF 360 – Music Class—Junior

Credits: 1

Grade Mode: Normal (A–F,I,W) **Repeatable:** Repeatable **Special Approval:** Classes open to all students upon permission of the instructor. **College Code:** CAS

MUPF 364 – Applied Music—Junior

Credits: 1–2

Applied Music Non–Performance Major/Minor The private study of the performance repertoire and technique of the given instrument or voice and the study of performance–related skills. Repertoire study includes solo and concerted works. Technical study includes scales and arpeggios, technical exercises appropriate to the performance medium, excerpts (where appropriate) and etudes. Performance–related skills study includes the development of basic–level skills in improvisation and the study of sight–reading. Each of these courses require concurrent enrollment in MUPF489. Non–music students may register for music lessons. These courses do not apply toward fulfilling music major degree requirements without specific music faculty action. \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **Repeatable:** Repeatable **College Code:** CAS

MUPF 365 – Applied Music—Junior

Credits: 1–3

The private study of the performance repertoire and technique of the given instrument or voice and the study of performance–related skills. Repertoire study includes solo and concerted works. Technical study includes scales and arpeggios, technical exercises appropriate to the performance medium, excerpts (where appropriate) and etudes. Performance–related skills study includes the development of basic–level skills in improvisation and the study of sight–reading. Each of these courses require concurrent enrollment in MUPF 489. \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **Repeatable:** Repeatable **College Code:** CAS

MUPF 370 – Applied Music—Junior

Credits: 1–2

For non–music students \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W)

Repeatable: Repeatable **College Code:** CAS

MUPF 385 – University Singers

Credits: 1

Department of Music ensembles are open to all students upon permission of the instructor. Ensembles seek to expand the intellectual, psychological and spiritual horizons of the student. Ensemble credit may fulfill part of the General Education arts/humanities breadth requirement. Permission to add or drop an ensemble must be approved by the respective instructor. **Grade Mode:** Normal (A–F,I,W)

Repeatable: Repeatable **College Code:** CAS

MUPF 396H – Honors Music Recital (Junior)

Credits: 1

A memorized recital under the supervision of a music honors committee. Research document on compositions performed is required. May be taken in lieu of certain required and applied music courses. **Grade Mode:** Normal (A–F,I,W) **College Code:** CAS

MUPF 397 – Recital—Junior

Credits: 1

Recitals **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **College Code:** CAS

MUPF 405 – Keyboard Accompaniment

Credits: 1

Department of Music ensembles are open to all students upon permission of the instructor. Ensembles seek to expand the intellectual, psychological and spiritual horizons of the student. Ensemble credit may fulfill part of the General Education arts/humanities breadth requirement. Permission to add or drop an ensemble must be approved by the respective instructor. **Grade Mode:** Normal (A–F,I,W)

Repeatable: Repeatable **College Code:** CAS

MUPF 405 – Keyboard Accompaniment

Credits: 1

Accompanying of instrumental and vocal soloists. **Grade Mode:** Normal (A–F,I,W)

Repeatable: Repeatable **College Code:** CAS

MUPF 410 – Collaborative Piano

Credits: 1

Department of Music ensembles are open to all students upon permission of the instructor. Ensembles seek to expand the intellectual, psychological and spiritual horizons of the student. Ensemble credit may fulfill part of the General Education arts/humanities breadth requirement. Permission to add or drop an ensemble must be approved by the respective instructor. **Grade Mode:** Normal (A–F,I,W)

Repeatable: Repeatable **College Code:** CAS

MUPF 410 – Collaborative Piano

Credits: 1

Coaching and instruction in collaborative piano; the study of piano ensemble repertoire, such as piano duos, piano duets, chamber music and other forms featuring the piano as a collaborative instrument. **Grade Mode:** Normal (A–F,I,W)

Repeatable: Repeatable **College Code:** CAS

MUPF 420 – Diction for Singers

Credits: 3

The study of the rules for pronunciation and diction of the major languages used by singers. Study of Italian, French, German and Latin with application of International Phonetic Alphabet symbols. Swing course—Approved 400–499 courses qualify for graduate–level credit for graduate students **Grade Mode:** Normal (A–F,I,W)

Offering: Alternate years **College Code:** CAS

MUPF 450 – Project Continuation

Credits: 0

Student may register for this title while clearing deferred grade (DG) and/or incomplete (I) courses with advisor approval only. Registration for this title indicates full–time status. \$ – Course or lab fee **Grade Mode:** Noncredit (NC,W)

Repeatable: Repeatable **College Code:** CAS

MUPF 460 – Music Class—Senior

Credits: 1

Grade Mode: Normal (A–F,I,W) **Repeatable:** Repeatable **Special Approval:** Classes open to all students upon permission of the instructor. **College Code:** CAS

MUPF 464 – Applied Music—Senior

Credits: 1–2

Applied Music Non–Performance Major/Minor The private study of the performance repertoire and technique of the given instrument or voice and the study of performance–related skills. Repertoire study includes solo and concerted works. Technical study includes scales and arpeggios, technical exercises appropriate to the performance medium, excerpts (where appropriate) and etudes. Performance–related skills study includes the development of basic–level skills in improvisation and the study of sight–reading. Each of these courses require concurrent enrollment in MUPF 489. Non–music students may register for music lessons. These courses do not apply toward fulfilling music major degree requirements without specific music faculty action. \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **Repeatable:** Repeatable **College Code:** CAS

MUPF 465 – Applied Music—Senior

Credits: 1–3

The private study of the performance repertoire and technique of the given instrument or voice and the study of performance–related skills. Repertoire study includes solo and concerted works. Technical study includes scales and arpeggios, technical exercises appropriate to the performance medium, excerpts (where appropriate) and etudes. Performance–related skills study includes the development of basic–level skills in improvisation and the study of sight–reading. Each of these courses require concurrent enrollment in MUPF 489. \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **Repeatable:** Repeatable **College Code:** CAS

MUPF 470 – Applied Music—Senior

Credits: 1–2

For non–music students \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W)

Repeatable: Repeatable **College Code:** CAS

MUPF 478 – Study Tour:

Credits: 0

Travel to destinations relevant to individual programs of study. Classes will be selected from department(s) offerings. Fee may be required. \$ – Course or lab fee
Swing course—Approved 400–499 courses qualify for graduate–level credit for graduate students **Grade Mode:** Normal (A–F,I,W) **Repeatable:** Repeatable **College Code:** CAS

MUPF 489 – Recital Attendance

Credits: 0

Attendance of on– and off–campus live musical events. Required for all music majors each semester in full–time residence and four (4) semesters for music minors. Students are required to attend nine (9) live musical events each semester in order to pass the course, at least seven (7) of which must be sponsored by the Department of Music. Students may count ensemble concerts in which they perform, but note that multiple performances of a given concert may only be counted as one (1) concert. Music majors and minors who do not achieve a “pass” for one (1) semester may risk losing their standing as a music major or minor. Swing course—Approved 400–499 courses qualify for graduate–level credit for graduate students **Grade Mode:** Satisfactory (S,U,I,W) **Repeatable:** Repeatable **College Code:** CAS

MUPF 490 – Recital Continuation

Credits: 0

Recitals **Grade Mode:** Noncredit (NC,W) **Repeatable:** Repeatable **College Code:** CAS

MUPF 495 – Independent Study

Credits: 1–3

In consultation with a member of the music faculty, a student may choose independent study in a special area of music. A brief outline of the study to be pursued must be submitted to the department chair. A minimum of 30 hours of work is required for each credit. **Grade Mode:** Normal w S/DG (A–F,I,S,U,DG,W) **Prerequisite(s):** Permission of the department chair required. **Repeatable:** Repeatable **College Code:** CAS

MUPF 496H – Honors Music Recital (Senior)

Credits: 2

A memorized recital under the supervision of a music honors committee. A research document on compositions performed is required. May be taken in lieu of certain required and applied music courses. **Grade Mode:** Normal (A–F,I,W) **College Code:** CAS

MUPF 497 – Recital—Senior

Credits: 1–2

Recitals **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **Repeatable:** Repeatable up to 2 credits **College Code:** CAS

MUPF 499 – Senior Project

Credits: 1–2

Regular grading. **Grade Mode:** Normal (A–F,I,W) **College Code:** CAS

MUPF 500 – Applied Music Study in Private Lessons (minor performance)

Credits: 1–3

May also be chosen by non–music majors. \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **Repeatable:** Repeatable **College Code:** CAS

MUPF 505 – Keyboard Accompaniment

Credits: 0 or 1

Accompanying of instrumental and vocal soloists. **Grade Mode:** Normal (A–F,I,W) **Repeatable:** Repeatable **College Code:** CAS

MUPF 506 – Advanced Conducting

Credits: 1–3

Choral/Instrumental Section 01: Study of the art and techniques of conducting relative to the score and to the chorus as a performance instrument. Section 02: Study of the art and techniques of conducting relative to the score and to the orchestra or band as performance instruments. Major works are studied and conducted. Each of these courses require concurrent enrollment in MUPF 489. MUPF 510 – Collaborative Piano and instruction in collaborative piano; the study of piano ensemble repertoire, such as piano duos, piano duets, chamber music, and other forms featuring the piano as a collaborative instrument. \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **Repeatable:** Repeatable **College Code:** CAS

MUPF 510 – Collaborative Piano

Credits: 0 or 1

Department of Music ensembles are open to all students upon permission of the instructor. Ensembles seek to expand the intellectual, psychological and spiritual horizons of the student. Ensemble credit may fulfill part of the General Education arts/ humanities breadth requirement. Permission to add or drop an ensemble must be approved by the respective instructor. **Grade Mode:** Normal (A–F,I,W)

Repeatable: Repeatable **College Code:** CAS

MUPF 515 – Recital Accompanying

Credits: 0 or 1

Preparation and public performance of a pianist/soloist recital in which the piano is the principal medium of accompaniment. **Grade Mode:** Normal (A–F,I,W)

Repeatable: Repeatable **College Code:** CAS

MUPF 525 – University Orchestra

Credits: 0 or 1

Department of Music ensembles are open to all students upon permission of the instructor. Ensembles seek to expand the intellectual, psychological and spiritual horizons of the student. Ensemble credit may fulfill part of the General Education arts/ humanities breadth requirement. Permission to add or drop an ensemble must be approved by the respective instructor. **Grade Mode:** Ensemble (A–F,I,NC,W) **Repeatable:** Repeatable **College Code:** CAS

MUPF 526 – University Wind Symphony

Credits: 0 or 1

Department of Music ensembles are open to all students upon permission of the instructor. Ensembles seek to expand the intellectual, psychological and spiritual horizons of the student. Ensemble credit may fulfill part of the General Education arts/ humanities breadth requirement. Permission to add or drop an ensemble must be approved by the respective instructor. **Grade Mode:** Noncredit (NC,W) **Repeatable:** Repeatable **College Code:** CAS

MUPF 527 – University Chorale

Credits: 0 or 1

Department of Music ensembles are open to all students upon permission of the instructor. Ensembles seek to expand the intellectual, psychological and spiritual horizons of the student. Ensemble credit may fulfill part of the General Education arts/ humanities breadth requirement. Permission to add or drop an ensemble must be approved by the respective instructor. **Grade Mode:** Ensemble (A–F,I,NC,W) **Repeatable:** Repeatable **College Code:** CAS

MUPF 528 – University Singers

Credits: 0 or 1

Department of Music ensembles are open to all students upon permission of the instructor. Ensembles seek to expand the intellectual, psychological and spiritual horizons of the student. Ensemble credit may fulfill part of the General Education arts/ humanities breadth requirement. Permission to add or drop an ensemble must be approved by the respective instructor. **Grade Mode:** Ensemble (A–F,I,NC,W) **Repeatable:** Repeatable **College Code:** CAS

MUPF 535 – I Cantori

Credits: 0 or 1

Department of Music ensembles are open to all students upon permission of the instructor. Ensembles seek to expand the intellectual, psychological and spiritual horizons of the student. Ensemble credit may fulfill part of the General Education arts/ humanities breadth requirement. Permission to add or drop an ensemble must be approved by the respective instructor. **Grade Mode:** Normal (A–F,I,W) **Repeatable:** Repeatable **College Code:** CAS

MUPF 537 – Ladies' Chorus

Credits: 0 or 1

Department of Music ensembles are open to all students upon permission of the instructor. Ensembles seek to expand the intellectual, psychological and spiritual horizons of the student. Ensemble credit may fulfill part of the General Education arts/ humanities breadth requirement. Permission to add or drop an ensemble must be approved by the respective instructor. **Grade Mode:** Ensemble (A–F,I,NC,W) **Repeatable:** Repeatable **College Code:** CAS

MUPF 538 – Chamber Music Ensembles

Credits: 0 or 1

Department of Music ensembles are open to all students upon permission of the instructor. Ensembles seek to expand the intellectual, psychological and spiritual horizons of the student. Ensemble credit may fulfill part of the General Education arts/ humanities breadth requirement. Permission to add or drop an ensemble must be approved by the respective instructor. **Grade Mode:** Ensemble (A–F,I,NC,W) **Repeatable:** Repeatable **College Code:** CAS

MUPF 545 – Sinfonietta

Credits: 0 or 1

Department of Music ensembles are open to all students upon permission of the instructor. Ensembles seek to expand the intellectual, psychological and spiritual horizons of the student. Ensemble credit may fulfill part of the General Education arts/ humanities breadth requirement. Permission to add or drop an ensemble must be approved by the respective instructor. **Grade Mode:** Normal (A–F,I,W) **Repeatable:** Repeatable **College Code:** CAS

MUPF 546 – Men's Chorus

Credits: 0 or 1

Department of Music ensembles are open to all students upon permission of the instructor. Ensembles seek to expand the intellectual, psychological and spiritual horizons of the student. Ensemble credit may fulfill part of the General Education arts/ humanities breadth requirement. Permission to add or drop an ensemble must be approved by the respective instructor. **Grade Mode:** Normal (A–F,I,W) **Repeatable:** Repeatable **College Code:** CAS

MUPF 550 – Private Instruction in _____

Credits: 1–4

Private instruction in composition. \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **Repeatable:** Repeatable **College Code:** CAS

MUPF 560 – Applied Music Study in Private Lessons (major performance)

Credits: 1–4

Style and development of repertoire; preparation for public performance. Each of these courses require concurrent enrollment in MUPF489. \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **Repeatable:** Repeatable **College Code:** CAS

MUPF 575 – Recital

Credits: 1–2

Grade Mode: Normal with DG (A–F,I,W,DG,DN) **Repeatable:** Repeatable **College Code:** CAS

MUPF 640 – Recital Continuation

Credits: 0

Research and Specialized Study **Grade Mode:** Noncredit (NC,W) **Repeatable:** Repeatable **College Code:** CAS

Music–Religious

MURE 420 – Church Music and Hymnology

Credits: 3

The biblical basis for and the theological implications involved in church–music practice with emphasis on the development of principles for guidance in the use and selection of available literature. **Grade Mode:** Normal (A–F,I,W) **Offering:** Spring, even years **College Code:** CAS

MURE 485 – The Church Organ and Service Playing

Credits: 2

The development of the organ and organ literature; a practical study of church services, including organ registrations for choral music, vocal solos, and hymn playing; discussion of the organ interlude and improvisation. Concurrent enrollment in applied music—organ is recommended. Swing course—Approved 400–499 courses qualify for graduate–level credit for graduate students **Grade Mode:** Normal (A–F,I,W) **College Code:** CAS

MURE 520 – Hymnology and Church Music

Credits: 2

The understanding and appreciation of the heritage and development of Christian hymn singing and Church music repertoire, in their respective liturgical and theological contexts. **Grade Mode:** Normal (A–F,I,W) **Offering:** Spring, even years **College Code:** CAS

MURE 590 – Ministry of Music Practicum

Credits: 1+1

A two–semester internship as minister of music or minister of music assistant in a selected church in the local area. **Grade Mode:** Satisfactory w/DG (S,U,I,W,DG) **Repeatable:** Repeatable up to 2 credits **College Code:** CAS

Physics

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http://physics.andrews.edu

Faculty

Margarita C. K. Mattingly, *Chair*
Gary W. Burdick
G. Brendan Cross
Mickey D. Kutzner
Tiffany Z. Summerscales
Stephen C. Thorman

Emeriti

Ronald L. Johnson, Director, Physics Enterprises
Robert E. Kingman
S. Clark Rowland

Mission

Advance the appreciation, understanding and application of physics in the context of personal integrity and service, scientific rigor, and Seventh-day Adventist faith.

Strategies

- Create an environment of scholarly inquiry, learning, and creativity
- Develop technical, analytical, and critical thinking skills
- Provide opportunities for intellectual independence, collaboration, and outreach
- Promote personal wholeness, integrity, balance, and spiritual well-being

Student and Faculty Goals

- Understand physics ideas, principles and interpretation, supporting and participating in research and education
- Measure, analyze and model physical phenomena, lending insight to other disciplines and professions
- Communicate scholarship in written and oral form, networking with scholarly, faith, and civic communities
- Connect scientific and religious world views, serving the Seventh-day Adventist Church and society

Physics describes the world in terms of matter and energy and relates phenomena to fundamental law using mathematical representations. Its scope includes systems that range in size from the sub-nuclear to the entire cosmos.

The BS: Physics program supports and enhances professional careers in all the physical sciences, engineering, and the life sciences. Its emphasis on problem-solving also provides a foundation for careers in medicine, business, law, and government.

The BS: Biophysics program prepares the graduate for direct entry into the workforce or advanced studies in medical and bioengineering fields as well as biophysics.

The BS: Physics Education program prepares the graduate for a career in secondary teaching.

The Major in Physics Studies is an add-on degree program that complements any baccalaureate degree without incurring additional general education requirements. It strengthens and expands marketability and interdisciplinary opportunities.

A Minor in Physics complements any baccalaureate degree. It is the minimum requirement for secondary teaching certification in physics. All physics majors and minors desiring certification should consult with the School of Education throughout their program.

Bachelors

Biophysics BS

Offered by the biology and physics departments

- BIOL 165 – Foundations of Biology Credits: 5 or 4
- BIOL 166 – Foundations of Biology Credits: 5 or 4
- BIOL 371 – Genetics Credits: 3
- BIOL 372 – Cell and Molecular Biology Credits: 3 **or**
- BCHM 421 – Biochemistry I Credits: 4 *

- PHYS 241 – Physics for Scientists and Engineers I Credits: 4
- PHYS 242 – Physics for Scientists and Engineers II Credits: 4
- PHYS 271 – Physics for Scientists and Engineers Laboratory I Credits: 1
- PHYS 272 – Physics for Scientists and Engineers Laboratory II Credits: 1
- PHYS 277 – Physics Colloquium Credits: 0 **
- PHYS 377 – Advanced Physics Laboratory I Credits: 1
- PHYS 411 – Theoretical Mechanics I Credits: 2.5
- PHYS 416 – Biophysics Credits: 2.5

- PHYS 430 – Thermodynamics and Statistical Mechanics Credits: 2.5 **or**
- CHEM 431 – Physical Chemistry I Credits: 3 **and**
- CHEM 441 – Physical Chemistry Laboratory I Credits: 1

- PHYS 431 – Electricity and Magnetism I Credits: 3
- PHYS 495 – Physics Research Credits: 0–3 (a minimum of 1 credit)

Note:

*A student may earn a minor in chemistry by selecting BCHM 421 or CHEM 431 and CHEM 441.

**PHYS 277 is required every semester. MATH 389 may substitute for PHYS 277.

Cognate Courses:

- CHEM 131 – General Chemistry I Credits: 4
- CHEM 132 – General Chemistry II Credits: 4
- CHEM 231 – Organic Chemistry I Credits: 3
- CHEM 232 – Organic Chemistry II Credits: 3
- CHEM 241 – Organic Chemistry Laboratory I Credits: 1
- CHEM 242 – Organic Chemistry Laboratory II Credits: 1
-
- MATH 191 – Calculus I Credits: 4 **or**
- MATH 195 – Calculus I for Biology Credits: 4
-
- MATH 192 – Calculus II Credits: 4
- MATH 286 – Differential Equations Credits: 3

Recommended Electives:

- BCHM 422 – Biochemistry II Credits: 3
- BCHM 430 – Biochemistry Lab Credits: 1
- CHEM 432 – Physical Chemistry II Credits: 3
- CHEM 442 – Physical Chemistry Laboratory II Credits: 1
- MATH 215 – Introduction to Linear Algebra Credits: 3
- MATH 240 – Calculus III Credits: 4

Senior Thesis.

All Physics and Biophysics majors do some original research in collaboration with an established physicist on-campus or at another university, industrial or national laboratory. If students enroll for 3 credits of PHYS 495 or HONS 497H, they may prepare a Senior Thesis. Undergraduate Research Scholarships are available through the Office of Research & Creative Scholarship when students collaborate with Andrews Physics faculty.

Total Credits: 40

Physics BS

Major Requirements: – 40

- PHYS 241 – Physics for Scientists and Engineers I Credits: 4
- PHYS 242 – Physics for Scientists and Engineers II Credits: 4
- PHYS 271 – Physics for Scientists and Engineers Laboratory I Credits: 1
- PHYS 272 – Physics for Scientists and Engineers Laboratory II Credits: 1
- PHYS 277 – Physics Colloquium Credits: 0 *
- PHYS 377 – Advanced Physics Laboratory I Credits: 1

- PHYS 411 – Theoretical Mechanics I Credits: 2.5
- PHYS 430 – Thermodynamics and Statistical Mechanics Credits: 2.5
- PHYS 431 – Electricity and Magnetism I Credits: 3
- PHYS 477 – Advanced Physics Laboratory II Credits: 1
- PHYS 481 – Quantum Mechanics I Credits: 3
- PHYS 495 – Physics Research Credits: 0–3 (a minimum of 1 credit)
- plus an additional 15 credits numbered 300 and above

Note:

* PHYS 277 is required every semester. MATH 389 may substitute for PHYS 277.

Cognate Courses:

- MATH 191 – Calculus I Credits: 4 **or**
- MATH 195 – Calculus I for Biology Credits: 4
- MATH 192 – Calculus II Credits: 4
- MATH 215 – Introduction to Linear Algebra Credits: 3
- MATH 240 – Calculus III Credits: 4
- MATH 286 – Differential Equations Credits: 3
- CHEM 131 – General Chemistry I Credits: 4
- CHEM 132 – General Chemistry II Credits: 4
- CPTR 125 – Introduction to Computer Programming Credits: 3 **or**
- CPTR 151 – Computer Science I Credits: 4 **or**
- PHYS 235 – MATLAB Credits: 2–3

Secondary–teaching Certification:

Physics majors desiring secondary–teaching certification should also consult with the School of Education. BIOL 165 is required in addition to all other cognates. Program is certified by the Michigan Department of Education. Accreditation by the National Science Teachers Association is pending.

Physics Education BS

Major Requirements: – 30

- PHYS 241 – Physics for Scientists and Engineers I Credits: 4
- PHYS 242 – Physics for Scientists and Engineers II Credits: 4
- PHYS 271 – Physics for Scientists and Engineers Laboratory I Credits: 1
- PHYS 272 – Physics for Scientists and Engineers Laboratory II Credits: 1
- PHYS 277 – Physics Colloquium Credits: 0 *
- PHYS 377 – Advanced Physics Laboratory I Credits: 1
- PHYS 411 – Theoretical Mechanics I Credits: 2.5
- PHYS 430 – Thermodynamics and Statistical Mechanics Credits: 2.5
- PHYS 431 – Electricity and Magnetism I Credits: 3
- PHYS 481 – Quantum Mechanics I Credits: 3
- PHYS 495 – Physics Research Credits: 0–3 (a minimum of 1 credit)
- plus an additional 6 credits numbered 300 and above in consultation with advisor.

Note:

*PHYS 277 is required every semester. MATH 389 may substitute for PHYS 277.

Cognate Courses:

- MATH 191 – Calculus I Credits: 4 **or**
- MATH 195 – Calculus I for Biology Credits: 4
- MATH 192 – Calculus II Credits: 4
- MATH 240 – Calculus III Credits: 4
- MATH 286 – Differential Equations Credits: 3
- CHEM 131 – General Chemistry I Credits: 4
- BIOL 165 – Foundations of Biology Credits: 5 or 4

Note:

This major is available only to those who are obtaining secondary teacher certification. Program is certified by the Michigan Department of Education. Accreditation by the National Science Teachers Association is pending.

General Education Requirements—for Physics and Physics Education with Secondary Certification

For more information regarding General Education Requirements or Secondary Certification with a BA or BS degree, see the department of Teaching, Learning & Curriculum

Religion: 12*

- RELT 100 – God and Human Life Credits: 3
- RELT 225 – Doctrines of the Adventist Faith Credits: 3
- RELH 400 – SDA History and Prophetic Heritage Credits: 3–4
- and a 3–credit elective chosen in consultation with your SED advisor

Language/Communication:

- ENGL 115 – English Composition I Credits: 3
- ENGL 215 – English Composition II Credits: 3
- COMM 450 – Communication in the Classroom Credits: 3

Foreign Language (BA only)

- Intermediate Language (4)

History:

- HIST 117 – Civilizations and Ideas I Credits: 3
- HIST 118 – Civilizations and Ideas II Credits: 3

Fine Arts/Humanities:

Choose one course from:

- ARTH 220 – Language of Art Credits: 3
- PHTO 210 – History of Photography Credits: 3
- Studio Art (3)
- ENGL 255 – Studies in Literature Credits: 3
- PHIL 224 – Introduction to Philosophy Credits: 3
- MUHL 214 – Enjoyment of Music Credits: 3
- Ensemble Music (3)

Life/Physical Sciences:

- see cognate requirements for major

Mathematics:

- see cognate requirements for major

Computer Literacy:

- INFS 120 – Foundations of Information Technology Credits: 3

Service:

- EDTE 165 – Philosophical and Social Foundations of Education Credits: 4

Social Sciences:

- GDPC 302 – Educational Psychology Credits: 3
- EDTE 228 – Strategies for Educating Exceptional and Diverse Learners Credits: 3

Fitness Education:

- HLED 120 – Fit for Life Credits: 1
- plus two Fitness Education courses

Non–degree Majors

Physics Studies Major

Major Requirements: – 30

- PHYS 241 – Physics for Scientists and Engineers I Credits: 4
- PHYS 242 – Physics for Scientists and Engineers II Credits: 4
- PHYS 271 – Physics for Scientists and Engineers Laboratory I Credits: 1
- PHYS 272 – Physics for Scientists and Engineers Laboratory II Credits: 1
- PHYS 277 – Physics Colloquium Credits: 0 *
- PHYS 377 – Advanced Physics Laboratory I Credits: 1
- PHYS 411 – Theoretical Mechanics I Credits: 2.5 (or ENGR 285 and PHYS 412),
- PHYS 430 – Thermodynamics and Statistical Mechanics Credits: 2.5
- PHYS 431 – Electricity and Magnetism I Credits: 3 (or ENGR 435)
- PHYS 481 – Quantum Mechanics I Credits: 3
- PHYS 495 – Physics Research Credits: 0–3 (a minimum of 1 credit)
- plus an additional 3.5–6 credits numbered 300 and above in consultation with advisor.

Note:

*PHYS 277 is required every semester. MATH 389 may substitute for PHYS 277.

Cognate Courses:

- MATH 191 – Calculus I Credits: 4 **or**
- MATH 195 – Calculus I for Biology Credits: 4
- MATH 192 – Calculus II Credits: 4
- MATH 240 – Calculus III Credits: 4
- MATH 286 – Differential Equations Credits: 3

Note:

This major is available only as a second major. It is designed to complement engineering, computer science, chemistry and mathematics degrees, but may be added to a major in any field.

Undergraduate Minors

Physics Minor

Minor Requirements: – 20

- PHYS 241 – Physics for Scientists and Engineers I Credits: 4
- PHYS 242 – Physics for Scientists and Engineers II Credits: 4
- PHYS 271 – Physics for Scientists and Engineers Laboratory I Credits: 1
- PHYS 272 – Physics for Scientists and Engineers Laboratory II Credits: 1
- PHYS 277 – Physics Colloquium Credits: 0 *
- PHYS 411 – Theoretical Mechanics I Credits: 2.5
- and electives chosen in consultation with the department chair.

Note:

*PHYS 277 is required every semester. MATH 389 may substitute for PHYS 277.

Secondary–teaching Certification:

Students in a teacher certification program are required to take PHYS 430, PHYS 377 and PHYS 495 (1) Research. They are also required to take MATH 191, CHEM 131, and BIOL 165 as cognates. Program is certified by the State of Michigan Department of Education. Accreditation by the National Science Teachers Association is pending.

For more information regarding Secondary Certification with a minor see the department of Teaching, Learning & Curriculum

Physics

PHYS 110 – Astronomy

Credits: 4

Exploring the cosmic environment— the solar system, stars and their development, star clusters, the interstellar medium, galaxies, and large–scale features of the Universe. Includes a distance laboratory component and meets the Andrews General Education Physical Science requirement. Does not apply to a major or minor. Weekly: 3 lectures, 1 recitation and a 2–hour lab \$ – Course or lab fee **Delivery:** Interactive online course **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** MPE P2 or MATH145 or 166 or STAT285. **Offering:** Fall, Spring **College Code:** CAS

PHYS 110 – Astronomy

Credits: 4

Exploring the cosmic environment— the solar system, stars and their development, star clusters, the interstellar medium, galaxies, and large–scale features of the Universe. Includes a distance laboratory component and meets the Andrews General Education Physical Science requirement. Does not apply to a major or minor. The distance equivalent of 3 lectures, 1 recitation, and a 2–hour lab per week. \$ – Course or lab fee **Delivery:** Interactive online course **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** MPE P2 or MATH145 or 166 or STAT285 or equivalent. **Offering:** Fall, Spring, Summer **College Code:** CAS

PHYS 115 – Mythbusting

Credits: 4

Examining what is commonly believed about the physical world and how to realign it with measureable reality. A conceptual and relevant understanding of physics— forces, matter and energy with 21st century applications. Meets the General Education Physical Science requirement. Does not apply to a major or minor. Weekly: 3 lectures, 1 recitation and a 2–hour lab \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** MPE P2 or any GE–level math course. **College Code:** CAS

PHYS 117 – Observational Astronomy Laboratory

Credits: 1

Practical experience and background in observational astronomy with modern optical instruments in laboratory, field or remote facilities. As weather permits, will include sessions at the University observatory with departmental or personal telescopes. A standalone laboratory course suitable for students in any major and for the general public. General Education Physical Science credit is limited to transfer students who are articulating a lecture course in astronomy or a Physical Science with 3 or more credits. Does not apply to a major or minor. Weekly: one 3–hour activity \$ – Course or lab fee **Grade Mode:** Normal w S/DG (A–F,I,S,U,DG,W) **College Code:** CAS

PHYS 141 – General Physics I

Credits: 4

Algebra based introduction to mechanics, wave motion, sound and thermodynamics. Weekly: 3 lectures, 1 recitation, 1–hour of small–group learning and one 2.5–hour lab \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** MPE P4 or MATH 167 or MATH 168 **College Code:** CAS

PHYS 142 – General Physics II

Credits: 4

Algebra based introduction to electricity, magnetism, physical and geometric optics, relativity, and modern physics Weekly: 3 lectures, 1 recitation, 1–hour of small–group learning and one 2.5–hour lab \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** PHYS 141 **College Code:** CAS

PHYS 225 – Sound and Waves

Credits: 4

The production, transmission, synthesis, and perception of sound as understood through the physical principles, properties, and nature of waves. Includes a survey of applications—music, speech, locomotion, and imaging—and comparisons with light and other kinds of waves. Meets the General Education Physical Science requirement. Does not apply to a major or minor. Weekly: 3 lectures and a 2–hour lab \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** MPE P2 or MATH 145 or MATH 165 or STAT 285. **College Code:** CAS

PHYS 235 – MATLAB

Credits: 2–3

An introduction to MATLAB programming with a focus on its application to physics problems. The capabilities of MATLAB are explored in the areas of graphing, data analysis, numerical methods, Fourier analysis, and signal processing. Weekly: 1 lecture and 4 hours of lab \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **College Code:** CAS

PHYS 241 – Physics for Scientists and Engineers I

Credits: 4

A calculus–based introduction to mechanics, wave motion and thermodynamics emphasizing the mathematical formulation and the physical significance of fundamental principles. Weekly: 4 lectures and 1 recitation **Grade Mode:** Normal (A–F,I,W) **Corequisite(s):** PHYS 271 **Prerequisite(s):** MATH 192 **College Code:** CAS

PHYS 242 – Physics for Scientists and Engineers II

Credits: 4

A calculus–based introduction to electricity, magnetism, geometric and physical optics, relativity, and modern physics emphasizing the mathematical formulation and the physical significance of fundamental principles. Weekly: 4 lectures and 1 recitation **Grade Mode:** Normal (A–F,I,W) **Corequisite(s):** PHYS 272 **Prerequisite(s):** MATH 192 and PHYS 241 **College Code:** CAS

PHYS 271 – Physics for Scientists and Engineers Laboratory I

Credits: 1

Laboratory experiments in mechanics, wave motion and thermodynamics, associated with the PHYS241 course. Weekly: one 3–hour lab \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **Corequisite(s):** PHYS 241 **College Code:** CAS

PHYS 272 – Physics for Scientists and Engineers Laboratory II

Credits: 1

Laboratory experiments in electricity, magnetism, geometric and physical optics, and modern physics associated with the PHYS242 course. Weekly: one 3–hour lab \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **Corequisite(s):** PHYS 242 **College Code:** CAS

PHYS 277 – Physics Colloquium

Credits: 0

Current topics and issues of interest to the physics community. Required each semester of all students with a physics major or minor. Interchangeable with MATH 389. Weekly: 1 lecture or activity \$ – Course or lab fee **Grade Mode:** Satisfactory (S,U,I,W) **Repeatable:** Repeatable **College Code:** CAS

PHYS 280 – Topics in_____

Credits: 0.5–3

Introductory–level topics in astrophysics, other current physics area or associated scientific programming. **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **Prerequisite(s):** Approval of the instructor. **Repeatable:** Repeatable up to 4 credits. Minimum of 4 hours per week is required for each credit earned. **College Code:** CAS

PHYS 295 – Independent Study/Research

Credits: 1–2

Individually directed reading and lab projects in physics (e.g., holography and astrophotography). A minimum of 4 hours per week is required for each credit earned. **Grade Mode:** Normal w S/DG (A–F,I,S,U,DG,W) **Prerequisite(s):** Approval of the instructor. **Repeatable:** Repeatable up to 4 credits **College Code:** CAS

PHYS 350 – Optics

Credits: 2.5

Geometric and physical optics; interference and diffraction, polarization, Fourier optics, lasers, and holography. **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** PHYS 242 (recommended) or PHYS 142; MATH 192. **Offering:** Alternate years **College Code:** CAS

PHYS 377 – Advanced Physics Laboratory I

Credits: 1

Development of advanced lab skills in the study of basic physical phenomena. Emphasis includes scientific instrumentation, scientific computing, lab procedure, data reduction, interpretation, and technical communication. A public presentation is required. \$ – Course or lab fee **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **Repeatable:** Repeatable up to 2 credits **Offering:** Spring **College Code:** CAS

PHYS 400 – Demonstrations in Physics

Credits: 1–2

Identifying topics suitable for demonstration, surveying the literature, preparing demonstrations, finding suppliers of materials and equipment. Critically evaluating demonstrations—their design, preparation, and execution. Swing course—Approved 400–499 courses qualify for graduate–level credit for graduate students **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **Prerequisite(s):** Approval of the department chair. **College Code:** CAS

PHYS 411 – Theoretical Mechanics I

Credits: 2.5

Statics, kinematics, and dynamics for single particles, including Lagrangian and Hamiltonian formalisms. Swing course—Approved 400–499 courses qualify for graduate–level credit for graduate students **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **Prerequisite(s):** PHYS 242 (recommended) or PHYS 142; MATH 192. **Offering:** Fall **College Code:** CAS

PHYS 412 – Theoretical Mechanics II

Credits: 2.5

Statics, kinematics, and dynamics of multi–particle systems, including Lagrangian and Hamiltonian formalisms. Swing course—Approved 400–499 courses qualify for graduate–level credit for graduate students **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** PHYS 411 (recommended) or ENGR 285; MATH 192. **Offering:** Fall, odd years **College Code:** CAS

PHYS 416 – Biophysics

Credits: 2.5

Modeling and describing physical phenomena of living systems, including transport and diffusion across membranes and electrical processes in muscle and nerve tissue. Swing course—Approved 400–499 courses qualify for graduate–level credit for graduate students **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** PHYS 142 or PHYS 242; MATH 192. **Offering:** Spring, odd years **College Code:** CAS

PHYS 420 – Advanced Topics in_____

Credits: 2–3

Astrophysics, atomic physics, nuclear physics, relativity or other current physics area. **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **Prerequisite(s):** PHYS 242 or PHYS 411. **Repeatable:** Repeatable up to 6 credits **College Code:** CAS

PHYS 430 – Thermodynamics and Statistical Mechanics

Credits: 2.5

Systematic introduction to thermodynamics, kinetic theory, and statistical mechanics (classical and quantum). Swing course—Approved 400–499 courses qualify for graduate–level credit for graduate students **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** PHYS 142 or PHYS 242; MATH 192. **Offering:** Spring, odd years **College Code:** CAS

PHYS 431 – Electricity and Magnetism I

Credits: 3

A treatment of electromagnetic phenomena in terms of potentials and vector fields. Develops Maxwell's equations with descriptions of electrostatics and magnetostatics as solutions to Laplace's and Poisson's equations. Swing course—Approved 400–499 courses qualify for graduate–level credit for graduate students **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **Prerequisite/Corequisite:** PHYS 411. **Offering:** Fall, even years **College Code:** CAS

PHYS 432 – Electricity and Magnetism II

Credits: 3

A treatment of electromagnetic phenomena in terms of potentials and vector fields. Addresses electromagnetic radiation in media, reflection and refraction, and the fields of waveguides and antennae. Swing course—Approved 400–499 courses qualify for graduate–level credit for graduate students **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **Prerequisite(s):** PHYS 431 **Offering:** Spring, odd years **College Code:** CAS

PHYS 445 – Particle Physics

Credits: 2.5

A study of particle properties, forces, structure, decay and reaction mechanism in the context of the Standard Model. Swing course—Approved 400–499 courses qualify for graduate–level credit for graduate students **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** PHYS 481. **Offering:** Spring, even years **College Code:** CAS

PHYS 460 – Solid State Physics

Credits: 2.5

A study of crystallography, x-ray diffraction, properties of crystalline and amorphous solids, band theory of solids, and lattice dynamics. Swing course—Approved 400–499 courses qualify for graduate-level credit for graduate students **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** PHYS 411. **Offering:** Alternate years **College Code:** CAS

PHYS 475 – Physics Review

Credits: 2.5

A review and synthesis of physics concepts and analytical and experimental techniques in preparation for entry into a graduate program. Topics include classical, statistical and quantum mechanics, waves and classical fields. **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** PHYS 411. **Offering:** Fall **College Code:** CAS

PHYS 477 – Advanced Physics Laboratory II

Credits: 1

Development of advanced lab skills in the study of basic physical phenomena. Emphasis includes scientific instrumentation, scientific computing, lab procedure, data reduction, interpretation, and technical communication. A public presentation is required. \$ – Course or lab fee Swing course—Approved 400–499 courses qualify for graduate-level credit for graduate students **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **Repeatable:** Repeatable up to 2 credits **Offering:** Spring **College Code:** CAS

PHYS 478 – Study Tour:

Credits: 0

Travel to destinations relevant to individual programs of study. Classes will be selected from department(s) offerings. Fee may be required. \$ – Course or lab fee Swing course—Approved 400–499 courses qualify for graduate-level credit for graduate students **Grade Mode:** Noncredit (NC,W) **College Code:** CAS

PHYS 481 – Quantum Mechanics I

Credits: 3

The mechanics of physical phenomena at small scales in formalisms developed by Schrodinger, Heisenberg, and Dirac. Treatments of infinite and square well, barrier, step, and harmonic oscillator potentials; uncertainty relations and angular momenta. Swing course—Approved 400–499 courses qualify for graduate-level credit for graduate students **Grade Mode:** Normal (A–F,I,W) **Prerequisite/Corequisite:** PHYS 411. **Offering:** Fall, odd years **College Code:** CAS

PHYS 482 – Quantum Mechanics II

Credits: 3

Matrix mechanics and spin, quantum mechanics applied to the hydrogen atom, many-electron atoms and solid state physics. Also an introduction to time-independent and time-dependent perturbation theory. Swing course—Approved 400–499 courses qualify for graduate-level credit for graduate students **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** PHYS 481. **Offering:** Spring, even years **College Code:** CAS

PHYS 490 – Independent Study in Physics

Credits: 1–3

Individually directed study or problem-solving in selected fields of physics. A minimum of 4 hours work per week is required for each credit earned and a written paper is required. **Grade Mode:** Normal w S/DG (A–F,I,S,U,DG,W) **Repeatable:** Repeatable up to 6 credits **Special Approval:** Instructor permission required. **College Code:** CAS

PHYS 495 – Physics Research

Credits: 0–3

An independent research project in physics supervised by a faculty member. A minimum of 4 hours work per week is required for each credit earned and a written paper is required. Students should register for credit, or for the zero credit option, for each semester during which research is being done. **Grade Mode:** Normal w S/DG (A–F,I,S,U,DG,W) **Repeatable:** Repeatable up to 6 credits **Special Approval:** Instructor permission required. **College Code:** CAS

PHYS 530 – Topics in Teaching Physics

Credits: 1–3

Discussions on 1) the principles of physics and effective approaches for teaching them, or 2) the physics lab, its purposes, administrative and safety procedures, essential equipment, seminal experiments, data analysis, lab journal, and reports. \$ – Course or lab fee **Grade Mode:** Normal w S/DG (A–F,I,S,U,DG,W) **Repeatable:** Repeatable up to 9 credits **College Code:** CAS

PHYS 540 – Topics in Physics

Credits: 2–3

Study in one of the traditional areas of graduate physics such as electromagnetic theory, analytical or quantum mechanics, solid state, atomic, nuclear or high energy physics, astrophysics, relativity, or mathematical physics. Students complete readings and problems. **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **Repeatable:** Repeatable up to 9 credits **College Code:** CAS

PHYS 577 – Physics Colloquium

Credits: 0, 0.5, 1

Current topics and issues of interest in the physics community. For non-zero credit options, includes specialized study and the preparation and delivery of a public presentation. Weekly: 1 lecture or activity \$ – Course or lab fee **Grade Mode:** Satisfactory (S,U,I,W) **Repeatable:** Repeatable up to 1 credit **College Code:** CAS

PHYS 648 – Workshop

Credits: 1–3

An intensive program for middle school and secondary teachers and teachers-in-training who seek certification or endorsement in physics and who wish to update and expand their skills in the physics laboratory. **Grade Mode:** Normal w S/DG (A–F,I,S,U,DG,W) **Repeatable:** Repeatable **College Code:** CAS

PHYS 690 – Independent Study/Research

Credits: 1–3

Individually directed study, problem-solving, or research in selected fields of physics. Open to qualified students who show ability and initiative. A minimum of 4 hours work per week expected for each credit earned. **Grade Mode:** Normal w S/DG (A–F,I,S,U,DG,W) **Prerequisite(s):** Consent of department chair. **Repeatable:** Repeatable up to 6 credits **College Code:** CAS

Religion & Biblical Languages

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Research

Lael O. Caesar

Emeriti

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Woodrow Whidden

Mission

The Department of Religion & Biblical Languages seeks to engage majors and general education students through a biblically grounded, theologically astute and relevant process of spiritual formation; equipping and inspiring them to passionately serve the Seventh-day Adventist Church and the wider world beyond as dedicated laypersons and committed denominational employees in the expectation of the soon coming of Jesus Christ.

Students who are religion and theology majors must be in good and regular standing in terms of student life citizenship. As future ministers of the church, they are expected to live in harmony with Seventh-day Adventist beliefs and practices. Failure in any of these areas may lead to a student being placed on probation or being dismissed from the program. Academic requirements and other program standards are stated in detail in the departmental handbook.

Associates

Personal Ministries, Distance Education, AA

This degree prepares students for personal outreach ministries, including Bible instruction, offers an opportunity to study a broad spectrum of courses covering both Old and New Testament. The courses listed below are required for distance education students only.

Requirements – 32

- RELB 210V – Jesus in His Time and Ours Credits: 3
- RELB 304V – Studies in Daniel Credits: 3
- RELB 305V – Studies in Revelation Credits: 3
- RELB 335V – Acts and Epistles I Credits: 3
- RELP 290V – Introduction to Pastoral Counseling Credits: 3
- RELP 320V – Personal Evangelism Credits: 3
- RELT 225V – Doctrines of the Adventist Faith Credits: 3
- RELT 308V – Gift of Prophecy Credits: 3
- RELT 340V – Religion and Ethics in Modern Society Credits: 3
- HIST 404V – Adventist Heritage Credits: 3

Choose one of the following:

- RELB 374V – Old Testament Prophets, Early Credits: 3
- RELB 375V – Old Testament Prophets, Later Credits: 3

Bachelors

Religion, Distance Education, BA

Major Requirements – 32

- RELB 111V – Introduction to the Old Testament Credits: 3
- RELB 112V – Introduction to the New Testament Credits: 3
- RELB 245V – Hermeneutics Credits: 3
- RELB 304V – Studies in Daniel Credits: 3 OR RELB 305V – Studies in Revelation Credits: 3
- RELT 225V – Doctrines of the Adventist Faith Credits: 3
- RELT 308V – Gift of Prophecy Credits: 3
- RELT 425V – Seminar in Contemporary Theology Credits: 3

Choose two courses from the following:

- RELB 216V – Law and Writings of the Old Testament Credits: 3
- RELB 335V – Acts and Epistles I Credits: 3
- RELB 374V – Old Testament Prophets, Early Credits: 3 OR RELB 375V – Old Testament Prophets, Later Credits: 3

Choose six credits from the following:

- RELP 290V – Introduction to Pastoral Counseling Credits: 3
- RELP 320V – Personal Evangelism Credits: 3
- RELP 330V – Homiletics—Introduction to Preaching Credits: 2
- RELP 335V – Foundations of Youth Ministry Credits: 3
- RELP 441V – Introduction to Pastoral Ministry Credits: 3
- RELG 225V – Introduction to Missions Credits: 3

Required General Education Courses:

- RELB 210V – Jesus in His Time and Ours Credits: 3
- RELT 100V – God and Human Life Credits: 3
- RELT 250V – Personal Spirituality and Faith Credits: 3
- RELT 340V – Religion and Ethics in Modern Society Credits: 3
- The General Education foreign language requirement for the BA: Religion is to be fulfilled by either Greek or Hebrew or any modern language at the intermediate level.

Note:

Students planning to enter the Seventh-day Adventist Theological Seminary should select a major in theology. A religion major may be selected but must be supplemented with Seminary prerequisite courses. For entrance requirements, see the Theological Seminary section of this bulletin.

Religion, Religion for Secondary Education BA

Major Requirements – 32–33

- RELB 111 – Introduction to the Old Testament Credits: 3
- RELB 112 – Introduction to the New Testament Credits: 3
- RELB 245 – Hermeneutics Credits: 3
- RELB 406 – Studies in Daniel and Revelation Credits: 3
- RELH 400 – SDA History and Prophetic Heritage Credits: 3–4 Take for 3 credits
- RELT 325 – Theology I Credits: 3
- RELT 326 – Theology II Credits: 3
- RELP 200 – Religion Forum Credits: 0 (each semester registered)

Choose two from the following:

- RELB 216 – Law and Writings of the Old Testament Credits: 3
- RELB 335 – Acts and Epistles Credits: 3
- RELB 274 – Prophetic Writings of the Old Testament Credits: 3

Choose five to six credits from the following:

- RELP 240 – Personal Witnessing Credits: 2
- RELP 330 – Homiletics—Introduction to Preaching Credits: 2
- RELP 335 – Foundations of Youth Ministry Credits: 3
- RELP 485 – Pastoral Ministry Credits: 3
- RELG 225 – Introduction to Missions Credits: 3

Required General Education Courses:

- RELB 210 – Jesus in His Time and Ours Credits: 3

- RELT 100 – God and Human Life Credits: 3
- RELT 250 – Personal Spirituality and Faith Credits: 3
- RELT 340 – Religion and Ethics in Modern Society Credits: 3
- The General Education foreign language requirement for the BA: Religion is to be fulfilled by either Greek or Hebrew or any modern language at the intermediate level.

Graduation Requirement:

(a) A minimum grade of "C–" for all major classes and cognates; (b) a minimum overall 2.25 GPA; (c) major GPA of 2.50; (d) practical service in accordance with the requirements of the department.

Note:

Students planning to enter the Seventh–day Adventist Theological Seminary should select a major in theology. A religion major must be supplemented with Seminary prerequisite courses. For entrance requirements, see the Theological Seminary section of this bulletin.

Religion for Secondary Education Emphasis – 33–35

- RELB 111 – Introduction to the Old Testament Credits: 3
- RELB 112 – Introduction to the New Testament Credits: 3
- RELB 245 – Hermeneutics Credits: 3
- RELB 210 – Jesus in His Time and Ours Credits: 3
- RELB 406 – Studies in Daniel and Revelation Credits: 3
- RELT 100 – God and Human Life Credits: 3
- RELT 326 – Theology II Credits: 3
- RELH 400 – SDA History and Prophetic Heritage Credits: 3–4
- Take for 3 credits.

Choose one course from the following:

- RELB 216 – Law and Writings of the Old Testament Credits: 3
- RELB 335 – Acts and Epistles Credits: 3
- RELB 274 – Prophetic Writings of the Old Testament Credits: 3

Choose two from the following:

- RELT 250 – Personal Spirituality and Faith Credits: 3
- RELT 340 – Religion and Ethics in Modern Society Credits: 3
- RELP 335 – Foundations of Youth Ministry Credits: 3

Denominational certification requirements:

Religion for Secondary Education includes all requirements in Religion for SDA church certification and designated for those seeking to teach religion on the secondary level. In order to meet Michigan State Teacher Certification requirements an additional major and minor must be earned. Students must obtain a second advisor in the School of Education and consult regularly with that advisor as well as their Religion advisor.

Graduation Requirement:

(a) A minimum grade of "C–" for all major classes; (b) a minimum overall 2.5 GPA; (c) major GPA of 2.50; (d) practical service in accordance with the requirements of the department.

Theology BA

Theology majors must, within their first semester on campus, prove proficiency in Theology and Bible through a test, including a written paper and an interview, administered by the department. If they fail to meet these requirements, RELT 100 is required.

Major Requirements – 57

- RELB 111 – Introduction to the Old Testament Credits: 3
- RELB 112 – Introduction to the New Testament Credits: 3
- RELB 210 – Jesus in His Time and Ours Credits: 3
- RELB 245 – Hermeneutics Credits: 3
- RELB 335 – Acts and Epistles Credits: 3
- RELB 406 – Studies in Daniel and Revelation Credits: 3
- RELP 105 – Introduction to Pastoral Service Credits: 1

- RELP 200 – Religion Forum Credits: 0 (each semester registered)

- RELP 240 – Personal Witnessing Credits: 2
- RELP 330 – Homiletics—Introduction to Preaching Credits: 2
- RELP 350 – Evangelism Credits: 3
- RELP 485 – Pastoral Ministry Credits: 3
- RELH 400 – SDA History and Prophetic Heritage Credits: 3–4
- Take for 4 credits.
- RELT 325 – Theology I Credits: 3
- RELT 326 – Theology II Credits: 3

Choose one class from each of the following sets: (One or both classes must be 400 level.)

- RELB 216 – Law and Writings of the Old Testament Credits: 3 OR RELB 416 – Advanced Study in Law and Writings Credits: 3
- RELB 274 – Prophetic Writings of the Old Testament Credits: 3 OR RELB 474 – Advanced Study in Old Testament Prophets Credits: 3

Choose one of the following:

- RELG 225 – Introduction to Missions Credits: 3
- RELP 335 – Foundations of Youth Ministry Credits: 3

Choose one course from each of the following three categories: (must take 3 credits in each category)

Christian Spirituality: (3 credits)

- RELT 250 – Personal Spirituality and Faith Credits: 3
- RELB 230 – Biblical Prayers Credits: 3

Religion, Culture, and Society: (3 credits)

- RELT 340 – Religion and Ethics in Modern Society Credits: 3
- RELT 348 – Christians and the Environment Credits: 3
- RELT 385 – Bioethics and Christian Faith Credits: 3
- RELT 390 – Christian Business Ethics Credits: 3
- RELT 445 – Modern Trends in Religion & Society Credits: 1–3
- RELG 350 – World Religions Credits: 3

Issues in Theology: (3 credits)

- RELT 415 – Topics in Theology Credits: 1–3
- RELT 420 – Formative Thinkers in Religion Credits: 1–3

Required Cognates (22):

- BIBL 211 – Greek I Credits: 3
- BIBL 212 – Greek II Credits: 3
- BIBL 313 – Greek III Credits: 3
- BIBL 341 – Hebrew I Credits: 3
- BIBL 342 – Hebrew II Credits: 3
- RELH 316 – History of the Christian Church I Credits: 3
- RELH 317 – History of the Christian Church II Credits: 3
- RELT 295 – Introduction to Theological Research Credits: 1

Required General Education courses:

- PHIL 224 – Introduction to Philosophy Credits: 3
- FMST 115 – Introduction to Family Studies Credits: 3

Graduation Requirement:

(a) A minimum grade of "C–" for all major classes and cognates; (b) a minimum overall of 2.25 GPA; (c) major GPA of 2.50; (d) a practical ministry portfolio in accordance with the requirements of the department.

Undergraduate Minors

Biblical Languages Minor

Minor Requirements – 20

- BIBL 211 – Greek I Credits: 3
- BIBL 212 – Greek II Credits: 3

- BIBL 313 – Greek III Credits: 3
- BIBL 341 – Hebrew I Credits: 3
- BIBL 342 – Hebrew II Credits: 3
- BIBL 495 – Independent Study Credits: 1–3
- A total of 5 credits of BIBL 495 must be taken.

Missions Minor

Minor Requirements – 20

- ANTH 200 – Cultural Anthropology Credits: 3
- RELG 350 – World Religions Credits: 3
- RELP 240 – Personal Witnessing Credits: 2
- RELP 235 – Christianity in a World Context Credits: 2
- RELP 325 – Preparation for Mission Service Credits: 2
- RELP 340 – Strategies for Service Credits: 2
- FDNT 469 – International Nutrition Credits: 2–3

Choose one or two courses from the following:

- EDTE 165 – Philosophical and Social Foundations of Education Credits: 4
- BSAD 365 – International Environment of Business Credits: 3
- BSAD 450 – Multicultural Business Relations Credits: 3
- ENGL 465 – TESOL Methods Credits: 2

Choose one course from the following:

- GEOG 260 – Cultural Geography Credits: 3
- COMM 436 – Intercultural Communication Credits: 3
- FMST 350 – Family Cultural Perspectives Credits: 3

Religion Minor

Minor Requirements – 20

6 upper-division credits, 15 credits from RELB, RELT and RELG. The remaining 5 credits may be taken from any Department of Religion & Biblical Languages offerings subject to consultation with the department.

Biblical Languages

BIBL 204V – Elementary Greek I

Credits: 4

Elements of grammar of the koine Greek of the New Testament, including vocabulary, translation, and reading. **Delivery:** Self-paced online course **Grade Mode:** Griggs corresp (A–F,I,W,DG,DN) **College Code:** CAS

BIBL 205V – Elementary Greek II

Credits: 4

Instruction in intermediate grammar and reading of selected portions of the New Testament. **Delivery:** Self-paced online course **Grade Mode:** Griggs corresp (A–F,I,W,DG,DN) **Prerequisite(s):** BIBL 204V or equivalent. **College Code:** CAS

BIBL 211 – Greek I

Credits: 3

Elements of grammar of the koine Greek of the New Testament, including vocabulary, translation, and reading. Weekly lab required **Grade Mode:** Normal (A–F,I,W) **Offering:** Fall **College Code:** CAS

BIBL 212 – Greek II

Credits: 3

Instruction in intermediate grammar and reading of selected portions of the New Testament. Weekly lab required **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** BIBL 211 **Offering:** Spring **College Code:** CAS

BIBL 221 – Elementary Latin

Credits: 2

Introduction to Latin grammar and syntax. Emphasis on biblical and ecclesiastical vocabulary and reading and translation of simple texts from Vulgate and church history. **Grade Mode:** Normal (A–F,I,W) **Offering:** Fall **College Code:** CAS

BIBL 222 – Intermediate Latin

Credits: 2

Instruction in intermediate Latin grammar and syntax and reading and translation of selected texts from Vulgate and church history. **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** BIBL 221 **Offering:** Spring **College Code:** CAS

BIBL 304V – Intermediate Greek I

Credits: 3

Intermediate course in Greek to provide a fair working knowledge of the New Testament in the original language. **Delivery:** Self-paced online course **Grade Mode:** Griggs corresp (A–F,I,W,DG,DN) **Prerequisite(s):** BIBL 205V or equivalent. **College Code:** CAS

BIBL 305V – Intermediate Greek II

Credits: 3

Continues to refine the student's working knowledge of the New Testament in the original language. **Delivery:** Self-paced online course **Grade Mode:** Griggs corresp (A–F,I,W,DG,DN) **Prerequisite(s):** BIBL 304V or equivalent. **College Code:** CAS

BIBL 313 – Greek III

Credits: 3

Advanced Koine Reading. New Testament portions from Luke, Paul, the book of Hebrews, and James should be analyzed on the bases of Greek syntax and author specific vocabulary. Selections from the Septuagint and the early church fathers will be considered to illustrate the development of thought within Christianity. Furthermore, introducing students to selections from Philo and Josephus. **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** BIBL 211 and BIBL 212 **Offering:** Summer or Fall **College Code:** CAS

BIBL 341 – Hebrew I

Credits: 3

Fundamentals of Biblical Hebrew including a practical vocabulary, an understanding of the grammatical structure of the language, and practice in translation. Weekly lab required **Grade Mode:** Normal (A–F,I,W) **Offering:** Fall **College Code:** CAS

BIBL 342 – Hebrew II

Credits: 3

Development of reading ability in different portions of the Hebrew Bible on intermediate level. Application of the principles of Hebrew lexicography, grammar, syntax and style to the exegesis of selected passages of the Hebrew Old Testament. Emphasis placed upon practical and scholarly application of the text in an exegesis paper. Weekly lab required **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** BIBL 341 **Offering:** Spring **College Code:** CAS

BIBL 495 – Independent Study

Credits: 1–3

Provides opportunity for further and independent investigation of the history, development, and exegesis of the biblical text. **Grade Mode:** Normal w S/DG (A–F,I,S,U,DG,W) **Repeatable:** Repeatable **Offering:** Fall, Spring, Summer **College Code:** CAS

Religion–Biblical Studies

RELB 111 – Introduction to the Old Testament

Credits: 3

An introduction to the writings and theology of the Old Testament within their near eastern cultural, geographical, and historical backgrounds. **Grade Mode:** Normal (A–F,I,W) **Offering:** Fall **College Code:** CAS

RELB 111V – Introduction to the Old Testament

Credits: 3

An introduction to the writings and theology of the Old Testament within their near eastern cultural, geographical, and historical backgrounds. **Delivery:** Self-paced online course **Grade Mode:** Griggs corresp (A–F,I,W,DG,DN) **College Code:** CAS

RELB 112 – Introduction to the New Testament

Credits: 3

An introduction to the writings and theology of the New Testament within their Jewish and Greco–Roman cultural, geographical, and historical backgrounds. **Grade Mode:** Normal (A–F,I,W) **Offering:** Spring **College Code:** CAS

RELB 112V – Introduction to the New Testament

Credits: 3

An introduction to the writings and theology of the New Testament within their Jewish and Greco–Roman cultural, geographical, and historical backgrounds. **Delivery:** Self–paced online course **Grade Mode:** Griggs corresp (A–F,I,W,DG,DN) **College Code:** CAS

RELB 210 – Jesus in His Time and Ours

Credits: 3

Details the mission, the message and the meaning of Jesus Christ for His day and for ours. What is it about the Christian story that captured the attention of so much of world history? Also examines the connection between Christ's first Advent and His second. May be taught with specific emphasis on one of the four gospels. **Delivery:** Interactive online option available **Grade Mode:** Normal (A–F,I,W) **Offering:** Fall, Spring, Summer **College Code:** CAS

RELB 210V – Jesus in His Time and Ours

Credits: 3

Details the mission, the message and the meaning of Jesus Christ for His day and for ours. What is it about the Christian story that captured the attention of so much of world history? Also examines the connection between Christ's first Advent and His second. May be taught with specific emphasis on one of the four gospels. **Delivery:** Self–paced online course **Grade Mode:** Griggs corresp (A–F,I,W,DG,DN) **College Code:** CAS

RELB 216 – Law and Writings of the Old Testament

Credits: 3

An introduction to the Pentateuch and the “Writings” (historical books, Psalms, and Wisdom literature). May be taught with specific emphasis on a particular book or theme. **Grade Mode:** Normal (A–F,I,W) **Offering:** Fall or Spring **College Code:** CAS

RELB 216V – Law and Writings of the Old Testament

Credits: 3

An introduction to the Pentateuch and the “Writings” (historical books, Psalms, and Wisdom literature). May be taught with specific emphasis on a particular book or theme. **Delivery:** Self–paced online course **Grade Mode:** Griggs corresp (A–F,I,W,DG,DN) **College Code:** CAS

RELB 230 – Biblical Prayers

Credits: 3

Readings of biblical prayers as part of divine–human dialogue, assessing their significance for theology as well as for personal spiritual life. A study of the way prayers help to characterize both God and human beings in various types of biblical literature, and reflections of the role of prayer in the life of believers today. **Grade Mode:** Normal (A–F,I,W) **College Code:** CAS

RELB 235 – Apocalyptic and Biblical Prophecy

Credits: 3

A study of the meaning for the 21st century of biblical apocalyptic prophecy, describing the principles of reading and applying biblical prophecy in a modern world, comparing it with other modes of prophecy and prediction in the present culture, and assessing its relevance in view of modern global challenges. Does not count toward a Religion and Theology major. **Grade Mode:** Normal (A–F,I,W) **College Code:** CAS

RELB 245 – Hermeneutics

Credits: 3

An introduction to the presuppositions beneath various interpretive approaches to the biblical text and application of the principles of interpretation to texts representing the various genres of the Old and New Testaments. **Grade Mode:** Normal (A–F,I,W) **Recommended:** Fall **Offering:** Fall **College Code:** CAS

RELB 245V – Hermeneutics

Credits: 3

An introduction to the presuppositions beneath various interpretive approaches to the biblical text and application of the principles of interpretation to texts representing the various genres of the Old and New Testaments. **Delivery:** Self–paced online course **Grade Mode:** Griggs corresp (A–F,I,W,DG,DN) **College Code:** CAS

RELB 274 – Prophetic Writings of the Old Testament

Credits: 3

An introduction to the prophets of the Old Testament and their writings. May be taught with specific emphasis on a particular book or theme. **Delivery:** Interactive online option available **Grade Mode:** Normal (A–F,I,W) **Offering:** Fall or Spring **College Code:** CAS

RELB 304V – Studies in Daniel

Credits: 3

Study of the background, content, and construction of these biblical books with emphasis upon the interpretation of prophecy, apocalyptic imagery and symbols. **Delivery:** Self–paced online course **Grade Mode:** Griggs corresp (A–F,I,W,DG,DN) **College Code:** CAS

RELB 305V – Studies in Revelation

Credits: 3

Study of the background, content, and construction of these biblical books with emphasis upon the interpretation of prophecy, apocalyptic imagery and symbols. **Delivery:** Self–paced online course **Grade Mode:** Griggs corresp (A–F,I,W,DG,DN) **College Code:** CAS

RELB 335 – Acts and Epistles

Credits: 3

Brief introduction to principles of New Testament interpretation; a study of Acts, the Pauline Epistles, Hebrews, and the General Epistles. Research paper may be required. May be taught with specific emphasis on a particular book or theme. **Grade Mode:** Normal (A–F,I,W) **Repeatable:** Repeatable with different topics **Offering:** Fall or Spring **College Code:** CAS

RELB 335V – Acts and Epistles I

Credits: 3

Brief introduction to principles of New Testament interpretation; a study of Acts, the Pauline Epistles, Hebrews, and the General Epistles. Research paper may be required. May be taught with specific emphasis on a particular book or theme. **Delivery:** Self–paced online course **Grade Mode:** Griggs corresp (A–F,I,W,DG,DN) **College Code:** CAS

RELB 374V – Old Testament Prophets, Early

Credits: 3

Includes the history of prophecy, the pre–writing prophetic figures, and the books of the writing prophets of the 8th and early 7th century B.C. Research paper may be required. **Delivery:** Self–paced online course **Grade Mode:** Griggs corresp (A–F,I,W,DG,DN) **College Code:** CAS

RELB 375V – Old Testament Prophets, Later

Credits: 3

Includes the books of the writing prophets of the 7th century B.C. to the end of the prophetic canon. Research paper may be required. **Delivery:** Self–paced online course **Grade Mode:** Griggs corresp (A–F,I,W,DG,DN) **College Code:** CAS

RELB 406 – Studies in Daniel and Revelation

Credits: 3

Study of the background, content, and construction of these biblical books with emphasis upon the interpretation of prophecy, apocalyptic imagery and symbols. **Grade Mode:** Normal (A–F,I,W) **Offering:** Fall **College Code:** CAS

RELB 416 – Advanced Study in Law and Writings

Credits: 3

Focused on a particular book or on themes in the law and writings of the Old Testament. Includes exegesis. Research paper required. **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** BIBL 341 and BIBL 342 **Offering:** Fall or Spring **College Code:** CAS

RELB 474 – Advanced Study in Old Testament Prophets

Credits: 3

Focused on a particular book or on themes in the prophetic writings of the Old Testament. Includes exegesis. Research paper required. **Grade Mode:** Normal (A–F,I,W) **Prerequisite/Corequisite:** BIBL 341 and BIBL 342 **Offering:** Fall or Spring **College Code:** CAS

Religion—General

RELG 160 – Topics in Religion

Credits: 1–3

Designed to add flexibility to the department offerings and to meet diverse student needs. Consult the class schedule for the current topic. **Grade Mode:** Normal (A–F,I,W) **Repeatable:** Repeatable with different topics **Offering:** Fall, Spring, Summer **College Code:** CAS

RELG 225 – Introduction to Missions

Credits: 3

An undergraduate religion course which explores the theology and practice of missions. The objective of the course is to understand God's mission in our world and to experience personal involvement in that mission. A long-term goal of the course is to create an experience through which God can inspire students to a lifetime of service and missions. The class experience includes intensive short-term missions exposure by means of a class tour. Note: Student missionaries are required to take a different missions course: RELP 325 – Preparation for Mission Service. **Grade Mode:** Normal (A–F,I,W) **College Code:** CAS

RELG 225V – Introduction to Missions

Credits: 3

An undergraduate religion course which explores the theology and practice of missions. The objective of the course is to understand God's mission in our world and to experience personal involvement in that mission. A long-term goal of the course is to create an experience through which God can inspire students to a lifetime of service and missions. The class experience includes intensive short-term missions exposure by means of a class tour. Note: Student missionaries are required to take a different missions course: RELP 325 – Preparation for Mission Service. **Delivery:** Self-paced online course **Grade Mode:** Griggs corresp (A–F,I,W,DG,DN) **College Code:** CAS

RELG 248 – Workshop

Credits: 1–3

Provides flexibility for the occasional workshop where it is appropriate to offer religion credit. Workshop requirements must be approved by the department. **Grade Mode:** Normal w S/DG (A–F,I,S,U,DG,W) **Repeatable:** Repeatable **Offering:** Fall, Spring **College Code:** CAS

RELG 350 – World Religions

Credits: 3

Explores major world views and religious traditions and their fundamental teachings, beliefs, and practices. Considers each major religion's analysis of basic human problems and the proposed solutions. Students learn to respect and understand diverse beliefs and practices. Taught from a Christian perspective, the course seeks to explore common ground and challenges between Christianity and the major world religions. **Grade Mode:** Normal (A–F,I,W) **College Code:** CAS

RELG 350V – World Religions

Credits: 3

Explores major world views and religious traditions and their fundamental teachings, beliefs, and practices. Considers each major religion's analysis of basic human problems and the proposed solutions. Students learn to respect and understand diverse beliefs and practices. Taught from a Christian perspective, the course seeks to explore common ground and challenges between Christianity and the major world religions. **Delivery:** Self-paced online course **College Code:** CAS

RELG 360 – Topics in Religion

Credits: 1–3

Designed to add flexibility to the department offerings and to meet diverse student needs. Consult the class schedule for the current topic. This course qualifies for a deferred grade when it requires research. **Course Attribute:** Service course **Delivery:** Interactive online option available; self-paced online option available **Grade Mode:** Normal (A–F,I,W) **Repeatable:** Repeatable with different topics **Offering:** Fall, Spring, Summer **College Code:** CAS

RELG 378 – Study Tour:

Credits: 0

Travel to destinations relevant to individual programs of study. Classes will be selected from department(s) offerings. Fee may be required. Religion and theology majors may apply up to 6 elective study tour credits toward their major if preapproved by department. \$ – Course or lab fee **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **Repeatable:** Repeatable up to 6 credits **College Code:** CAS

RELG 380H – Honors in Religion (topic specified)

Credits: 1–3

Readings and seminar observations on various topics. Area of study announced in advance. **Grade Mode:** Normal (A–F,I,W) **Repeatable:** Repeatable with different topics **Offering:** Fall, Spring **College Code:** CAS

RELG 496 – Special Projects in Religion

Credits: 1–3

By special permission of the Department of Religion & Biblical Languages. **Grade Mode:** Normal w S/DG (A–F,I,S,U,DG,W) **Repeatable:** Repeatable **Offering:** Fall, Spring, Summer **College Code:** CAS

Religion—History

RELH 316 – History of the Christian Church I

Credits: 3

Surveys the internal and external developments and conflicts which Christianity has experienced in time and space from the time of Christ up to the Reformation. Special attention given to those developments that relate to Seventh-day Adventist theological heritage. **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** HIST 117 or permission of instructor. Not applicable to the General Education requirements in religion nor a major in religion. **Offering:** Fall **College Code:** CAS

RELH 316V – History of the Christian Church I

Credits: 3

Surveys the internal and external developments and conflicts which Christianity has experienced in time and space from the time of Christ up to the Reformation. Special attention given to those developments that relate to Seventh-day Adventist theological heritage. **Delivery:** Self-paced online course **Grade Mode:** Griggs corresp (A–F,I,W,DG,DN) **College Code:** CAS

RELH 317 – History of the Christian Church II

Credits: 3

Surveys the history of the church from the Protestant Reformation to current time. Special attention is given to the Protestant Reformation, the Catholic counter-reformation, Puritanism, Rationalism, Evangel-icalism, the rise of modern denominations, the world-wide mission expansion, and ecumenism. **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** HIST 118 or permission of instructor. Not applicable to the GE requirements in religion. **Offering:** Spring **College Code:** CAS

RELH 317V – History of the Christian Church II

Credits: 3

Surveys the history of the church from the Protestant Reformation to current time. Special attention is given to the Protestant Reformation, the Catholic counter-reformation, Puritanism, Rationalism, Evangel-icalism, the rise of modern denominations, the world-wide mission expansion, and ecumenism. **Delivery:** Self-paced online course **Grade Mode:** Griggs corresp (A–F,I,W,DG,DN) **College Code:** CAS

RELH 400 – SDA History and Prophetic Heritage

Credits: 3–4

An investigation of the background, rise, and development of the Seventh-day Adventist church in America and the world from its beginning until the present with special attention given to the historical role, ministry and writings of Ellen White. Theology majors take the class for 4 credits, Religion majors for 3 credits. **Delivery:** Interactive online option available **Grade Mode:** Normal (A–F,I,W) **Offering:** Summer, Fall **College Code:** CAS

RELH 400V – SDA History and Prophetic Heritage

Credits: 3–4

An investigation of the background, rise, and development of the Seventh-day Adventist church in America and the world from its beginning until the present with special attention given to the historical role, ministry and writings of Ellen White. Theology majors take the class for 4 credits, Religion majors for 3 credits. **Delivery:** Self-paced online course **College Code:** CAS

Religion—Professional & Applied Studies

REL P 105 – Introduction to Pastoral Service

Credits: 1

An introduction for ministerial students to the various components of the pastoral calling and practicum. Open only to Theology majors. **Grade Mode:** Normal (A–F,I,W) **Offering:** Spring **College Code:** CAS

REL P 200 – Religion Forum

Credits: 0

A weekly seminar giving instruction in the many aspects of ministering in churches. Required of all theology/religion majors. Students must register for this class each semester in residence. **Grade Mode:** Satisfactory w/DG (S,U,I,W,DG) **Repeatable:** Repeatable **Offering:** Fall, Spring **College Code:** CAS

REL P 235 – Christianity in a World Context

Credits: 2

An introduction to the status and role of Christianity and mission worldwide. Includes a brief history of Christian mission, current facts about mission needs, Christian and mission relationships to world religions, political ideologies, national development, and non–Western cultures. **Grade Mode:** Normal (A–F,I,W) **Offering:** Fall **College Code:** CAS

REL P 240 – Personal Witnessing

Credits: 2

Acquaintance with the dynamics of Christian witnessing in the neighborhood, at work, and in the friend–to–friend approach of personal Bible study. Christ's example of witnessing is highlighted. **Grade Mode:** Satisfactory w/DG (S,U,I,W,DG) **Offering:** Fall **College Code:** CAS

REL P 290V – Introduction to Pastoral Counseling

Credits: 3

Understanding that pastoring includes counseling, this course introduces both the actual skill of counseling and the acquisition of knowledge and insights based on reading and experience. **Delivery:** Self–paced online course **Grade Mode:** Griggs corresp (A–F,I,W,DG,DN) **College Code:** CAS

REL P 320V – Personal Evangelism

Credits: 3

The dynamics of personal evangelism with primary emphasis on instruction rather than exhortation. A clear biblical perspective on the priesthood of all believers; practical counseling for leading someone to Christ; a strategy for visitation; a Bible study methodology; and techniques in getting decisions. **Delivery:** Self–paced online course **Grade Mode:** Griggs corresp (A–F,I,W,DG,DN) **College Code:** CAS

REL P 325 – Preparation for Mission Service

Credits: 2

An orientation to the knowledge, skills and attitudes necessary for successful mission service. This class is the required preparation for student missionaries and fulfills 2 credits of the General Education religion requirement. **Grade Mode:** Normal (A–F,I,W) **Offering:** Fall, Spring **College Code:** CAS

REL P 330 – Homiletics—Introduction to Preaching

Credits: 2

Lays the foundation for biblical sermon construction and delivery. This class is the prerequisite for all other homiletics courses and is a requirement for all religion/theology majors. Weekly lab required **Grade Mode:** Normal (A–F,I,W) **Offering:** Spring **College Code:** CAS

REL P 330V – Homiletics—Introduction to Preaching

Credits: 2

Lays the foundation for biblical sermon construction and delivery. This class is the prerequisite for all other homiletics courses and is a requirement for all religion/theology majors. **Delivery:** Self–paced online course **Grade Mode:** Griggs corresp (A–F,I,W,DG,DN) **College Code:** CAS

REL P 335 – Foundations of Youth Ministry

Credits: 3

Designed for the youth specialist who wishes to work as a youth pastor, youth director, academy Bible teacher, or in any other youth–training capacity. **Grade Mode:** Normal (A–F,I,W) **College Code:** CAS

REL P 335V – Foundations of Youth Ministry

Credits: 3

Designed for the youth specialist who wishes to work as a youth pastor, youth director, academy Bible teacher, or in any other youth–training capacity. **Delivery:** Self–paced online course **Grade Mode:** Griggs corresp (A–F,I,W,DG,DN) **College Code:** CAS

REL P 336 – Homiletics—Expository Preaching

Credits: 1

Addresses the crucial nature of expository preaching, stressing proper principles of interpreting and applying the text to practical life. Weekly lab required. **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** REL P 330. **Offering:** Fall or Spring. **College Code:** CAS

REL P 337 – Homiletics—Contextualized Preaching

Credits: 1

Explores the dynamics of effective preaching to a particular cultural group with an emphasis on the distinctive homiletical, rhetorical and cultural qualities required for the effective proclamation of the Gospel to each group. Weekly lab required. **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** REL P 330. **Offering:** Fall. **College Code:** CAS

REL P 338 – Homiletics—Evangelistic and Special Events Preaching

Credits: 1

Addresses the needs of special preaching events such as evangelistic crusades, weddings, funerals, and dedications. Weekly lab required. **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** REL P 330. **Offering:** Spring. **College Code:** CAS

REL P 340 – Strategies for Service

Credits: 2

Creates the vision that all Christians can serve in mission. Shows how to witness in cross–cultural situations and introduces students to ways they can do mission in any occupation. Alternate forms of mission like tent–maker ministries, nonresident missionaries, urban ministry, and work with refugees and foreign students are addressed. **Grade Mode:** Normal (A–F,I,W) **Offering:** Spring **College Code:** CAS

REL P 350 – Evangelism

Credits: 3

Students will prepare and conduct public evangelistic meetings. Different contexts will be chosen in different years. Students will study and reflect on the role of public evangelism in the mission of the church in various cultural settings. **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** REL P 330 **College Code:** CAS

REL P 400 – Senior Seminar: Health Professions

Credits: 3

A capstone seminar for health profession majors which addresses theoretical and practical spiritual issues pertaining to those working in the health professions. **Course Attribute:** Service course **Grade Mode:** Normal (A–F,I,W) **Offering:** Fall **College Code:** CAS

REL P 441 – Introduction to Pastoral Ministry

Credits: 2–3

A study of the principles of leadership as applied to pastoral ministry, in particular with regard to the minister as leader of worship, as nurturing pastor, as administrator of the church and as evangelist. Theology majors enroll for 3 credits and Religion majors for 2 credits. **Grade Mode:** Normal (A–F,I,W) **Offering:** Fall. **College Code:** CAS

REL P 441V – Introduction to Pastoral Ministry

Credits: 3

A study of good church administration, combining pastoral leadership with church management. Addresses the four–dimensional role of the pastor—person, administrator, church leader and priest. **Delivery:** Self–paced online course **Grade Mode:** Griggs corresp (A–F,I,W,DG,DN) **College Code:** CAS

REL P 482 – Ministerial Candidacy Seminar

Credits: 1

Intended to help ministerial students explore practical issues in connection with their call to pastoral ministry. It also aids in the preparation of the ministerial candidacy portfolio required of the students taking this class. Open only to Theology majors during their senior year. **Grade Mode:** Normal (A–F,I,W) **Offering:** Fall. **College Code:** CAS

RELP 485 – Pastoral Ministry

Credits: 3

A study of the principles of leadership as applied to pastoral ministry, in particular with regard to the minister as leader of worship, as nurturing pastor, as administrator of the church and as evangelist. This class summarizes and assesses the practical ministry portfolio developed by the student during the course of study. **Course Attribute:** Service course **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** RELP 240, RELP 330, RELP 350 **Offering:** Fall **College Code:** CAS

Religion–Theology

RELT 100 – God and Human Life

Credits: 3

How God confronts human beings—includes the process of revelation, principles of interpreting Scripture and similarly inspired material, the nature of God and His expectations for humans, and the evaluation of these concepts as presented in Scripture and the classic literature of various religions. **Grade Mode:** Normal (A–F,I,W) **Offering:** Fall, Spring, Summer **College Code:** CAS

RELT 100V – God and Human Life

Credits: 3

How God confronts human beings—includes the process of revelation, principles of interpreting Scripture and similarly inspired material, the nature of God and His expectations for humans, and the evaluation of these concepts as presented in Scripture and the classic literature of various religions. **Delivery:** Self-paced online course **Grade Mode:** Griggs corresp (A–F,I,W,DG,DN) **College Code:** CAS

RELT 207 – Issues in the Great Controversy

Credits: 3

Study of the controversy between Christ and Satan with particular emphasis on their characters and kingdoms, the attack against law, the implications of the sacrifice of Christ, the relationship of these issues to human lives today, and the completion of God's mission for sinners. Credit not applicable toward the theology concentration. **Grade Mode:** Normal (A–F,I,W) **College Code:** CAS

RELT 216 – Workshop in Prayer

Credits: 2

Study of faith, private prayer, family worship, conducting prayer groups, public prayer, and prayer as a ministry. Not applicable toward the theology concentration or major in religion. **Grade Mode:** Normal (A–F,I,W) **Offering:** Fall, Spring **College Code:** CAS

RELT 225 – Doctrines of the Adventist Faith

Credits: 3

Defines and clarifies the Biblical doctrines of the Seventh-day Adventist faith, distinguishing them within the background of the Judeo-Christian tradition. **Delivery:** Interactive online option available **Grade Mode:** Normal (A–F,I,W) **Offering:** Fall, Spring, Summer **College Code:** CAS

RELT 225V – Doctrines of the Adventist Faith

Credits: 3

Defines and clarifies the Biblical doctrines of the Seventh-day Adventist faith, distinguishing them within the background of the Judeo-Christian tradition. **Delivery:** Self-paced online course **Grade Mode:** Griggs corresp (A–F,I,W,DG,DN) **College Code:** CAS

RELT 250 – Personal Spirituality and Faith

Credits: 3

A study of the Biblical perspective on the act of faith and the life of faith. How does a person begin and nurture one's own personal spiritual and devotional life? Also studies the meaning of spiritual nurture in various lifestyle and work settings. Personal spiritual growth is fostered through involvement in organized church activities and/or witnessing outreach. **Grade Mode:** Normal (A–F,I,W) **Offering:** Fall, Spring **College Code:** CAS

RELT 250V – Personal Spirituality and Faith

Credits: 3

A study of the Biblical perspective on the act of faith and the life of faith. How does a person begin and nurture one's own personal spiritual and devotional life? Also studies the meaning of spiritual nurture in various lifestyle and work settings. Personal spiritual growth is fostered through involvement in organized church activities and/or witnessing outreach. **Delivery:** Self-paced online course **Grade Mode:** Griggs corresp (A–F,I,W,DG,DN) **College Code:** CAS

RELT 295 – Introduction to Theological Research

Credits: 1

Introduces students to basic research concepts, tools, and methodology in the discipline. **Grade Mode:** Normal (A–F,I,W) **Offering:** Fall **College Code:** CAS

RELT 308V – Gift of Prophecy

Credits: 3

Study of the prophetic manifestation in Bible and church to include the ministry and writings of Ellen G. White. **Delivery:** Self-paced online course **Grade Mode:** Griggs corresp (A–F,I,W,DG,DN) **College Code:** CAS

RELT 325 – Theology I

Credits: 3

A continuation of RELT 100. Study of nature, sources, and methods of theology; the doctrines of God and his works (the Trinity, creation, providence, law, and Sabbath), Christ, the Holy Spirit, and human beings. Research paper may be required. Student can earn general education credit in either RELT 225 or RELT 325, but not in both. **Grade Mode:** Normal (A–F,I,W) **Prerequisite/Corequisite:** RELH 400 **Offering:** Fall **College Code:** CAS

RELT 326 – Theology II

Credits: 3

Study of the doctrines of Christ and salvation (nature and works of atonement), the church (characteristics, ministry, and mission), sanctuary and Christ's heavenly ministry, and eschatology from a distinct Seventh-day Adventist perspective. Research paper may be required. **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** RELT 325 **Offering:** Spring **College Code:** CAS

RELT 340 – Religion and Ethics in Modern Society

Credits: 3

Considers how the Judeo-Christian tradition confronts the moral complexities of a highly technical society. Are there universal absolutes that cross all cultural boundaries, or are all values relative? Designed to help students articulate what molded their value system and what should help to shape it. Students are expected to participate in some organized church/civic/social service activities. Student can earn general education credit in either RELT340 or RELT 390, but not in both. **Grade Mode:** Normal (A–F,I,W) **Offering:** Fall, Spring **College Code:** CAS

RELT 340V – Religion and Ethics in Modern Society

Credits: 3

Considers how the Judeo-Christian tradition confronts the moral complexities of a highly technical society. Are there universal absolutes that cross all cultural boundaries, or are all values relative? Designed to help students articulate what molded their value system and what should help to shape it. Students are expected to participate in some organized church/civic/social service activities. Student can earn general education credit in either RELT340 or RELT 390, but not in both. **Delivery:** Self-paced online course **Grade Mode:** Griggs corresp (A–F,I,W,DG,DN) **College Code:** CAS

RELT 348 – Christians and the Environment

Credits: 3

A religious, philosophical, and activist approach to environmental issues, analyzing ideological causes of environmental degradation, and offering philosophical and theological perspectives which inform and sensitize the student to the Christian's environmental responsibility. Qualifies as an "S" course for General Education Service Learning. Contains a service component. **Course Attribute:** Service course **Grade Mode:** Normal (A–F,I,W) **Offering:** Spring **College Code:** CAS

RELT 385 – Bioethics and Christian Faith

Credits: 3

A capstone seminar for biology and related majors that engages the interface of biology and ethics from a biblical and Seventh-day Adventist perspective. Focused attention on select bioethical issues and their relationship to Scripture and Christian practice, including but not limited to: biblical and environmental stewardship, the molecular revolution, genomics and genetic manipulation, human nature, communication in science, and dilemmas in the health professions. **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** BIOL 166, COMM 104 or higher, ENGL 215 **College Code:** CAS

RELT 390 – Christian Business Ethics

Credits: 3

Designed for the student to examine differing ethical models and to develop a personal model that will serve as the basis on which a Seventh–day Adventist Christian will make personal value decisions. The developed model is used in examining actual ethical issues which confront people in daily affairs of business life. Student can earn general education credit in either RELT 340 or 390, but not in both. (Open only to upper division BBA students). **Grade Mode:** Normal (A–F,I,W) **Offering:** Spring **College Code:** CAS

RELT 415 – Topics In Theology

Credits: 1–3

Focused attention on select theological issues and their relationship to Christian practice. The selection of topics varies with any given course offering and might include some of the following: Trinity, theodicy, sanctuary, apocalypticism, justification by faith, revelation and inspiration, and doctrine of creation. Research paper required. **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** RELT 325, RELT 326 **Repeatable:** Repeatable with different topics **College Code:** CAS

RELT 420 – Formative Thinkers in Religion

Credits: 1–3

An in–depth, seminar–style exploration of selected thinkers who have significantly impacted both Christian thought and the culture at large. Through a sustained attention of mostly primary texts, student explore the rich intersection of theology, philosophy, spirituality and ethics with the aim of probing the richness and complexity of human existence in relationship to God. **Grade Mode:** Normal (A–F,I,W) **College Code:** CAS

RELT 425V – Seminar In Contemporary Theology

Credits: 3

A study of ideas of major theologians in modern times. Underlying philosophical presuppositions are analyzed. The relationship between theology and secularism is studied. The course critically examines some primary texts and evaluates their contribution and significance. **Delivery:** Self–paced online course **Grade Mode:** Griggs corresp (A–F,I,W,DG,DN) **College Code:** CAS

RELT 445 – Modern Trends in Religion & Society

Credits: 1–3

Examines a wide range of issues arising from the postmodern cultural context and their impact on Christian self–understanding, missions, and ministry in general. Special attention given to the rise of secularism, pluralism and “new atheism” and the challenges such trends present for Christian apologetics. **Grade Mode:** Normal (A–F,I,W) **College Code:** CAS

Social Work

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269–471–6196
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www.andrews.edu/socialwork

Faculty

Curtis J. VanderWaal, MSW, PhD, Chair
Virletta Bryant, Ph.D. —Off–Campus BSW Site
Krista Cooper, MSW, PhD Candidate
Desiree E. Davis, MSW, LMSW, LCSW, BSW Program Director
Margaret Howell, MSW, LICSW, MSW/MDiv Coordinator
Laura Racovita–Szilagyi, MSW, Director of Field Education
John Gavin, BSW Program Associate Director—Off–Campus BSW Site
Shelly J. Perry, MSW, LCSW
Wendy Thompson, DrPH
Jan F. Wrenn, MSW Program Director

Mission

The Andrews University Department of Social Work, through excellence in teaching, research, and service, prepares students to be effective, knowledgeable, and qualified for practice in the twenty–first century. Using a person and environment perspective, graduates will enhance individual, family, group, organizational, and community well–being, celebrate difference, and promote social and economic justice for vulnerable populations. As a Seventh–day Adventist Christian institution, we build and disseminate knowledge, values, and skills that positively impact local, national, and international communities; affirm faith by integrating Christian compassion in action within generalist and advanced generalist social work practice; and change the world by enhancing the quality of life for all people by upholding the traditions, values, and ethics of the social work profession.

Bachelors

Social Work BSW

The Bachelor of Social Work (BSW) is a professional degree which prepares graduates for generalist professional practice and/or the opportunity to be admitted to a Master of Social Work (MSW) program with advanced standing within appropriate advanced standing GPA guidelines. In addition to the on–campus BSW program, the BSW program is offered as an off–campus program at Washington Adventist University, Takoma Park, Md. The off–campus BSW program is administered and delivered by the AU Department of Social Work and upon completion the BSW is conferred by Andrews University. The AU baccalaureate program is accredited by the Council on Social Work Education through the year 2019.

The foundation curriculum consists of 10 core competencies that are required in every BSW program: (1) Professionalism, (2) Values and Ethics, (3) Critical Thinking, (4) Diversity and Differences, (5) Human Rights and Social Economic Justice, (6) Research, (7) Human Behavior and the Social Environment, (8) Social Welfare Policy and Services, (9) Contextualization, (10) Social Work Practice, plus two (2) additional departmental competencies: (11) Global Worldview and (12) Christian perspective.

Throughout the curriculum, the program integrates concepts of professional ethics and values, critical thinking, and sensitivity to diversity, oppression, social and economic justice, and populations–at–risk. Field education is an integral component of the program.

Although students may declare themselves as social work majors in their freshman or sophomore year, they must apply for acceptance into the social work program. Application is made in January of the sophomore year for formal acceptance into the program by the end of March. Applications are available from social work academic advisors of both the on–campus and off–campus sites.

BSW Student Handbook

The BSW Student Handbook has been designed as the social work student's aid in understanding the program requirements, Social Work Department, and relevant policies of Andrews University. Inside the handbook you will find information such as expectations of students, the BSW curriculum, departmental policies, and other relevant information.

You are responsible for the information found in this handbook, so please take the time to familiarize yourself with the handbook and know where to find questions and answers if the need arises.

Field Education

The Field Manual has been designed as your aid in understanding field education requirements, your role as a student in a field agency, and relevant policies of Andrews University.

You are responsible for the information found in this handbook, so please take the time to familiarize yourself with the handbook and know where to find questions and answers if the need arises.

Admission Criteria

Students qualify for entry into the BSW program when they:

- Earn a minimum GPA of 2.5 overall.
- Receive grades of C– or better in all required program prerequisite and cognate courses.
- Complete SOWK 100, SOWK 101, SOWK 315, SOWK 320, SOWK 325. Maintain a GPA of at least 2.50 in these courses.
- Complete and submit BSW Program Application Packet.
- Receive an acceptance letter from the Undergraduate Program Director.

English Language Requirement

For those applicants whose native language is not English, the following is required:

- MELAB—score of 80 (must achieve passing score on each section) or
- TOEFL—score of 550 (paper based) or score of 80 (computer based with a minimum of 20 on each section) plus
- Nelson Denny—score of 13 and
- Personal interview with BSW program director or designee

Applicants who fail to meet any of the above may be admitted only after committee consideration of the specific circumstances. Additional course work in English may be required.

A student who graduated from a four–year English–speaking high school, college or university may be exempted from all or parts of the above requirements.

Continued Enrollment and Professional Expectations

Continued enrollment is conditional upon the following:

- Acceptable academic performance
- Ethical conduct in compliance with the National Association of Social Workers (NASW) Code of Ethics
- Adequate knowledge and practice performance in the practicum setting.
- Appropriate demonstration of Professional Expectations.

Students in the BSW and MSW Social Work programs are expected to read, know, and integrate the professional expectations listed in the *Andrews University Department of Social Work Handbook*. Consequences for violations of these expectations could include but are not limited to verbal or written warnings, denial of admission, suspension, dismissal, or expulsion from a course or the program. Student Handbook can be obtained on the departmental website at www.andrews.edu/socialwork/.

General Education Requirements

See professional program requirements, see here, and note the following specific requirements:

Religion:

professional degree requirements

Language/Communication:

professional degree requirements

History:

- HIST 117 – Civilizations and Ideas I Credits: 3
- HIST 118 – Civilizations and Ideas II Credits: 3

Fine Arts/Humanities:

professional degree requirements

Life/Physical Sciences:

- BIOL 100 – Human Biology Credits: 4 required

plus a second science course:

- BIOL208 **or**
- FDNT 230 – Nutrition Credits: 3 and
- FDNT 240 – Nutrition Laboratory Credits: 1 recommended

Mathematics:

- STAT 285 – Elementary Statistics Credits: 3

Computer Literacy:

- INFS 120 – Foundations of Information Technology Credits: 3 or pass competency exam

Service:

- SOWK 101 – Orientation to Human Services Credits: 2

Social Sciences:

- fulfilled by Department of Social Work cognates

Fitness Education:

professional degree requirements

Major Requirements

- SOWK 100 – Introduction to Social Work Credits: 3
- SOWK 101 – Orientation to Human Services Credits: 2
- SOWK 220 – Critical Thinking Credits: 2
- SOWK 315 – Values, Ethics and Diversity Credits: 2
- SOWK 320 – Introduction to Counseling Skills Credits: 2
- SOWK 325 – Social Welfare Institutions and Services Credits: 3
- SOWK 331 – Human Behavior and the Social Environment I Credits: 2
- SOWK 332 – Human Behavior and the Social Environment II Credits: 2
- SOWK 350 – Social Policy Credits: 3
- SOWK 401 – Foundations of Practice I Credits: 4
- SOWK 402 – Foundations of Practice I, II Credits: 4
- SOWK 420 – Social Work Methods Seminar Credits: .5, .5
- SOWK 435 – Field Instruction Credits: 1–4
- SOWK 461 – Social Work Research I Credits: 2
- SOWK 462 – Social Work Research II Credits: 2
- SOWK 489 – BSW Professional Seminar Credits: .5, .5

Cognate Courses

- PSYC 101 – Introduction to Psychology Credits: 3
- SOCI 119 – Principles of Sociology Credits: 3
- BIOL 100 – Human Biology Credits: 4
- PLSC 104 – American Government Credits: 3
- PLSC 237 – The Individual, State, and Marketplace Credits: 3 **or**
- ECON 225 – Principles of Macroeconomics Credits: 3
- STAT 285 – Elementary Statistics Credits: 3
- PSYC 180 – Dealing with Your Mind Credits: 3
- SPAN 171 – Elementary Spanish I Credits: 3

Note:

Students are also required to choose 4 credits of social work electives, in consultation with the student's advisor.

Field Practicum

Students are required to complete a 400-hour field placement in a local human-service agency. Students are not eligible to take SOWK 401 or SOWK 402 or SOWK 435 before being admitted into the BSW program. The practicum is normally completed during the student's senior year. Prerequisites include the following courses (which must be completed with a grade of C– or above): SOWK 331, SOWK

332, SOWK 350 and SOWK 402, and a human biology course. Students may be dropped from the program or be required to complete additional practicum hours for the following reasons:

- Inability to demonstrate the skills, knowledge, and professional responsibilities required of a baccalaureate-level social work intern
- Clear violation of the NASW Code of Ethics

Past experience strengthens all BSW student applications. However, following Council on Social Work Education requirements, no social work course credit can be given for life experience or previous work experience.

Total Credits: 63

Masters

Social Work, Advanced Standing Plus—Two-Year Program MSW

MSW (Master of Social Work)

The Master of Social Work (MSW) degree is a professional degree enabling the graduate to enter practice as an advanced-level practitioner. Graduates are prepared to work in a variety of interpersonal clinical or administration and development practice emphases. The foundation curriculum for the MSW consists of 12 core competencies: (1) Professionalism, (2) Values and Ethics, (3) Critical Thinking, (4) Diversity and Differences, (5) Human Rights and Social Economic Justice, (6) Research, (7) Human Behavior and the Social Environment, (8) Social Welfare Policy and Services, (9) Contextualization, (10) Social Work Practice, (11) Global Worldview, and (12) Christian Perspective. Accreditation for the MSW degree has been granted through the Council on Social Work Education through 2019.

Assistantships

Students have the opportunity to apply for graduate assistantships—teaching or research. These assistantships give students the opportunity to develop their expertise. Students interested in becoming social-work educators—especially those with years of clinical experience—may teach undergraduate courses. Research assistantships offer experiences in community consulting, grant writing, and/or conducting research.

MSW Student Handbook

The MSW Student Handbook has been designed as the social work student's aid in understanding the program requirements, Social Work Department, and relevant policies of Andrews University. Inside the handbook you will find information such as expectations of students, the MSW curriculum, departmental policies, and other relevant information.

You are responsible for the information found in this handbook, so please take the time to familiarize yourself with the handbook and know where to find questions and answers if the need arises.

Field Manual

The Field Manual has been designed as your aid in understanding field education requirements, your role as a student in a field agency, and relevant policies of Andrews University.

You are responsible for the information found in this handbook, so please take the time to familiarize yourself with the handbook and know where to find questions and answers if the need arises.

Admissions Criteria

Applicants to the MSW program must meet the requirements in the Graduate Admission section of this bulletin. They must also meet the requirements outlined below.

- An overall minimum undergraduate GPA of 2.75
- All junior and senior level core Social Work courses must have a grade of B– or above or they must be repeated at the MSW level (and the grade received must be B– or above).

* Admissions criteria may be refined and changed as necessary to improve the process and address accreditation issues.

English Language Requirement

For those applicants whose native language is not English, the following is required:

- MELAB—score of 80 (must achieve passing score on each section) or
- TOEFL—score of 550 (paper based) or score of 80 (computer based with a minimum of 20 on each section) plus
- Nelson Denny—score of 13 and
- Personal interview with MSW program director or designee

Applicants who fail to meet any of the above may be admitted only after committee consideration of the specific circumstances. Additional course work in English may be required.

A student who graduated from a four-year English-speaking high school, college or university may be exempted from all or parts of the above requirements.

Graduate Record Examination (GRE)

Students who are applying for admission to the MSW program have two options related to the Graduate Record Examination (GRE). For those students who are seeking a graduate scholarship, the GRE must be taken. The amount of a potential scholarship is related to the score achieved on the GRE as follows:

GRE Score	Scholarship
320	50% tuition reduction
310	25% tuition reduction
300	10% tuition reduction

For students who do not seek a graduate scholarship based on the GRE score, the GRE examination is not required.

Advanced Standing Plus—Two-year Program

Students who have done generally very well in their BSW program, but do not meet the 3.0 GPA admission requirement for the one-year advanced standing program, may be eligible for the two-year advanced standing program designed to remediate any areas of academic weakness. Credit requirements are increased by six credits in addition to the one-year advanced program requirements, designated by the advisor in consultation with the student to strengthen identified areas for growth.

MSW Degree Requirements*

- Satisfactory completion of the MSW curriculum listed by programs below:

Advanced Standing Plus—Two-year Program

Satisfactory completion of 39 credits:

Core courses:

- SOWK 515 – Christian Perspectives on Professional Ethics Credits: 2
- SOWK 601 – Advanced Practice I Credits: 3
- SOWK 602 – Advanced Practice II Credits: 2
- SOWK 605 – Advanced Clinical Assessment Credits: 3
- SOWK 630 – Policy for Social Change Credits: 3
- SOWK 660 – Advanced Practice Evaluation Credits: 3
- SOWK 689 – Advanced Professional Seminar Credits: .5, .5

Field Experience:

- SOWK 637 – Advanced Standing Field Experience Credits: 6 = 600 hours &
- SOWK 610 – Advanced Field Seminar Credits: .5, .5

Electives:

- 15 credits

MSW Areas of Emphasis

Students may choose to specialize in the following areas of emphasis: Administration & Development, Mental Health, School Social Work, Marriage & Family, Christian Ministry, International Social Work, Medical Social Work and Aging & Social Work. Please refer to the Department of Social Work website for further information: www.andrews.edu/cas/socialwork/. Students are not required to choose an emphasis area.

Assistantships

Students have the opportunity to apply for graduate assistantships—teaching or research. These assistantships give students the opportunity to develop their expertise. Students interested in becoming social-work educators—especially those with years of clinical experience—may teach undergraduate courses.

Research assistantships offer experiences in community consulting, grant writing, and/or conducting research.

MSW Student Handbook

The MSW Student Handbook has been designed as the social work student's aid in understanding the program requirements, Social Work Department, and relevant policies of Andrews University. Inside the handbook you will find information such as expectations of students, the MSW curriculum, departmental policies, and other relevant information.

You are responsible for the information found in this handbook, so please take the time to familiarize yourself with the handbook and know where to find questions and answers if the need arises.

Field Manual

The Field Manual has been designed as your aid in understanding field education requirements, your role as a student in a field agency, and relevant policies of Andrews University.

You are responsible for the information found in this handbook, so please take the time to familiarize yourself with the handbook and know where to find questions and answers if the need arises.

Admissions Criteria

Applicants to the MSW program must meet the requirements in the Graduate Admission section of this bulletin. They must also meet the requirements outlined below.

- An overall minimum undergraduate GPA of 2.75
- All junior and senior level core Social Work courses must have a grade of B– or above or they must be repeated at the MSW level (and the grade received must be B– or above).

* Admissions criteria may be refined and changed as necessary to improve the process and address accreditation issues.

English Language Requirement

For those applicants whose native language is not English, the following is required:

- MELAB—score of 80 (must achieve passing score on each section) or
- TOEFL—score of 550 (paper based) or score of 80 (computer based with a minimum of 20 on each section) plus
- Nelson Denny—score of 13 and
- Personal interview with MSW program director or designee

Applicants who fail to meet any of the above may be admitted only after committee consideration of the specific circumstances. Additional course work in English may be required.

A student who graduated from a four-year English-speaking high school, college or university may be exempted from all or parts of the above requirements.

Graduate Record Examination (GRE)

Students who are applying for admission to the MSW program have two options related to the Graduate Record Examination (GRE). For those students who are seeking a graduate scholarship, the GRE must be taken. The amount of a potential scholarship is related to the score achieved on the GRE as follows:

GRE Score	Scholarship
320	50% tuition reduction
310	25% tuition reduction
300	10% tuition reduction

For students who do not seek a graduate scholarship based on the GRE score, the GRE examination is not required.

Degree Requirements

- A minimum cumulative GPA of 3.00 in Social Work Program
- No grade of D or F (or U) may count toward a graduate degree.
- The maintenance at all times of professional conduct and behaviors appropriate for a social worker according to the National Association of Social Workers' Code of Ethics.
- Defense of the professional degree portfolio. This portfolio is a demonstrative collection of professional competencies.
- Other Andrews University degree requirements as presented in the Graduate Academic Information section of this bulletin

* Subject to change as necessary to improve the process and address accreditation issues.

Past experience strengthens all MSW student applications. However, following Council on Social Work Education requirements, no social work course credit can be given for life experience or previous work experience.

Total Credits: 39

Social Work, Advanced Standing--One-Year Program MSW

MSW (Master of Social Work)

The Master of Social Work (MSW) degree is a professional degree enabling the graduate to enter practice as an advanced-level practitioner. Graduates are prepared to work in a variety of interpersonal clinical or administration and development practice emphases. The foundation curriculum for the MSW consists of 12 core competencies: (1) Professionalism, (2) Values and Ethics, (3) Critical Thinking, (4) Diversity and Differences, (5) Human Rights and Social Economic Justice, (6) Research, (7) Human Behavior and the Social Environment, (8) Social Welfare Policy and Services, (9) Contextualization, (10) Social Work Practice, (11) Global Worldview, and (12) Christian Perspective. Accreditation for the MSW degree has been granted through the Council on Social Work Education through 2019.

Assistantships

Students have the opportunity to apply for graduate assistantships—teaching or research. These assistantships give students the opportunity to develop their expertise. Students interested in becoming social-work educators—especially those with years of clinical experience—may teach undergraduate courses. Research assistantships offer experiences in community consulting, grant writing, and/or conducting research.

MSW Student Handbook

The MSW Student Handbook has been designed as the social work student's aid in understanding the program requirements, Social Work Department, and relevant policies of Andrews University. Inside the handbook you will find information such as expectations of students, the MSW curriculum, departmental policies, and other relevant information. You are responsible for the information found in this handbook, so please take the time to familiarize yourself with the handbook and know where to find questions and answers if the need arises.

Field Manual

The Field Manual has been designed as your aid in understanding field education requirements, your role as a student in a field agency, and relevant policies of Andrews University. You are responsible for the information found in this handbook, so please take the time to familiarize yourself with the handbook and know where to find questions and answers if the need arises.

Admissions Criteria

Applicants to the MSW program must meet the requirements in the Graduate Admission section of this bulletin. They must also meet the requirements outlined below.

- An overall minimum undergraduate GPA of 3.0

* Admissions criteria may be refined and changed as necessary to improve the process and address accreditation issues.

English Language Requirement

For those applicants whose native language is not English, the following is required:

- MELAB—score of 80 (must achieve passing score on each section) or
- TOEFL—score of 550 (paper based) or score of 80 (computer based with a minimum of 20 on each section) plus
- Nelson Denny—score of 13 and
- Personal interview with MSW program director or designee

Applicants who fail to meet any of the above may be admitted only after committee consideration of the specific circumstances. Additional course work in English may be required. A student who graduated from a four-year English-speaking high school, college or university may be exempted from all or parts of the above requirements.

Graduate Record Examination (GRE)

Students who are applying for admission to the MSW program have two options related to the Graduate Record Examination (GRE). For those students who are seeking a graduate scholarship, the GRE must be taken. The amount of a potential scholarship is related to the score achieved on the GRE as follows:

GRE Score	Scholarship
320	50% tuition reduction

310	25% tuition reduction
300	10% tuition reduction

For students who do not seek a graduate scholarship based on the GRE score, the GRE examination is not required.

MSW Degree Requirements*

- Satisfactory completion of the MSW curriculum listed by programs below:

Advanced Standing Program

Satisfactory completion of 33 credits:

Basic courses:

- SOWK 515 – Christian Perspectives on Professional Ethics Credits: 2
- SOWK 601 – Advanced Practice I Credits: 3
- SOWK 602 – Advanced Practice II Credits: 2
- SOWK 605 – Advanced Clinical Assessment Credits: 3
- SOWK 630 – Policy for Social Change Credits: 3
- SOWK 660 – Advanced Practice Evaluation Credits: 3
- SOWK 689 – Advanced Professional Seminar Credits: .5, .5

Field Experience:

- SOWK 637 – Advanced Standing Field Experience Credits: 1–6 = 600 hours &
- SOWK 610 – Advanced Field Seminar Credits: .5, .5

Electives:

- 9 credits

Advanced Standing—One-year Program

Credit requirements are reduced by 23 based on previous BSW foundation courses taken. In addition to the requirements for the regular two-year program, the following are required for admission into the advanced one-year program.

- Bachelors degree in Social Work no more than five years old from a program accredited by the Council on Social Work Education or international equivalent approved by CSWE. If an applicant has a degree older than five years, he/she must have one year of post-bachelor's human-service work experience for every year beyond the five-year limit.
- An overall undergraduate GPA of 3.0 and on graduate credits previously earned, and 3.2 on undergraduate Social Work classes.

MSW Curriculum

Core advanced interpersonal practice courses supplemented by optional emphasis areas of focus are offered. Students wishing to enroll in core graduate social work courses must be enrolled in the MSW Program and/or have the instructor's permission. Students in the regular two-year program are required to take all foundation year courses. All students, both regular and advanced placement, must take all core advanced year courses, as well as those listed for any specific emphasis they select and elective courses to complete the total credits required. Students who are accepted into the advanced one-year program must also take SOWK 515. Students may transfer up to 20% of the credits from one degree into the MSW program. All courses are subject to change based on accreditation needs.

MSW Areas of Emphasis

Students may choose to specialize in the following areas of emphasis: Administration & Development, Mental Health, School Social Work, Marriage & Family, Christian Ministry, International Social Work, Medical Social Work, and Aging & Social Work. Please refer to the Department of Social Work website for further information: www.andrews.edu/cas/sowk/. Students are not required to choose an emphasis area.

Total Credits: 33

Social Work, Regular Standing--Two-Year Program MSW

MSW (Master of Social Work)

The Master of Social Work (MSW) degree is a professional degree enabling the graduate to enter practice as an advanced-level practitioner. Graduates are prepared to work in a variety of interpersonal clinical or administration and development practice emphases. The foundation curriculum for the MSW consists of 12 core competencies: (1) Professionalism, (2) Values and Ethics, (3) Critical Thinking, (4) Diversity and Differences, (5) Human Rights and Social Economic Justice, (6) Research, (7) Human Behavior and the Social Environment, (8) Social Welfare Policy and Services, (9) Contextualization, (10) Social Work Practice, (11) Global Worldview, and (12) Christian Perspective. Accreditation for the MSW degree has been granted through the Council on Social Work Education through 2019.

Assistantships

Students have the opportunity to apply for graduate assistantships—teaching or research. These assistantships give students the opportunity to develop their expertise. Students interested in becoming social-work educators—especially those with years of clinical experience—may teach undergraduate courses. Research assistantships offer experiences in community consulting, grant writing, and/or conducting research.

MSW Student Handbook

The MSW Student Handbook has been designed as the social work student's aid in understanding the program requirements, Social Work Department, and relevant policies of Andrews University. Inside the handbook you will find information such as expectations of students, the MSW curriculum, departmental policies, and other relevant information.

You are responsible for the information found in this handbook, so please take the time to familiarize yourself with the handbook and know where to find questions and answers if the need arises.

Field Manual

The Field Manual has been designed as your aid in understanding field education requirements, your role as a student in a field agency, and relevant policies of Andrews University.

You are responsible for the information found in this handbook, so please take the time to familiarize yourself with the handbook and know where to find questions and answers if the need arises.

Admissions Criteria

Applicants to the MSW program must meet the requirements in the Graduate Admission section of this bulletin. They must also meet the requirements outlined below.

- An overall minimum undergraduate GPA of 2.75
- * Admissions criteria may be refined and changed as necessary to improve the process and address accreditation issues.

English Language Requirement

For those applicants whose native language is not English, the following is required:

- MELAB—score of 80 (must achieve passing score on each section) or
 - TOEFL—score of 550 (paper based) or score of 80 (computer based with a minimum of 20 on each section) plus
 - Nelson Denny—score of 13 and
 - Personal interview with MSW program director or designee
- Applicants who fail to meet any of the above may be admitted only after committee consideration of the specific circumstances. Additional course work in English may be required.
- A student who graduated from a four-year English-speaking high school, college or university may be exempted from all or parts of the above requirements.

Graduate Record Examination (GRE)

Students who are applying for admission to the MSW program have two options related to the Graduate Record Examination (GRE). For those students who are seeking a graduate scholarship, the GRE must be taken. The amount of a potential scholarship is related to the score achieved on the GRE as follows:

GRE Score	Scholarship
320	50% tuition reduction
310	25% tuition reduction
300	10% tuition reduction

For students who do not seek a graduate scholarship based on the GRE score, the GRE examination is not required.

Regular Standing—Two-year Program

- Hold a baccalaureate degree from an accredited college or university
 - Provide transcripts that demonstrate course work with a strong liberal arts background.
- Required Liberal Arts Background Minimum Semester Credits*
- Human Biology or Anatomy and Physiology—3 (or pass challenge exam)
 - Communications/Language Skills (foreign languages, speech, grammar, linguistics, written communication, media)—6
 - Social and Behavioral Science (sociology, anthropology, psychology, social psychology, diversity)—8
 - Humanities/History (philosophy, religion, arts, government, political science, economics, or literature)—14
 - Take STAT 285—3
 - Previous computer skills, either in course work (1 credit) or extensive hands-on experience evidenced by the *Computer Skills Assessment Form*.
 - Satisfy one of the criteria below:
 - Have an overall GPA of at least 2.75 in undergraduate courses.
 - Have a GPA of at least 2.75 on last 50% of undergraduate courses.
 - Have a graduate GPA of at least 3.5 on 8 semester credits or more earned in courses graded A–F.
 - Hold a previous master's degree.
 - A professional résumé documenting related experience
 - A statement of professional interest and purpose for MSW graduate study
 - Two strong professional references
 - *The faculty may request a personal interview or a third reference and/or other information.*

MSW Degree Requirements*

- Satisfactory completion of the MSW curriculum listed by programs below:

Regular Standing Program

Satisfactory completion of 56 credits:

Basic courses:

- SOWK 501 – Foundations of Practice I Credits: 4
- SOWK 502 – Foundations of Practice II Credits: 4
- SOWK 515 – Christian Perspectives on Professional Ethics Credits: 2
- SOWK 531 – Human Behavior and the Social Environment I Credits: 2
- SOWK 532 – Human Behavior and the Social Environment II Credits: 2
- SOWK 550 – Social Policy Credits: 2
- SOWK 561 – Social Work Research I Credits: 2
- SOWK 562 – Social Work Research II Credits: 2
- SOWK 601 – Advanced Practice I Credits: 3
- SOWK 602 – Advanced Practice II Credits: 2
- SOWK 605 – Advanced Clinical Assessment Credits: 3
- SOWK 630 – Policy for Social Change Credits: 3
- SOWK 660 – Advanced Practice Evaluation Credits: 3
- SOWK 689 – Advanced Professional Seminar Credits: .5, .5

Field Experience:

- SOWK 535 – Generalist Field Experience Credits: 1–4 = 400 hours,
- SOWK 510 – Generalist Field Seminar Credits: .5, .5
- SOWK 635 – Advanced Field Experience Credits: 1–5 = 500 hours,
- SOWK 610 – Advanced Field Seminar Credits: .5, .5

Electives:

- 10 credits

Degree Requirements

- A minimum cumulative GPA of 3.00 in Social Work Program
- No grade of D or F (or U) may count toward a graduate degree.
- The maintenance at all times of professional conduct and behaviors appropriate for a social worker according to the National Association of Social Workers' Code of Ethics.

- Defense of the professional degree portfolio. This portfolio is a demonstrative collection of professional competencies.
- Other Andrews University degree requirements as presented in the Graduate Academic Information section of this bulletin.

* Subject to change as necessary to improve the process and address accreditation issues.

Past experience strengthens all MSW student applications. However, following Council on Social Work Education requirements, no social work course credit can be given for life experience or previous work experience.

MSW Curriculum

Core advanced interpersonal practice courses supplemented by optional emphasis areas of focus are offered. Students wishing to enroll in core graduate social work courses must be enrolled in the MSW Program and/or have the instructor's permission. Students in the regular two-year program are required to take all foundation year courses. All students, both regular and advanced placement, must take all core advanced year courses, as well as those listed for any specific emphasis they select and elective courses to complete the total credits required. Students who are accepted into the advanced one-year program must also take SOWK 515. Students may transfer up to 20% of the credits from one degree into the MSW program. All courses are subject to change based on accreditation needs.

MSW Areas of Emphasis

Students may choose to specialize in the following areas of emphasis: Administration & Development, Mental Health, School Social Work, Marriage & Family, Christian Ministry, International Social Work, Medical Social Work, and Aging & Social Work. Please refer to the Department of Social Work website for further information: www.andrews.edu/cas/socialwork/. Students are not required to choose an emphasis area.

Total Credits: 56

Masters Dual Degrees

Master of Social Work/Master of Arts in Youth & Young Adult Ministry, Dual Degree MSW/MAYYAM

Master of Social Work Degree Requirements

Basic Courses – 56 Credits

- SOWK 501 – Foundations of Practice I Credits: 4
- SOWK 502 – Foundations of Practice II Credits: 4
- SOWK 515 – Christian Perspectives on Professional Ethics Credits: 2
- SOWK 531 – Human Behavior and the Social Environment I Credits: 2
- SOWK 532 – Human Behavior and the Social Environment II Credits: 2
- SOWK 550 – Social Policy Credits: 2
- SOWK 561 – Social Work Research I Credits: 2
- SOWK 562 – Social Work Research II Credits: 2
- SOWK 601 – Advanced Practice I Credits: 3
- SOWK 602 – Advanced Practice II Credits: 2
- SOWK 605 – Advanced Clinical Assessment Credits: 3
- SOWK 630 – Policy for Social Change Credits: 3
- SOWK 660 – Advanced Practice Evaluation Credits: 3
- SOWK 689 – Advanced Professional Seminar Credits: .5, .5

Field Experience

- SOWK 535 – Generalist Field Experience Credits: 1–4 (4 credits required for this degree. (4) = 400 hours)
- SOWK 510 – Generalist Field Seminar Credits: .5, .5
- SOWK 635 – Advanced Field Experience Credits: 1–5 (5 credits required for this degree. (5) = 500 hours)
- SOWK 610 – Advanced Field Seminar Credits: .5, .5

MA in Youth & Young Adult Ministry Requirements

General Seminary Requirements – 18 Credits

Biblical Spirituality – 2 Credits

- DSRE 541 – Foundations of Biblical Spirituality Credits: 2–3 (2 credits required)

Biblical Studies – 4 Credits

- 2–4 credits in Old Testament and/or 2–4 credits in New Testament

Theology – 4 Credits

- Two courses in Theology; one ethics course recommended

Church History – 2 Credits

- CHIS 574 – History of Seventh-day Adventist Theology Credits: 2

Christian Ministry – 4 Credits

- CHMN 523 – Worship: Word and Music Credits: 2–3 (2 credits required)

Choose one of the following

- CHMN 526 – Conflict Management in the Church Credits: 2–3
- CHMN 527 – Church Leadership and Administration Credits: 2–3
- CHMN 543 – Christian Leadership in a Changing World Credits: 3

World Mission – 2 Credits

MAYYAM Concentration Courses – 16 Credits

- CHMN 632 – Contextualized Preaching: Youth & Young Adult Credits: 2
- DSRE 656 – Counseling Youth and Young Adults Credits: 2–3 (2 credits required)
- DSRE 605 – Issues in Religious Education Credits: 2 **OR** DSRE 610 – Teaching for Discipleship Credits: 2
- DSRE 608 – Youth and Young Adults in Contemporary Culture Credits: 2
- DSRE 534 – Ministry to Youth and Young Adults Credits: 2–3 (2 credits required)
- DSRE 564 – Advanced Youth and Young Adult Ministry Leadership Credits: 2–3 (2 credits required)
- Choose one CHMN or DSRE Course (2 Credits)

BIBLE & Biblical History (if needed) – 1 Credit

- GSEM 525 – The Bible and Biblical History Credits: 1

MAYYAM Dual Degree

Andrews University has formed a collaborative between the Department of Discipleship and Religious Education in the Seminary and the Department of Social Work in the College of Arts & Sciences to pre-prepare students for youth and young adult ministry and social work. Students choosing this program would receive both a master's in Youth and Young Adult Ministry and a master's in Social Work. The objectives of this program are to equip students for various forms of ministry in which clinical and administrative skills in social work and ministry are needed; to enable students to integrate both ministry and social work knowledge, values and skills into a multifaceted approach to Christian service, thereby enhancing their usefulness as instruments of the Holy Spirit; and to sensitize them to nontraditional ministry opportunities by exposing them to theories and practice skills related to counseling approaches, person-in-environment, social and economic justice, human rights and global perspectives from a Christian worldview. The program is designed to give students both master's degrees within three years. The details of the program are as follows:

- The dual degree will consist of 78 credits.
- The student will need to be accepted into both programs.
- There will be shared electives between the two programs:
 - Eight credits for the MA in Youth & Young Adult Ministry; and
 - Ten credits for the Master of Social Work.
- Fieldwork will also be a shared experience, being cross-listed as CHMN660 Field Practicum/SOWK535 Field Experience/ SOWK635 Advanced Field Experience. Nine credit hours will be required for a total of 900 clock hours.
- One course will be cross-listed and be taken in the Department of Social Work:

- DSRE 503 – Marriage, Family, and Interpersonal Relationships with SOWK 501 – Foundations of Practice I
- GSEM 525 – The Bible and Biblical History will be considered a prerequisite course. If the student passes the Biblical Literacy Exam, that will satisfy the prerequisite. If the student does not pass the exam, they will need to take the one-credit GSEM 525 in addition to the 78 credits for the dual degree.

See the Seminary section of this bulletin for a complete description of this dual degree.

MSW Requirements

Student Handbook

The MSW Student Handbook has been designed as the social work student's aid in understanding the program requirements, Social Work Department, and relevant policies of Andrews University. Inside the handbook you will find information such as expectations of students, the MSW curriculum, departmental policies, and other relevant information.

You are responsible for the information found in this handbook, so please take the time to familiarize yourself with the handbook and know where to find questions and answers if the need arises.

Field Manual

The Field Manual has been designed as your aid in understanding field education requirements, your role as a student in a field agency, and relevant policies of Andrews University.

You are responsible for the information found in this handbook, so please take the time to familiarize yourself with the handbook and know where to find questions and answers if the need arises.

English Language Requirement

1. For those applicants whose native language is not English, the following is required:
2. MELAB—score of 80 (must achieve passing score on each section) or
3. TOEFL—score of 550 (paper based) or score of 80 (computer based with a minimum of 20 on each section) plus
4. Nelson Denny—score of 13 and
5. Personal interview with MSW program director or designee

Applicants who fail to meet any of the above may be admitted only after committee consideration of the specific circumstances. Additional course work in English may be required.

A student who graduated from a four-year English-speaking high school, college or university may be exempted from all or parts of the above requirements.

Graduate Record Examination (GRE)

Students who are applying for admission to the MSW program have two options related to the Graduate Record Examination (GRE). For those students who are seeking a graduate scholarship, the GRE must be taken. The amount of a potential scholarship is related to the score achieved on the GRE as follows:

GRE Score	Scholarship
320	50% tuition reduction
310	25% tuition reduction
300	10% tuition reduction

For students who do not seek a graduate scholarship based on the GRE score, the GRE examination is not required.

Master of Social Work/Master of Divinity Track 1, Dual Degree MSW/MDiv

MDiv General Information

For more information regarding: Program Overview, Application, Policies and other entrance requirements see the Masters of Divinity section in the Seventh-day Adventist Seminary section.

Program Description

Andrews University has formed a collaboration between the Seventh-day Adventist Theological Seminary and the Department of Social Work in the College of Arts & Sciences to prepare students for service in occupations where social work and the pastoral mission of the church intersect. The objectives of this program are to prepare students for various forms of ministry in which clinical and administrative skills in social work and theology are needed; to enable students to integrate both theological and social work knowledge, values and skills into a

multifaceted approach to Christian service, thereby enhancing their usefulness as instruments of the Holy Spirit; and to sensitize students to nontraditional ministry opportunities by exposing them to theories and practice skills related to counseling approaches, person-in-environment, social and economic justice, human rights and global perspectives from a Christian worldview. The program is designed to give students an integrated approach to both theology and social work. Students can choose either a dual degree or an emphasis in either Social Work or Christian Ministry.

Master of Social Work Degree Requirements: 46 Credits

Basic Courses

- SOWK 501 – Foundations of Practice I Credits: 4
- SOWK 502 – Foundations of Practice II Credits: 4
- SOWK 515 – Christian Perspectives on Professional Ethics Credits: 2
- SOWK 531 – Human Behavior and the Social Environment I Credits: 2
- SOWK 532 – Human Behavior and the Social Environment II Credits: 2
- SOWK 550 – Social Policy Credits: 2
- SOWK 561 – Social Work Research I Credits: 2
- SOWK 562 – Social Work Research II Credits: 2
- SOWK 601 – Advanced Practice I Credits: 3
- SOWK 602 – Advanced Practice II Credits: 2
- SOWK 605 – Advanced Clinical Assessment Credits: 3
- SOWK 630 – Policy for Social Change Credits: 3
- SOWK 660 – Advanced Practice Evaluation Credits: 3
- SOWK 689 – Advanced Professional Seminar Credits: .5, .5

Field Experience

- SOWK 535 – Generalist Field Experience Credits: 1–4 (4 credits required for this degree. (4) = 400 hours)
- SOWK 510 – Generalist Field Seminar Credits: .5, .5
- SOWK 635 – Advanced Field Experience Credits: 1–5 (5 credits required for this degree. (5) = 500 hours)
- SOWK 610 – Advanced Field Seminar Credits: .5, .5

Master of Divinity Track 1

MDiv/MSW Track 1 program is for students who have a Bachelors degree in Theology. Students who do not have a BA in Theology will need to complete the MDiv/MSW Track 2 program.

MDiv Prerequisites

- GSEM 525 – The Bible and Biblical History Credits: 1
OR Biblical Literacy Exam 80% – August
- CHMN 552 – Foundations of Pastoral Ministry Credits: 2
OR Church Policy Exam 80%
- NTST 551 – Beginning Greek Credits: 2
OR Beginning Greek Exam 60%
- NTST 552 – Intermediate Greek Credits: 2–3
OR Intermediate Greek Exam 70%
- OTST 551 – Biblical Hebrew I Credits: 3
OR Hebrew Examination 45% or higher
- OTST 552 – Biblical Hebrew II Credits: 2–3
OR Hebrew II Examination 65% or Higher

Interdisciplinary Courses – 14

- GSEM 534 – Issues in Ellen G. White Studies Credits: 2–3 **2 credits for MDiv**
- GSEM 530 – Doctrine of the Sanctuary Credits: 2–3 **2 credits for MDiv**
- GSEM 539 – Issues in Origins Credits: 2–3 **2 credits for MDiv**
- GSEM 510 – Revelation, Inspiration and Hermeneutics Credits: 3
- GSEM 626 – Contemporary Adventist Theological Issues Credits: 2–3 **2 credits for MDiv**
- GSEM 627 – Issues in Daniel and Revelation Credits: 3

Christian Ministry – 16

- CHMN 539 – Church Growth and the Equipping Pastor Credits: 2–3
- CHMN 562 – Field Evangelism Credits: 3–6 **3 credits for MDiv**
- CHMN 631 – Field Evangelistic Preaching Credits: 3
- CHMN 543 – Christian Leadership in a Changing World Credits: 3

- CHMN 566 – Mobilizing Laity for the Ministry of Evangelism Credits: 2–3 **2 credits for MDiv OR**
- CHMN 656 – Holistic Small Groups Credits: 2–3 **2 credits for MDiv**
- CHMN 523 – Worship: Word and Music Credits: 2–3 **2 credits for MDiv OR**
- Choose one 600 Level Advanced Preaching Course Credits 2

Courses from NADEI

Of the above courses, the following are taught by NADEI (North American Division Evangelism Institute).

CHMN539 – Church Growth
CHMN562 – Field Evangelism
CHMN566 – Mobilizing Laity
CHMN656 – Holistic Small Groups
CHMN536 – Personal Evangelistic Ministry
CHMN631 – Field Evangelistic Preaching

In the semester in which students take CHMN562 – Field Evangelism, the class load is limited to 12 credits.

International (non–North American) students are exempt from CHMN562–Field Evangelism and CHMN631–Field Evangelistic Preaching, except as arranged. Other NADEI courses are required of international students unless the substitution of a course offered by the Department of World Mission is approved by the MDiv director. The 3 credits exempted from CHMN562 must be taken in either the Christian Ministry or World Mission departments. The course CHMN631 must be replaced by CHMN621–Evangelistic Preaching or another advanced (600 Level) preaching course.

Discipleship and Religious Education – 5

- DSRE 541 – Foundations of Biblical Spirituality Credits: 2–3 **3 credits for MDiv**
- DSRE 534 – Ministry to Youth and Young Adults Credits: 2–3 **2 credits for MDiv OR**
- DSRE 610 – Teaching for Discipleship Credits: 2–3 **2 credits for MDiv**

Old Testament: 8

- Choose one ANEA Course Credits 2
- OTST 633 – Social Issues in the Old Testament (Exegesis) Credits: 2–3 **3 credits for MDiv**
- Choose one Theology Courses Credits 3

Theology: 6

- THST 540 – Doctrine of Salvation Credits: 2–3 **2 credits for MDiv**
- Choose one 600 Level Systematic Theology Course Credits 2
- Choose one 600 Level Historical Theology Course Credits 2

Church History: 6

- CHIS 674 – Development of Seventh–day Adventist Theology Credits: 3
- Choose one 600 Level Church History Course Credits 3

New Testament: 8

- NTST 633 – Social Issues in the New Testament (Exegesis) Credits: 2–3 (3 credits for MDiv)
- Choose one 600 Level New Testament Theology Course Credits 3
- Choose one 600 Level New Testament Backgrounds Course Credit 2

World Mission: 6

- MSSN 546 – Mission in Cultural and Religious Context Credits: 3
- MSSN 561 – Christian Witness and World Religions Credits: 3

Credits for Each Program

MDiv: Track 1: Graduation requirements consist of the satisfactory completion of 115 semester credits with an overall grade point average of C (2.5) or better. Sixty–nine credits are MDiv credits, 31.5 credits are social work credits, and 14.5 credits are shared between the two curricula in lieu of MDiv electives.

MSW: MDiv students are required to complete 45 core credit hours for the two–year regular MSW program. Due to the strict requirements of the Council on Social Work Education’s accrediting mandates, these core courses must all be taught or co–taught within the department by faculty holding an MSW degree. However, these courses could be co–taught with faculty from the seminary. MDIV/MSW DUAL DEGREE PROGRAM 373 Occasionally, a student who has already earned a BSW from an accredited program may apply to this program. In this case, the student would be placed in the Advanced Standing program, and take either 33 credits (Advanced Standing) or 39 credits (Advanced Standing Plus). Students with an undergraduate GPA of 3.0 or higher are eligible to complete the Advanced Standing Program while those with a lower GPA must complete the Advanced Standing Plus requirements.

Since both the MDiv and MSW programs reduce total credits in order to reduce costs and achieve a more streamlined and efficient program, both degrees must be received simultaneously in order to fulfill the requirements of either degree.

Although MDiv students can transfer 11 electives into the MSW program, they can only receive a tuition reduction if they are simultaneously enrolled in the MDiv Program.

Shared Social Work credits between Social Work and MDiv equal 14.5. Shared MDiv credits between MDiv and Social Work equal 11.

- SOWK501 Foundations of Practice 1 (4 credits) is shared with DSRE503 Marriage, Family & Interpersonal Relationships (3 credits)
- SOWK510/535 Generalist Field Experience/Seminar) 2.5 credits is shared with CHMN560 Theological Field Education (2 credits)
- SOWK601 Advanced Practice I (3 credits) is shared with CHMN555 Pastoral Counseling (2 credits)
- SOWK630 Policy for Social Change (3 credits) is shared with MSSN505 Christian Responses to Human Needs (2 credits) or CHMN544 The Church and Social Issues (2 credits)
- SOWK515 Christian Perspectives on Ethics (2 credits) is shared with THST643 Christian Professional Ethics (2 credits)

Admission Requirements

Applicants for the MDiv/MSW dual degree program typically will have received a bachelor’s degree (BA, BS, BSW) from a four–year college or university accredited by one of the nationally recognized accrediting agencies in the United States, or hold an equivalent educational credential from another country. Application must be made separately to both the Seventh–day Adventist Theological Seminary and the Department of Social Work. Acceptance into one of the programs does not guarantee acceptance into the other. Applicants must meet the admissions requirements for each program, including all required prerequisites for each degree program.

MDiv:

Although MDiv students can transfer 11 electives into the MSW program, they can only receive a tuition reduction if they are simultaneously enrolled in the MDiv program. Students who have already completed an MDiv degree can receive the tuition reduction upon admission into the MSW program.

MSW:

1. Students must maintain a minimum cumulative GPA of 3.0 in social work program courses;
2. No grade of D or F (or U) may count toward the MSW degree.

Student Handbook

The MSW Student Handbook has been designed as the social work student’s aid in understanding the program requirements, Social Work Department, and relevant policies of Andrews University. Inside the handbook you will find information such as expectations of students, the MSW curriculum, departmental policies, and other relevant information.

You are responsible for the information found in this handbook, so please take the time to familiarize yourself with the handbook and know where to find questions and answers if the need arises.

Field Manual

The Field Manual has been designed as your aid in understanding field education requirements, your role as a student in a field agency, and relevant policies of Andrews University.

You are responsible for the information found in this handbook, so please take the time to familiarize yourself with the handbook and know where to find questions and answers if the need arises.

English Language Requirement MDIV

- For those applicants whose native language is not English, the following is required:
- MELAB—score of 85 (must achieve passing score on each section) or
- TOEFL—score of 600 (paper based) or score of 90 (computer based with a minimum of 20 on each section)
- IELTS—score of 7

Language proficiency must be met before enrolling full-time in regular coursework.

English Language Requirement – MSW

- For those applicants whose native language is not English, the following is required:
- MELAB—score of 80 (must achieve passing score on each section) or
- TOEFL—score of 550 (paper based) or score of 80 (computer based with a minimum of 20 on each section) plus
- Nelson Denny—score of 13 and
- Personal interview with MSW program director or designee

Applicants who fail to meet any of the above may be admitted only after committee consideration of the specific circumstances. Additional course work in English may be required.

A student who graduated from a four-year English-speaking high school, college or university may be exempted from all or parts of the above requirements.

Graduate Record Examination (GRE)

Students who are applying for admission to the MSW program have two options related to the Graduate Record Examination (GRE). For those students who are seeking a graduate scholarship, the GRE must be taken. The amount of a potential scholarship is related to the score achieved on the GRE as follows:

GRE Score	Scholarship
320	50% tuition reduction
310	25% tuition reduction
300	10% tuition reduction

For students who do not seek a graduate scholarship based on the GRE score, the GRE examination is not required.

Master of Social Work/Master of Divinity Track 2, Dual Degree MSW/MDiv

MDiv General Information

For more information regarding: Program Overview, Application, Policies and other entrance requirements see the Masters of Divinity section in the Seventh-day Adventist Seminary section.

Program Description

Andrews University has formed a collaboration between the Seventh-day Adventist Theological Seminary and the Department of Social Work in the College of Arts & Sciences to prepare students for service in occupations where social work and the pastoral mission of the church intersect. The objectives of this program are to prepare students for various forms of ministry in which clinical and administrative skills in social work and theology are needed; to enable students to integrate both theological and social work knowledge, values and skills into a multifaceted approach to Christian service, thereby enhancing their usefulness as instruments of the Holy Spirit; and to sensitize students to nontraditional ministry opportunities by exposing them to theories and practice skills related to counseling approaches, person-in-environment, social and economic justice, human rights and global perspectives from a Christian worldview. The program is designed to give students an integrated approach to both theology and social work. Students can choose either a dual degree or an emphasis in either Social Work or Christian Ministry.

Master of Social Work Degree Requirements: 46 Credits

Basic Courses

- SOWK 501 – Foundations of Practice I Credits: 4
- SOWK 502 – Foundations of Practice II Credits: 4

- SOWK 515 – Christian Perspectives on Professional Ethics Credits: 2
- SOWK 531 – Human Behavior and the Social Environment I Credits: 2
- SOWK 532 – Human Behavior and the Social Environment II Credits: 2
- SOWK 550 – Social Policy Credits: 2
- SOWK 561 – Social Work Research I Credits: 2
- SOWK 562 – Social Work Research II Credits: 2
- SOWK 601 – Advanced Practice I Credits: 3
- SOWK 602 – Advanced Practice II Credits: 2
- SOWK 605 – Advanced Clinical Assessment Credits: 3
- SOWK 630 – Policy for Social Change Credits: 3
- SOWK 660 – Advanced Practice Evaluation Credits: 3
- SOWK 689 – Advanced Professional Seminar Credits: .5, .5

Field Experience

- SOWK 535 – Generalist Field Experience Credits: 1–4 (4 credits required for this degree. (4) = 400 hours)
- SOWK 510 – Generalist Field Seminar Credits: .5, .5
- SOWK 635 – Advanced Field Experience Credits: 1–5 (5 credits required for this degree. (5) = 500 hours)
- SOWK 610 – Advanced Field Seminar Credits: .5, .5

Master of Divinity Track 2

Interdisciplinary Courses – 15

- GSEM 525 – The Bible and Biblical History Credits: 1
- GSEM 534 – Issues in Ellen G. White Studies Credits: 2–3
- GSEM 530 – Doctrine of the Sanctuary Credits: 2–3
- GSEM 539 – Issues in Origins Credits: 2–3
- GSEM 510 – Revelation, Inspiration and Hermeneutics Credits: 3
- GSEM 626 – Contemporary Adventist Theological Issues Credits: 2–3
- GSEM 511 – Daniel and Revelation Credits: 3

Christian Ministry – 20

- CHMN 539 – Church Growth and the Equipping Pastor Credits: 2–3
- CHMN 562 – Field Evangelism Credits: 3–6 **3 credits for MDiv**
- CHMN 631 – Field Evangelistic Preaching Credits: 3
- CHMN 543 – Christian Leadership in a Changing World Credits: 3
- CHMN 552 – Foundations of Pastoral Ministry Credits: 2
- CHMN 505 – Biblical Preaching Credits: 2–3 **2 credits for MDiv**
- CHMN 536 – Personal Evangelistic Ministry Credits: 2–3

- CHMN 523 – Worship: Word and Music Credits: 2–3 **2 credits for MDiv** OR Choose one CHMN_____Advanced Preaching Elective 2 credits

Courses from NADEI

Of the above courses, the following are taught by NADEI (North American Division Evangelism Institute).

CHMN539 – Church Growth
CHMN562 – Field Evangelism
CHMN566 – Mobilizing Laity
CHMN656 – Holistic Small Groups
CHMN536 – Personal Evangelistic Ministry
CHMN631 – Field Evangelistic Preaching

In the semester in which students take CHMN562 – Field Evangelism, the class load is limited to 12 credits.

International (non-North American) students are exempt from CHMN562–Field Evangelism and CHMN631–Field Evangelistic Preaching, except as arranged. Other NADEI courses are required of international students unless the substitution of a course offered by the Department of World Mission is approved by the MDiv director. The 3 credits exempted from CHMN562 must be taken in either the Christian Ministry or World Mission departments. The course CHMN631 must be replaced by CHMN621–Evangelistic Preaching or another advanced (600 Level) preaching course.

Discipleship and Religious Education – 5

- DSRE 541 – Foundations of Biblical Spirituality Credits: 2–3 **3 credits for MDiv**
- DSRE 534 – Ministry to Youth and Young Adults Credits: 2–3 **2 credits for MDiv OR**
- DSRE 610 – Teaching for Discipleship Credits: 2–3 **2 credits for MDiv**

Church History: 12

- CHIS 674 – Development of Seventh–day Adventist Theology Credits: 3
- CHIS 501 – Church History I Credits: 2
- CHIS 502 – Church History II Credits: 2
- CHIS 503 – Church History III Credits: 2
- CHIS 504 – Adventist Heritage Credits: 3

Old Testament: 15

- OTST 551 – Biblical Hebrew I Credits: 3
- OTST 552 – Biblical Hebrew II Credits: 2–3 **2 credits for MDiv**
- OTST 565 – Pentateuch Credits: 3
- OTST 555 – Prophets Credits: 3
- OTST 558 – Writings Credits: 2
- ANEA 510 – Archaeology and the Bible Credits: 2–3 **2 credits for MDiv OR**
- ANEA 514 – Bible Lands and Their Explorations Credits: 2–3 **2 credits for MDiv OR**
- NTST 615 – New Testament Archaeology Credits: 2–3 **2 credits for MDiv**

New Testament: 15

- NTST 551 – Beginning Greek Credits: 2
- NTST 552 – Intermediate Greek Credits: 2–3
- NTST 515 – New Testament Backgrounds Credits: 2–3 **2 credits for MDiv**
- NTST 510 – Intro to Exegesis and Theology 1: Gospels Credits: 3
- NTST 543 – Intro to Exegesis and Theology 2: Acts and General Epistles Credits: 2
- NTST 509 – Intro to Exegesis and Theology 3: Pauline Writings Credits: 3

Theology: 8

- THST 521 – Christian Theology I Credits: 3
- THST 522 – Christian Theology II Credits: 3
- THST 510 – Understanding the Christian World Credits: 2–3 **2 credits for MDiv**

World Mission: 6

- MSSN 546 – Mission in Cultural and Religious Context Credits: 3
- MSSN 561 – Christian Witness and World Religions Credits: 3

Credits for Each Program

MDiv: Track 2: Graduation requirements consist of satisfactory completion of 142 semester hours with an overall grade point average of C (2.5) or better. Ninety–six credits are MDiv credits, 31.5 credits are Social Work credits, and 14.5 credits are shared between the two curricula.

MSW: MDiv students are required to complete 45 core credit hours for the two–year regular MSW program. Due to the strict requirements of the Council on Social Work Education’s accrediting mandates, these core courses must all be taught or co–taught within the department by faculty holding an MSW degree. However, these courses could be co–taught with faculty from the seminary. MDIV/MSW DUAL DEGREE PROGRAM 373 Occasionally, a student who has already earned a BSW from an accredited program may apply to this program. In this case, the student would be placed in the Advanced Standing program, and take either 33 credits (Advanced Standing) or 39 credits (Advanced Standing Plus). Students with an undergraduate GPA of 3.0 or higher are eligible to complete the Advanced Standing Program while those with a lower GPA must complete the Advanced Standing Plus requirements.

Since both the MDiv and MSW programs reduce total credits in order to reduce costs and achieve a more streamlined and efficient program, both degrees must be

received simultaneously in order to fulfill the requirements of either degree. Although MDiv students can transfer 11 electives into the MSW program, they can only receive a tuition reduction if they are simultaneously enrolled in the MDiv Program.

Shared Social Work credits between Social Work and MDiv equal 14.5. Shared MDiv credits between MDiv and Social Work equal 11.

- SOWK501 Foundations of Practice 1 (4 credits) is shared with DSRE503 Marriage, Family & Interpersonal Relationships (3 credits)
- SOWK510/535 Generalist Field Experience/Seminar) 2.5 credits is shared with CHMN560 Theological Field Education (2 credits)
- SOWK601 Advanced Practice I (3 credits) is shared with CHMN555 Pastoral Counseling (2 credits)
- SOWK630 Policy for Social Change (3 credits) is shared with MSSN505 Christian Responses to Human Needs (2 credits) or CHMN544 The Church and Social Issues (2 credits)
- SOWK515 Christian Perspectives on Ethics (2 credits) is shared with THST643 Christian Professional Ethics (2 credits)

Admission Requirements

Applicants for the MDiv/MSW dual degree program typically will have received a bachelor’s degree (BA, BS, BSW) from a four–year college or university accredited by one of the nationally recognized accrediting agencies in the United States, or hold an equivalent educational credential from another country. Application must be made separately to both the Seventh–day Adventist Theological Seminary and the Department of Social Work. Acceptance into one of the programs does not guarantee acceptance into the other. Applicants must meet the admissions requirements for each program, including all required prerequisites for each degree program.

MDiv:

Although MDiv students can transfer 11 electives into the MSW program, they can only receive a tuition reduction if they are simultaneously enrolled in the MDiv program. Students who have already completed an MDiv degree can receive the tuition reduction upon admission into the MSW program.

MSW:

1. Students must maintain a minimum cumulative GPA of 3.0 in social work program courses;
2. No grade of D or F (or U) may count toward the MSW degree.

Student Handbook

The MSW Student Handbook has been designed as the social work student’s aid in understanding the program requirements, Social Work Department, and relevant policies of Andrews University. Inside the handbook you will find information such as expectations of students, the MSW curriculum, departmental policies, and other relevant information.

You are responsible for the information found in this handbook, so please take the time to familiarize yourself with the handbook and know where to find questions and answers if the need arises.

Field Manual

The Field Manual has been designed as your aid in understanding field education requirements, your role as a student in a field agency, and relevant policies of Andrews University.

You are responsible for the information found in this handbook, so please take the time to familiarize yourself with the handbook and know where to find questions and answers if the need arises.

English Language Requirement MDIV

1. For those applicants whose native language is not English, the following is required:
2. MELAB—score of 85 (must achieve passing score on each section) or
3. TOEFL—score of 600 (paper based) or score of 90 (computer based with a minimum of 20 on each section)
4. IELTS—score of 7

Language proficiency must be met before enrolling full–time in regular coursework.

English Language Requirement – MSW

1. For those applicants whose native language is not English, the following is required:
2. MELAB—score of 80 (must achieve passing score on each section) or
3. TOEFL—score of 550 (paper based) or score of 80 (computer based with a minimum of 20 on each section) plus
4. Nelson Denny—score of 13 and
5. Personal interview with MSW program director or designee

Applicants who fail to meet any of the above may be admitted only after committee consideration of the specific circumstances. Additional course work in English may be required.

A student who graduated from a four-year English-speaking high school, college or university may be exempted from all or parts of the above requirements.

Graduate Record Examination (GRE)

Students who are applying for admission to the MSW program have two options related to the Graduate Record Examination (GRE). For those students who are seeking a graduate scholarship, the GRE must be taken. The amount of a potential scholarship is related to the score achieved on the GRE as follows:

GRE Score	Scholarship
320	50% tuition reduction
310	25% tuition reduction
300	10% tuition reduction

For students who do not seek a graduate scholarship based on the GRE score, the GRE examination is not required.

MDiv Emphases Options

Students enrolled in the MDiv program may choose from a number of 12-credit emphases. More specific details may be obtained from each department regarding these areas of emphasis.

Choosing an emphasis may prolong the length of a student's program. Please consider the possibility of adding a semester to your MDiv program when attempting to complete an emphasis. Regular master's tuition is charged for courses taken after an MDiv student has completed their program coursework.

Master of Divinity Emphases

See Master of Divinity Emphases options for a detailed list of required courses.

Christian Ministry	New Testament
African American Ministry	Exegesis and Theology
Chaplaincy	Backgrounds and Languages
Church Growth and Evangelism	
Church Leadership	Old Testament
Pastoral Care	Old Testament
Preaching	Archaeology & History of Antiquity
	Jewish Studies
Church History	Biblical and Cognate (Ancient Near Eastern) Languages
Church History	
Adventist Studies	Theology and Christian Philosophy
Church and State	Christian Ethics
Reformation	Historical Theology
Discipleship and Religious Education	Systematic Theology
Discipleship and Biblical Spirituality	
Campus Spiritual Leadership	World Missions
Family Life Education	Missions Studies
Youth Ministry	

Master of Social Work/Master of Science in Community and International Development, Dual Degree MSW/MSCID

Dual Degree Program Description

Andrews University has chosen to explore a collaborative between the Community & International Development Program (CIDP) and the Department of Social Work in the College of Arts & Sciences to prepare students for service in occupations where social work and international development intersect. Social Workers, particularly those in the areas of Administration and Development and International Social Work, may have an interest in international work. In such situations, the MSCID could equip them with a complementary skill set. Likewise, development and relief workers often find themselves in situations where social work skills in counseling and therapy would be useful. In addition, the MSCID/MSW collaborative allows for a greater breadth of employment opportunities for students.

MSW Degree Requirements

Basic Courses

- SOWK 501 – Foundations of Practice I Credits: 4
- SOWK 502 – Foundations of Practice II Credits: 4
- SOWK 515 – Christian Perspectives on Professional Ethics Credits: 2
- SOWK 531 – Human Behavior and the Social Environment I Credits: 2
- SOWK 532 – Human Behavior and the Social Environment II Credits: 2
- SOWK 550 – Social Policy Credits: 2
- SOWK 561 – Social Work Research I Credits: 2
- SOWK 562 – Social Work Research II Credits: 2
- SOWK 601 – Advanced Practice I Credits: 3
- SOWK 602 – Advanced Practice II Credits: 2
- SOWK 605 – Advanced Clinical Assessment Credits: 3
- SOWK 630 – Policy for Social Change Credits: 3
- SOWK 660 – Advanced Practice Evaluation Credits: 3
- SOWK 689 – Advanced Professional Seminar Credits: .5, .5

Field Experience

- SOWK 535 – Generalist Field Experience Credits: 4 = 400 hours
- SOWK 510 – Generalist Field Seminar Credits: .5, .5
- SOWK 635 – Advanced Field Experience Credits: 5 = 500 hours
- SOWK 610 – Advanced Field Seminar Credits: .5, .5

Electives – 10 Credits

MSW Emphasis Options

Administration & Development Emphasis

- CIDS 520 – Development Theory and Practice Credits: 3
- **Choose one of the following courses**
- CIDS 515 – Organization and Human Resources Credits: 3 **OR** BSAD 515 – Organizational Behavior & Leadership Credits: 3 **OR** BSAD 530 – Leadership & Management of Not-for-Profit Organizations Credits: 3

International Social Work Emphasis

- CIDS 536 – Development Design & Evaluation Credits: 3 (Satisfies SOWK 675 – Topics: Grant writing Credits: 1)
- SOWK 537 – International Social Work Credits: 2

MSCID Degree Requirements – 39–40 Credits

CIDP Core Courses – 10 Credits

- CIDS 520 – Development Theory and Practice Credits: 3
- SOCI 508 – Emergency Preparedness Credits: 2
- ANTH 517 – Cultural and Developmental Anthropology Credits: 2
- Remaining 3 credit hours satisfied by SOWK 630 – Policy for Social Change

Development Management – 11 Credits

- CIDS 530 – Needs Assessment, Capacity Mapping & Program Planning Credits: 3
- CIDS 536 – Development Design & Evaluation Credits: 3
- CIDS 535 – Budgeting, Fundraising & Grantsmanship Credits: 2
- **Choose one of the following three courses:**
- CIDS 515 – Organization and Human Resources Credits: 3
- BSAD 530 – Leadership & Management of Not-for-Profit Organizations Credits: 3
- BSAD 515 – Organizational Behavior & Leadership Credits: 3

Research Tools & Skills – 6–7 Credits

- SOCI 533 – Research Methods III: Advanced Research Design–Experimental and Survey Credits: 2

- SOCI 534 – Research Methods IV: Advanced Statistical Analysis & SPSS Credits: 2
- CIDS 670 – Comprehensive Exam Credits: 0
- CIDS 698 – Research Project Credits: 2–3 OR CIDS 699 – Master's Thesis Credits: 3–4

Practicum – 1 Credit

Field experience must be planned in consultation with both programs in order to satisfy all requirements.

- Satisfied by: SOWK 635 – Advanced Field Experience Credits: 1–5

Concentration Electives – 12 Credits

- SOWK 660 – Advanced Practice Evaluation
- SOWK core credits may be applied to a CIDP concentration at the discretion of the CIDP Program Director.

Collaborative Program Objectives

1. To prepare students for various forms of work in which clinical and administrative skills in development and social work are needed;
2. To enable students to integrate development and social work knowledge, values, and skills into a multifaceted approach to service, thereby enhancing their value in the world.

Distinctive Features of the Program

The program is designed to give students an integrated approach to both international development and social work. Students who take a social work emphasis in Administration and Development and International Social Work can choose a dual degree with CIDP.

Admission Requirements

Applicants to the MSCID/MSW dual degree program typically will have received a bachelor's degree (BA, BS, BSW) from an accredited four-year college or university in the U.S., or hold an equivalent educational credential from another country. Application must be made separately to both the MSDIC and MSW programs. Acceptance into one program does not guarantee acceptance into the other. Applicants must meet the admissions requirements for each program, including all required prerequisites for each degree. Students in both programs must meet the following minimum requirements:

1. Students must maintain a minimum cumulative GPA of 3.0;
2. No grade of D or F (or U) may count toward either degree.

Credits for Each Program

MSCID students are required to complete 39–40 credit hours for the two-year regular program, which includes 12 elective credits (minimum of 4 courses). Students with certain prerequisites may qualify for the 30-credit advanced standing program. The two-year regular MSW degree requires 46 core credit hours, plus 10 elective hours. Due to the strict requirements of the Council on Social Work Education's accrediting mandates, these core courses must all be taught or co-taught within the department by faculty holding an MSW degree. Occasionally, a student who has already earned a BSW from an accredited program may apply to this program. In this case, the student would be placed in the Advanced Standing program, and take either 33 credits (Advanced Standing) or 39 credits (Advanced Standing Plus). Students with an undergraduate GPA of 3.0 or higher are eligible to complete the Advanced Standing Program, while those with a lower GPA must complete the Advanced Standing Plus requirements.

These program models create a curriculum that allows for the integration of 21–24 Social Work and CIDP credits, giving students the advantage of being able to reduce their total credit load. Since both MSCID and MSW programs already share courses in order to reduce costs and achieve a more streamlined and efficient program, the course work for both degrees must be taken either simultaneously or within one academic year of completion of one of the degrees in order to fulfill the requirements of either degree.

Because of CSWE requirements, students in the MSCID/MSW SOCIAL WORK COURSES 215 dual degree program would register for social work core classes in lieu of certain CIDP courses and would take an emphasis in either Administration & Development or International Social Work. Students will take shared courses as outlined below.

MSW Requirements

Student Handbook

The MSW Student Handbook has been designed as the social work student's aid in understanding the program requirements, Social Work Department, and relevant

policies of Andrews University. Inside the handbook you will find information such as expectations of students, the MSW curriculum, departmental policies, and other relevant information.

You are responsible for the information found in this handbook, so please take the time to familiarize yourself with the handbook and know where to find questions and answers if the need arises.

Field Manual

The Field Manual has been designed as your aid in understanding field education requirements, your role as a student in a field agency, and relevant policies of Andrews University.

You are responsible for the information found in this handbook, so please take the time to familiarize yourself with the handbook and know where to find questions and answers if the need arises.

English Language Requirement

1. For those applicants whose native language is not English, the following is required:
2. MELAB—score of 80 (must achieve passing score on each section) or
3. TOEFL—score of 550 (paper based) or score of 80 (computer based with a minimum of 20 on each section) plus
4. Nelson Denny—score of 13 and
5. Personal interview with MSW program director or designee

Applicants who fail to meet any of the above may be admitted only after committee consideration of the specific circumstances. Additional course work in English may be required.

A student who graduated from a four-year English-speaking high school, college or university may be exempted from all or parts of the above requirements.

Graduate Record Examination (GRE)

Students who are applying for admission to the MSW program have two options related to the Graduate Record Examination (GRE). For those students who are seeking a graduate scholarship, the GRE must be taken. The amount of a potential scholarship is related to the score achieved on the GRE as follows:

GRE Score	Scholarship
320	50% tuition reduction
310	25% tuition reduction
300	10% tuition reduction

For students who do not seek a graduate scholarship based on the GRE score, the GRE examination is not required.

Social Work

SOWK 100 – Introduction to Social Work

Credits: 3

The professional activity of social workers in the U.S., including a brief history of the social-work profession, its knowledge, values, and skills base, and its cross-cultural aspects. Emphasis on the response of social work to varied populations and diverse cultures. **Grade Mode:** Normal (A–F,I,W) **Offering:** Fall **College Code:** CAS

SOWK 101 – Orientation to Human Services

Credits: 2

This course explores various personal and professional values and skills needed for working in human services. It provides a theoretical and practical knowledge base for understanding and meeting community needs. It also includes a brief orientation to the BSW program. Fifty (50) hours of documented volunteer service is required. **Course Attribute:** Service course **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **College Code:** CAS

SOWK 220 – Critical Thinking

Credits: 2

In this course, students develop the ability to think clearly and critically. Practice includes developing writing skills that enable students to clearly present claims to support their conclusions and avoid reinforcing biases. Content will challenge students to think abstractly by examining the construction of social work theory and applying theory in practice. Topics include the relationship between critical thinking and clear writing, credibility of sources, rhetorical devices, fallacies, unclear or misleading language, the characteristics of various types of arguments and critical analysis. **Grade Mode:** Normal (A–F,I,W) **College Code:** CAS

SOWK 315 – Values, Ethics and Diversity

Credits: 2

Special attention is given to core values and professional ethics expected of outstanding social workers. Emphasizing a Christian world view, students develop appreciation for diversity and sensitivity toward issues related to culture, race, gender, class, age, and sexual identity. **Grade Mode:** Normal (A–F,I,W)

Prerequisite/Corequisite: Pre/Corequisite: SOWK 100 or permission of instructor.

Offering: Fall **College Code:** CAS

SOWK 320 – Introduction to Counseling Skills

Credits: 3

Exposes students to basic engagement, listening, assessment, and interviewing skills. Students gain beginning skills to explore the problems of various client systems. **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** PSYC 101. **Offering:** Spring **College Code:** CAS

SOWK 325 – Social Welfare Institutions and Services

Credits: 3

An analysis of the factors which determine the manner in which social-welfare services are currently being delivered in the U. S. Factors include the value base, the historical development, and the organization of the social welfare system.

Grade Mode: Normal (A–F,I,W) **Prerequisite(s):** SOWK 100; HIST 118 or PLSC 104.

Offering: Fall **College Code:** CAS

SOWK 331 – Human Behavior and the Social Environment I

Credits: 2

Ecological model for studying human behavior and an overview of normal individual development from conception through early childhood. Psychosocial, learning, and social–role theories constitute the theoretical basis for the course. Special attention paid to the impact of gender, health, and minority status upon human development. **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** SOWK 100, BIOL 100. **Offering:** Fall **College Code:** CAS

SOWK 332 – Human Behavior and the Social Environment II

Credits: 2

Ecological model for studying human behavior and an overview of normal individual development from middle childhood to late adulthood. Psychosocial, learning, and social–role theories constitute the theoretical basis for the course. Special attention paid to the impact of gender, health, and minority status upon human development. **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** SOWK 331.

Offering: Spring **College Code:** CAS

SOWK 350 – Social Policy

Credits: 3

Develops basic knowledge and skills for policy analysis, formulation and critical challenge within local and international contexts. Examines the determining factors affecting public policy in the United States as compared with other systems.

Provides framework for analysis of social problems and policies, as they impact development and social service practice. **Grade Mode:** Normal (A–F,I,W)

Prerequisite(s): PLSC 104. **Offering:** Spring **College Code:** CAS

SOWK 378 – Study Tour

Credits: 0

Travel to destinations relevant to individual programs of study. Classes will be selected from department(s) offerings. Fee may be required. \$ – Course or lab fee **Grade Mode:** Noncredit (NC,W) **Repeatable:** Repeatable **College Code:** CAS

SOWK 401 – Foundations of Practice I

Credits: 4

Designed to develop the theory, knowledge, and skills essential in generalist social work practice. Various methods are offered for developing communication, assessment, planning, intervention, termination, and evaluative skills necessary in social work practice. Focus on skills necessary for practice with individuals, families and groups in a variety of settings. **Grade Mode:** Normal (A–F,I,W) **Corequisite(s):** SOWK 420 **Offering:** Fall **College Code:** CAS

SOWK 402 – Foundations of Practice I, II

Credits: 4

Designed to develop the theory, knowledge, and skills essential in generalist social work practice. Various methods are offered for developing communication, assessment, planning, intervention, termination, and evaluative skills necessary in social work practice. Focus on skills necessary for practice with individuals, families and groups in a variety of settings. **Grade Mode:** Normal (A–F,I,W)

Prerequisite/Corequisite: Prerequisite: SOWK 401 and Corequisites: SOWK 331, SOWK 332, SOWK 420. **Offering:** Fall, Spring **College Code:** CAS

SOWK 408 – Introduction to Emergency Preparedness

Credits: 2

Provides an introduction to basic philosophy and concepts of Emergency Preparedness as required by FEMA (Federal Emergency Management Agency) and most states which certify staff. Includes use of FEMA–provided modules in the Professional Development Series which are accepted prerequisites for advanced classroom courses. A passing grade is required on each module for a Satisfactory grade and receipt of a Professional Development Series Certificate of Completion. **Grade Mode:** Normal (A–F,I,W) **College Code:** CAS

SOWK 410 – Children and Families at Risk

Credits: 2

This course explores factors that put children and families at risk for various social problems in American society. Special attention is placed on institutions, services, policies, and laws that impact families, set within a historical context of child welfare laws and services. Swing course—Approved 400–499 courses qualify for graduate–level credit for graduate students **Grade Mode:** Normal (A–F,I,W) **Repeatable:** Repeatable **College Code:** CAS

SOWK 415 – Substance Use in American Society

Credits: 2

An overview of substance–use terminology, historical issues, definitions, epidemiology, consequences, and drugs of abuse within an American cultural and historical framework. Swing course—Approved 400–499 courses qualify for graduate–level credit for graduate students **Grade Mode:** Normal (A–F,I,W)

Offering: Alternate years **College Code:** CAS

SOWK 420 – Social Work Methods Seminar

Credits: .5, .5

Provides opportunity for students to develop their basic social work skills through integrating social work knowledge and theory into field practice. Several aspects of field will be discussed. Is taken concurrently with the student's field placement.

Grade Mode: Normal with DG (A–F,I,W,DG,DN) **Corequisite(s):** SOWK 401 or SOWK 402 **Repeatable:** Repeatable up to 1 credit **Offering:** Fall, Spring **College Code:** CAS

SOWK 424 – Social Gerontology

Credits: 2

A study of aging and ageism in the United States, including demographic trends, societal attitudes, problems of the elderly, and national policies relating to senior citizens in the cultural context of American society. **Grade Mode:** Normal (A–F,I,W)

Offering: Normally offered even years **College Code:** CAS

SOWK 425 – Emergency Planning

Credits: 2

Principles of emergency planning used in any type of disaster. Includes working with volunteers, handling special events, evacuation, mass fatalities, planning for schools, and homeland security planning. Required course for Michigan Professional Emergency Management (PEM) certification. Includes satisfactory completion of FEMA–provided modules in Professional Development Series. Swing course—Approved 400–499 courses qualify for graduate–level credit for graduate students **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** SOWK 408. **College Code:** CAS

SOWK 435 – Field Instruction

Credits: 1–4

A lab course to give students experience and practice in a community agency under qualified supervision. A total of 400 clock hours required. Repeatable to 4 credits. **Grade Mode:** Satisfactory w/DG (S,U,I,W,DG) **Corequisite(s):** SOWK 401 and SOWK 420 **Prerequisite(s):** SOWK 401 and SOWK 420 **Repeatable:** Repeatable up to 4 credits **Offering:** Fall, Spring, Summer **College Code:** CAS

SOWK 437 – International Social Work

Credits: 2

This course reviews the concepts, issues and organizations related to international social work. It gives students the historical perspective of the involvement of social workers in international action including both development and human rights efforts. The course includes a discussion of international ethics, global policy and international exchange. **Grade Mode:** Normal (A–F,I,W) **College Code:** CAS

SOWK 438 – Workshop:_____

Credits: 1–4

Grade Mode: Normal (A–F,I,W) **Repeatable:** Repeatable up to 4 credits **College Code:** CAS

SOWK 440 – Assessment and Treatment of Victims of Violence

Credits: 2

Examination of assessment issues, approaches, and barriers to effective treatment when working with victims of domestic violence, adult survivors of sexual abuse, victims of rape, incest survivors, and child sexual-assault victims. Interpretation of assessment findings included. Short- and long- term therapy options including specific techniques are explored. Swing course—Approved 400–499 courses qualify for graduate-level credit for graduate students **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** SOWK 401 and SOWK 402 or SOWK 501 or permission of instructor. **College Code:** CAS

SOWK 444 – International Social Work Services and Programs

Credits: 2–4

Students will travel within the USA and/or abroad to develop through immersion cultural competency in the areas of research, policy and practice, and to gain practical experience from an international social work perspective. Additionally, this course will provide students with networking opportunities with various humanitarian organizations working in national and international settings. Swing course—Approved 400–499 courses qualify for graduate-level credit for graduate students **Grade Mode:** Normal (A–F,I,W) **Repeatable:** Repeatable **College Code:** CAS

SOWK 446 – Crisis Intervention

Credits: 2

Survey of brief treatment models. Direct application of various crisis intervention models to population in crisis. Juniors and seniors only. **Delivery:** Self-paced media course **Grade Mode:** Normal (A–F,I,W) **College Code:** CAS

SOWK 449 – Disaster Response and Emergency Operations

Credits: 2

Study of the phases of disaster response and recovery with attention to local, state, and national roles and expectations. Models of emergency management operations including communication, coordination, and chief executive decision-making under conditions of disaster response will be emphasized. Attention will be given to the problems and concerns of recovery on victims and communities and the implications of disaster recovery efforts. Required course for PEM certification. Swing course—Approved 400–499 courses qualify for graduate-level credit for graduate students **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** BStudio Art course D426/526. Evidence of satisfactory completion of PDSERVICE course. modules, IS244 Developing and Managing Volunteers, IS546/547 Continuity of Operations, and IS(7)00 National Incident Management System. **College Code:** CAS

SOWK 455 – Treatment of Substance Abuse

Credits: 2–4

An overview of treatment techniques and basic prevention strategies including specific training in assessment and therapeutic techniques, examining the relationship between etiology and treatment. Treatment evaluation discussed. At-risk, vulnerable populations receive special consideration. Swing course—Approved 400–499 courses qualify for graduate-level credit for graduate students **Grade Mode:** Normal (A–F,I,W) **College Code:** CAS

SOWK 460 – Death and Grief in Contemporary Society

Credits: 2

h dying, death, and loss, as well as the experiences of guest speakers, provides topics for class discussion. The “art of condolence” is discussed for helping people deal with uncomplicated death and loss issues. Swing course—Approved 400–499 courses qualify for graduate-level credit for graduate students **Grade Mode:** Normal (A–F,I,W) **College Code:** CAS

SOWK 461 – Social Work Research I

Credits: 2

Course includes research tools available to social workers to assist them with the integration of research-based evidence into their practice. Discusses an overview of the research process, theoretical review, ethics, cultural competence, hypothesis and problem formulation, instrument construction and research design. SPSS will be used by students to design a research project addressing a social problem. **Grade Mode:** Normal (A–F,I,W) **Prerequisite/Corequisite:** Pre/corequisite: SOWK 331. **Offering:** Fall **College Code:** CAS

SOWK 462 – Social Work Research II

Credits: 2

Course includes research tools for social workers, including: data collection methods, survey research, data analysis, qualitative research methods and writing research reports. Students will complete a research project addressing a social problem, analyze the data using SPSS, and write a research report. **Grade Mode:** Normal (A–F,I,W) **Prerequisite/Corequisite:** Pre/corequisite: SOWK 461, SOWK 332. **Offering:** Spring **College Code:** CAS

SOWK 475 – Topics In:_____

Credits: 1–4

Students are able to select offerings from various contemporary social-work topics. **Delivery:** Self-paced media course **Grade Mode:** Normal (A–F,I,W) **Repeatable:** Repeatable with different topics **College Code:** CAS

SOWK 477 – Community Assessment and Capacity Mapping

Credits: 2

Introduction to various methods for assessing community needs and mapping community capacity to address those needs. Includes damage assessment for emergency situations. Swing course—Approved 400–499 courses qualify for graduate-level credit for graduate students **Grade Mode:** Normal (A–F,I,W) **College Code:** CAS

SOWK 478 – Principles & Practice of Hazards Mitigation

Credits: 3

Study of preparedness as related to hazards in the local community with attention to means of mitigation as well as planning measures. Includes IS modules IS271 Anticipating Hazardous Weather & Community Risk and IS340 Hazardous Materials Prevention. Swing course—Approved 400–499 courses qualify for graduate-level credit for graduate students **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** Evidence of satisfactory completion of PDSERVICE course. modules IS5 Intro to Hazardous Materials and IS55 Hazardous Materials Guide for Citizens. **College Code:** CAS

SOWK 489 – BSW Professional Seminar

Credits: .5, .5

Introduces and monitors professionalism as evidenced in student's portfolio, scholarship skills, and their ability to exhibit positive behaviors that will ensure success in social work practice. Fall portfolios presented and graded in the spring. **Grade Mode:** Normal (A–F,I,W) **Repeatable:** Repeatable up to 1 credit **Offering:** Fall, Spring **College Code:** CAS

SOWK 495 – Independent Study/Project/Teachings

Credits: 1–4

Consent of the instructor required. Undergraduate/Graduate Swing Electives **Grade Mode:** Normal w S/DG (A–F,I,S,U,DG,W) **Repeatable:** Repeatable **College Code:** CAS

SOWK 501 – Foundations of Practice I

Credits: 4

Designed to develop the theory, knowledge, and skills essential in generalist social-work practice. Various methods are offered for developing communication, assessment, planning, intervention, termination and evaluative skills necessary in social work practice. Focus on skills necessary for practice with individuals, families and groups in a variety of settings. **Grade Mode:** Normal (A–F,I,W) **Corequisite(s):** SOWK 510 **Prerequisite(s):** SOWK 531 or SOWK 532 **Offering:** Fall **College Code:** CAS

SOWK 502 – Foundations of Practice II

Credits: 4

Designed to develop the theory, knowledge, and skills essential in generalist social-work practice. Various methods are offered for developing communication, assessment, planning, intervention, termination and evaluative skills necessary in social work practice. Focus on skills necessary for practice with individuals, families and groups in a variety of settings. **Grade Mode:** Normal (A–F,I,W) **Corequisite(s):** SOWK 510 **Prerequisite(s):** SOWK 501 **Offering:** Fall, Spring **College Code:** CAS

SOWK 505 – Medical Social Work

Credits: 2

Introduces and develops the skills needed for social work in health care settings: hospitals, hospices, homecare and nursing homes. Skills include case management, discharge planning, medical terminology, documentation, advocacy, understanding cultural diversity, individual and family interviewing, and understanding psychosocial issues related to each setting. **Grade Mode:** Normal (A–F,I,W) **College Code:** CAS

SOWK 510 – Generalist Field Seminar

Credits: .5, .5

Provides opportunity for students to develop their basic social work skills through integrating social work knowledge and theory into field practice. Several aspects of field will be discussed. Is taken concurrently with the student's field placement.

Grade Mode: Normal with DG (A–F,I,W,DG,DN) **Corequisite(s):** SOWK 501 or SOWK 502 **Repeatable:** Repeatable up to 1 credit **Offering:** Fall, Spring **College Code:** CAS

SOWK 515 – Christian Perspectives on Professional Ethics

Credits: 2

Students will examine their personal beliefs and values in relation to ethical and diversity issues. Students will also apply a professional code of ethics to practice dilemmas they may face in the fields of social work and family life using a Christian theological framework. **Grade Mode:** Normal (A–F,I,W) **Offering:** Spring **College Code:** CAS

SOWK 520 – Web & Media for Not–for–Profit

Credits: 2

This course emphasizes interpersonal competence, various professional standards and use of presentation and archival technologies for use in professional interviews. Electronic Portfolio, Web Development and CDROM Authoring technologies are presented. **Grade Mode:** Normal (A–F,I,W) **College Code:** CAS

SOWK 524 – Social Gerontology

Credits: 2

A study of aging and ageism in the United States, including demographic trends, societal attitudes, problems of the elderly, and national policies relating to senior citizens in the cultural context of American society. **Grade Mode:** Normal (A–F,I,W) **Offering:** Normally offered even years **College Code:** CAS

SOWK 531 – Human Behavior and the Social Environment I

Credits: 2

Ecological model for studying human behavior and an overview of normal individual development from conception through early childhood. Psycho–social, learning, and social–role theories constitute the theoretical basis for the course. Special attention paid to the impact of gender, health, and minority status upon human development. **Grade Mode:** Normal (A–F,I,W) **Offering:** Fall **College Code:** CAS

SOWK 532 – Human Behavior and the Social Environment II

Credits: 2

Ecological model for studying human behavior and an overview of normal individual development from middle childhood to late adulthood. Psycho–social, learning, and social–role theories constitute the theoretical basis for the course. Special attention paid to the impact of gender, health, and minority status upon human development. **Grade Mode:** Normal (A–F,I,W) **Offering:** Spring **College Code:** CAS

SOWK 535 – Generalist Field Experience

Credits: 1–4

In this practicum, students will apply course–based knowledge and skills by working in a social service setting. A minimum of 400 clock hours are required. **Grade Mode:** Satisfactory w/DG (S,U,I,W,DG) **Corequisite(s):** SOWK 510 and SOWK 501 or SOWK 502 **Repeatable:** Repeatable up to 4 credits **Offering:** Fall, Spring, Summer **College Code:** CAS

SOWK 537 – International Social Work

Credits: 2

This course reviews the concepts, issues and organizations related to international social work. It gives students the historical perspective of the involvement of social workers in international action including both development and human rights efforts. The course includes a discussion of international ethics, global policy, and international exchange. **Grade Mode:** Normal (A–F,I,W) **College Code:** CAS

SOWK 545 – Counseling and Spirituality

Credits: 2

Working from a Christian worldview, students will integrate current therapeutic practice models with spiritual counseling principles and skills. Students will learn how to apply a variety of spiritual assessment and intervention skills across diverse settings and populations. **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** MSW student or permission of instructor. **College Code:** CAS

SOWK 550 – Social Policy

Credits: 2

Develops basic knowledge and skills for policy analysis, formulation and critical challenge within local and international contexts. Examines the determining factors affecting public policy in the United States as compared with other systems. Provides framework for analysis of social problems and policies, as they impact development and social service practice. **Grade Mode:** Normal (A–F,I,W) **Offering:** Spring **College Code:** CAS

SOWK 561 – Social Work Research I

Credits: 2

Course includes research tools available to social workers to assist them with the integration of research–based evidence into their practice. Discusses an overview of the research process, theoretical review, ethics, cultural competence, hypothesis and problem formulation, instrument construction and research design. SPSS will be used by students to design a research project addressing a social problem. **Grade Mode:** Normal (A–F,I,W) **Corequisite(s):** SOWK 531 **Prerequisite(s):** SOWK 531 **Offering:** Fall **College Code:** CAS

SOWK 562 – Social Work Research II

Credits: 2

Course includes research tools for social workers, including: data collection methods, survey research, data analysis, qualitative research methods and writing research reports. Students will complete a research project addressing a social problem, analyze the data using SPSS, and write a research report. **Grade Mode:** Normal (A–F,I,W) **Corequisite(s):** SOWK 561, SOWK 532 **Prerequisite(s):** SOWK 561, SOWK 532 **Offering:** Spring **College Code:** CAS

SOWK 578 – Study Tour

Credits: 0

Travel to selected areas of social work interest combined with lectures, directed readings and assignments. The amount of credit and geographic location are designated at the time a study tour is announced. **Grade Mode:** Noncredit (NC,W) **Repeatable:** Repeatable **College Code:** CAS

SOWK 601 – Advanced Practice I

Credits: 3

Develops interpersonal practice skills on an advanced level. The course gives special consideration to developing proficiency in cognitive–behavioral therapy. **Grade Mode:** Normal (A–F,I,W) **Corequisite(s):** SOWK 610. **Prerequisite(s):** Completion of SOWK 502 or admission to Advanced Standing. **Offering:** Fall **College Code:** CAS

SOWK 602 – Advanced Practice II

Credits: 2

Develops practice skills on an advanced level. The course gives special consideration to Social Work leadership as it relates to human and financial resource management. **Grade Mode:** Normal (A–F,I,W) **Corequisite(s):** SOWK 610. **Prerequisite(s):** Advanced–year status or permission of instructor. **Offering:** Spring **College Code:** CAS

SOWK 605 – Advanced Clinical Assessment

Credits: 3

Advanced assessment theories of and recent research into the etiology and psychopathology of social variance. Emphasis on developing differential diagnostic skills and holistic assessment from a strengths perspective. **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** Advanced–year status or permission of instructor. **Offering:** Fall **College Code:** CAS

SOWK 610 – Advanced Field Seminar

Credits: .5, .5

This seminar builds on the student's generalist foundational knowledge. It is designed to help the student further integrate social work knowledge and theory to field practice. Several aspects of field will be discussed. Is taken concurrently with the student's field placement. **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **Corequisite(s):** SOWK 601 or SOWK 602. **Repeatable:** Repeatable **Offering:** Fall, Spring **College Code:** CAS

SOWK 614 – Migrant & Refugee Issues

Credits: 2

This course will study fundamental theories and concepts regarding voluntary migration (migrant issues) and forced migration (refugee issues). It will also address the main political, social, economic and environmental push and pull factors that influence immigration and emigration within the framework of globalization. **Grade Mode:** Normal (A–F,I,W) **College Code:** CAS

SOWK 620 – School Social Work

Credits: 2

Required for students who wish to practice social work in a school setting. Various aspects of practice included: the students, the community, the school staff, and innovative social–work–practice techniques. **Grade Mode:** Normal (A–F,I,W)

Offering: Alternate years **College Code:** CAS

SOWK 624 – Evidence–Based Therapies

Credits: 2

This survey course will explore evidence–based practice models that are commonly used in clinical settings. Students will have opportunities to observe and practice these models in a classroom setting in preparation for application in field settings.

Grade Mode: Normal (A–F,I,W) **College Code:** CAS

SOWK 626 – Therapy with Children & Adolescents

Credits: 2

This course prepares students to work with children and adolescents. Information on therapeutic modalities and specific interventions are included. The major psychological disorders in children and adolescents are addressed, as well as special issues they may have. **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** Advanced–year status or permission of instructor. **College Code:** CAS

SOWK 628 – Treatment of Adult Mental Disorders

Credits: 2

Exposure to the primary clinical social goals of assessment, diagnosis, and treatment by examining the common adult mental disorders. Emphasis placed on assessment factors, including cultural, psychosocial and evaluation of symptoms. Specific treatment techniques for each diagnosis explored. **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** SOWK 501, SOWK 502 or advanced placement. **College Code:** CAS

SOWK 630 – Policy for Social Change

Credits: 3

Students explore theory and apply it to community organizing, coalition building, and advanced–policy analysis; assess existing policies within various systems and study the impact of these policies; and plan and implement a social–action project.

Grade Mode: Normal with DG (A–F,I,W,DG,DN) **Prerequisite(s):** Advanced–year placement. **College Code:** CAS

SOWK 635 – Advanced Field Experience

Credits: 1–5

In this practicum, students will apply advanced course–based knowledge and skills by working in a social service setting. A minimum of 500 clock hours is required.

Grade Mode: Satisfactory w/DG (S,U,I,W,DG) **Corequisite(s):** Successful completion of SOWK 535, SOWK 610, SOWK 601 or SOWK 602 **Prerequisite(s):** Successful completion of SOWK 535, SOWK 610, SOWK 601 or SOWK 602 **Repeatable:** Repeatable up to 5 credits **Offering:** Fall, Spring, Summer **College Code:** CAS

SOWK 637 – Advanced Standing Field Experience

Credits: 1–6

In this practicum, students will apply advanced course–based knowledge and skills by working in a social service setting. A minimum of 600 hours are required.

Grade Mode: Satisfactory w/DG (S,U,I,W,DG) **Corequisite(s):** SOWK 610, SOWK 601 or SOWK 602 **Prerequisite(s):** SOWK 610, SOWK 601 or SOWK 602 **Repeatable:** Repeatable up to 6 credits **Offering:** Fall, Spring, Summer **College Code:** CAS

SOWK 638 – Leadership in Social Work

Credits: 2

Focus on leadership theories and strategies. Students develop the capacity to apply these theories and strategies adaptively in leadership situations within organizational and community context. Students explore how leadership styles, communication, planning, organizing, decision making, and marketing impact organizational and community change. **Grade Mode:** Normal (A–F,I,W)

Prerequisite(s): Completion of SOWK 502, admission to Advanced Standing, or permission of instructor. **College Code:** CAS

SOWK 640 – Interventions in Marital Conflict

Credits: 2

Explores models and techniques to uncover and utilize counselee's strengths to improve marital communication and satisfaction. Research–based techniques applied through role–playing and other experiential activities. **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** SOWK 402 or SOWK 501 or an equivalent graduate course in social–work methods or counseling. **College Code:** CAS

SOWK 646 – Trauma and Advanced Crisis Intervention

Credits: 2

This course will assist students in developing advanced skills to effectively assist populations during times of trauma and crisis. Various assessment and intervention strategies will focus on work with individuals who experience violence, death or other personal trauma as well as groups of people who experience large–scale macro–level crises such as war, terrorism and natural disasters. **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** SOWK 501 **College Code:** CAS

SOWK 648 – Workshop:_____

Credits: 1–4

Grade Mode: Normal (A–F,I,W) **Repeatable:** Repeatable up to 4 credits **College Code:** CAS

SOWK 649 – Advanced Family Therapy

Credits: 2

This course prepares students to work with families. Major family therapy modalities are included, as well as an exposure to therapeutic family concerns.

Grade Mode: Normal (A–F,I,W) **Prerequisite(s):** Advanced–year status or permission of instructor. **College Code:** CAS

SOWK 655 – Organizational/Community Assessment

Credits: 2

The basic underpinnings of organizational dynamics. Students explore the historical influences on and current challenges faced by social–work managers. The basics of management–assessment skills and human issues that impact organization explored. **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **Prerequisite(s):** Advanced–year placement. **Offering:** Fall **College Code:** CAS

SOWK 659 – Human Sexuality

Credits: 3

An understanding of the development and main tenets of interpersonal relationships, and a study of the character and quality of human social conduct. Also examines human sexuality, and studies the physiological, psychological, emotional and social aspects of sexual development and the Christian response to this God–given gift. **Grade Mode:** Normal (A–F,I,W) **College Code:** CAS

SOWK 660 – Advanced Practice Evaluation

Credits: 3

Prepares students to examine their own practice's quality. Attention given to selecting appropriate measurement tools. The latest evaluation techniques are presented, offering students resources for 21st–century practice. **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **Prerequisite/Corequisite:** Co/Prerequisites: SOWK 635 and advanced–year placement or permission of instructor. **Offering:** Spring **College Code:** CAS

SOWK 665 – Program Continuation

Credits: 0

Student may register for this title while clearing deferred grade (DG) and/or incomplete (I) classes with advisor approval only. \$ – Course or lab fee **Grade Mode:** Noncredit (NC,W) **Repeatable:** Repeatable **College Code:** CAS

SOWK 667 – Interventions in Gerontology

Credits: 2

This course will utilize bio–psychosocial knowledge about older adults to assess and apply advanced interventions in a variety of practice settings. Using case examples and practice activities, evidence–based therapeutic models and interventions will be examined to address these issues. **Grade Mode:** Normal (A–F,I,W) **College Code:** CAS

SOWK 670 – Project Continuation

Credits: 0

Students may register for this title while clearing deferred grade (DG) and/or incomplete (I) classes with advisor approval only. Registration for this title indicates full–time status. \$ – Course or lab fee **Grade Mode:** Noncredit (NC,W) **Repeatable:** Repeatable **College Code:** CAS

SOWK 675 – Topics in:

Credits: 1–4

Students are able to select offerings from various contemporary social–work topics. **Delivery:** Self–paced media course **Grade Mode:** Normal (A–F,I,W) **Repeatable:** Repeatable with different topics **College Code:** CAS

SOWK 689 – Advanced Professional Seminar

Credits: .5, .5

Facilitates MSW closure prior to graduation. Students prepare and defend their portfolios. Each student reviews and documents his/ her learning and personal goal attainment. Exploration of issues related to career development and lifelong learning. **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **Prerequisite(s):** Advanced Standing or permission of instructor. **Repeatable:** Repeatable up to 1 credit
Offering: Fall, Spring **College Code:** CAS

SOWK 690 – Independent Study/Research

Credits: 1–3

Open to qualified students who show ability and initiative. See the department policy for specific requirements. **Grade Mode:** Normal w S/DG (A–F,I,S,U,DG,W)

Prerequisite(s): Permission of Graduate Program Director and instructor.

Repeatable: Repeatable **College Code:** CAS

School of Architecture, Art & Design

Carey C. Carscallen, *Dean*
Paula L. Dronen, *Assistant Dean*
Architecture Building, Room 103
269–471–6003; FAX: 269–471–6261
saad@andrews.edu
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The School of Architecture, Art & Design is comprised of the professional degree programs Master of Architecture (5½ year and 3½ year tracks), Bachelor of Interior Design, Bachelor of Science in Construction Management, the non–professional Bachelor of Science in Architectural Studies, and the Department of Visual Art & Design.

Architecture, Construction Management & Interior Design
SPECIAL NOTATION REGARDING BACHELOR OF SCIENCE IN CONSTRUCTION MANAGEMENT
The Bachelor of Science in Construction Management program (BSCM) is a new program. The program will not be available unless a critical mass of students (minimum of 8) enter the program in Fall, 2013. Please contact the School of Architecture, Art & Design at 269–471–6003 with questions.
Visual Art & Design

Architecture, Construction Management & Interior Design

Architecture Faculty
Carey C. Carscallen, *Dean*
Paula L. Dronen, *Assistant Dean*
William W. Davidson, *Professor Emeritus*
Kathleen M. Demsky, *Library Director*
Troy M. Homenchuk
Robin A. Johnson
Thomas B. Lowing
Mark A. Moreno
Rhonda G. Root
Llewellyn D. Seibold
Martin D. Smith
Ariel Solis
Andrew C. von Maur
Kristin S. von Maur

Mission

The faculty promote stewardship, rigorous scholarship and creative problem solving in their disciplines, and encourage students to:

- Shape places that foster whole human health;
- Explore time–honored and innovative solutions in their works;
- Seek joy, beauty, and moderation in a lifelong pursuit of learning;
- Serve mankind in accord with a professional and Christian vocation.

All this for the glory of God until the risen Christ comes again.

Academic Calendar 2013–2014

May 27, 2014 Deadline for application to BSA professional degree track, BID and BSCM programs. (Currently enrolled students and transfer students seeking studio placement.)

Master of Architecture (3½–Year Track) Application Deadlines

Sept 16, 2013 For January 2014 admission
Feb 14, 2014 For summer or fall admission

Resources

Architecture Resource Center (ARC). The ARC provides an extensive range of materials including over 25,000 books, 90 journals, and a growing media collection. An added dimension to resource materials are two special collections. The ARC maintains a relationship with the Environmental Design Research Association, and houses an internationally recognized collection of books and materials in the area of environmental psychology and design. In addition, the ARC holds the Senseman Rare Book Collection of over 800 rare and out–of–print books and photos.

Other Facilities. The architecture facilities include a well–equipped and staffed woodworking shop; a computer laboratory for word processing, spreadsheets,

imaging manipulation, and CAD. The lab is equipped with a 12–station local area network with Ethernet connections, small and large format printing capabilities, and multiple scanners.

Student Handbook. A handbook for School of Architecture, Art & Design students outlining policies, operational guidelines, and general information is available from the School office. Students are responsible for all policies outlined in the *School of Architecture, Art & Design Student Handbook*.

Computer Policy

The programs in architecture, interior design and construction management regard the computer as a tool helpful in achieving the purposes of the Program Mission, and to students in their professional development. Use of the computer in the curriculum varies by course.

Students are required to have a laptop computer and software that meet the requirements of the curriculum as they advance through the program. It is up to the students that their laptop is capable of effectively running the software used in the different courses. A list of software used in the curriculum is available at the School office and must be consulted when purchasing a laptop.

Program Accreditation

In the United States, most state registration boards require a degree from an accredited professional degree program as a prerequisite for licensure. The National Architectural Accrediting Board (NAAB), which is the sole agency authorized to accredit U.S. professional degree programs in architecture, recognizes three types of degrees: the Bachelor of Architecture, the Master of Architecture, and the Doctor of Architecture. A program may be granted a six–year, three–year, or two–year term of accreditation, depending on the extent of its conformance with established educational standards.

Doctor of Architecture and Master of Architecture degree programs may consist of a pre–professional undergraduate degree and a professional graduate degree that, when earned sequentially, constitute an accredited professional education. However, the pre–professional degree is not, by itself, recognized as an accredited degree.

Andrews University School of Architecture, Art & Design offers the following NAAB–accredited programs:

- MArch (pre–professional degree—138 undergraduate credits + 30 graduate credits)
- MArch (non–pre–professional degree + 72 undergraduate prerequisite credits + 30 graduate credits)

Next accreditation visit for all programs: 2018 (*The National Architectural Accrediting Board, Inc., 2009 Conditions for Accreditation*)

SPECIAL NOTATION REGARDING BACHELOR OF SCIENCE IN CONSTRUCTION MANAGEMENT

The Bachelor of Science in Construction Management program (BSCM) is a new program. The program will not be available unless a critical mass of students (minimum of 8) enter the program in Fall, 2013. Please contact the School of Architecture, Art & Design at 269–471–6003 with questions.

Bachelors

Architectural Studies (Non–Professional) BS

The Bachelor of Science in Architectural Studies is a nonprofessional degree. Students who elect this degree do not proceed into the professional program track. In this program, Architectural Studies is declared as a major and upon successful completion, receives an undergraduate degree. Students who elect for this degree may seek advanced degrees or employment in the construction industry, the arts, business, and other fields.

General Education–55–60

See general education requirements for BS degree.

Major Requirements–17

- ARCH 126 – Drawing and Graphics Studio Credits: 3
- ARCH 150 – Introduction to Architecture Credits: 3
- ARCH 215 – Introduction to Design Studio Credits: 5
- ARCH 315 – History of Architecture I Credits: 3
- ARCH 316 – History of Architecture II Credits: 3

Major Electives—21

A minimum of 9 upper division credits from courses with ARCH acronyms.

Cognate Requirements—6

- ART 104 – Drawing I Credits: 3
- ART 207 – Basic Design I Credits: 3

Minor Requirements—22

General Electives—5

Total Credits for BS—126–131

Architecture (Professional Degree Track) BSA

Total Credits for BSA—138

Pre–Professional Year One

General Education—26

- ART 104 – Drawing I Credits: 3
- COMM 104 – Communication Skills Credits: 3
- ENGL 115 – English Composition I Credits: 3
- HIST 117 – Civilizations and Ideas I Credits: 3
- HIST 118 – Civilizations and Ideas II Credits: 3
- MATH 168 – Precalculus Credits: 4
- PE Elective
- RELT 100 – God and Human Life Credits: 3
- Social Science Choice (see list General Education: Professional Degrees & Programs)

Architecture Core—6

- ARCH 126 – Drawing and Graphics Studio Credits: 3
- ARCH 150 – Introduction to Architecture Credits: 3

Continued Undergraduate Enrollment Requirements—

2.5 Cumulative GPA

Pre–Professional Year Two

General Education—8

- PHYS 141 – General Physics I Credits: 4
- PE Elective
- Religion Elective

General Elective—2

Architecture Core—22

- ARCH 201 – Construction I Credits: 3
- ARCH 202 – Construction II Credits: 3
- ARCH 215 – Introduction to Design Studio Credits: 5
- ARCH 247 – Architecture as Craft Studio Credits: 5
- ARCH 315 – History of Architecture I Credits: 3
- ARCH 316 – History of Architecture II Credits: 3

Continued Undergraduate Enrollment Requirements

1. Application and \$40 fee

2. Cumulative GPA of 2.75
3. Portfolio
4. Three letters of recommendation (two must be from academic sources)
5. Letter of Intent
6. Official transcripts (transfer students only)
7. Acceptance into Professional Degree Track

Professional Track Years One & Two

General Education—9

- ENGL 215 – English Composition II Credits: 3
- Religion electives

Architecture Core—52

- ARCH 205 – Structures I Credits: 4
- ARCH 305 – Structures II Credits: 4
- ARCH 318 – Background Building Studio Credits: 5
- ARCH 320 – Placemaking Studio Credits: 5
- ARCH 335 – Environmental Technology I Credits: 4
- ARCH 336 – Environmental Technology II Credits: 4
- ARCH 370 – Person–Environment Theory Credits: 3
- ARCH 434 – Urban Studies Credits: 3
- ARCH 435 – Introduction to Building Information Modeling Credits: 3
- ARCH 441 – Comprehensive Building Design Studio Credits: 5
- ARCH 442 – Integrative Design Studio Credits: 5
- ARCH 449 – Integrative Design I Credits: 2
- ARCH 459 – Design Theory Credits: 3
- ARCH 469 – Integrative Design II Credits: 2

Summer Abroad—6

- ARCH 330 – Analytical Summer Abroad Credits: 6

Architecture Electives (ARCH, BSCM, INT) —7

Summer Abroad.

Each student is required to attend the Summer Abroad Program offered every summer. This program is usually five weeks in duration. Students completing Professional Track Year One should make plans accordingly. For further information, consult the School of Architecture, Art & Design.

Architecture Electives.

Of the 7 undergraduate and 14 graduate credits, a minimum of 2 credits are required in Community Project.

General Education Requirements—43

See professional program requirements, here, and note the following **specific** requirements:

Religion:

professional degree requirements

Language/Communication:

professional degree requirements

History:

- HIST 117 – Civilizations and Ideas I Credits: 3
- HIST 118 – Civilizations and Ideas II Credits: 3

Fine Arts/Humanities:

- ART 104 – Drawing I Credits: 3

Life/Physical Sciences:

- PHYS 141 – General Physics I Credits: 4

Mathematics:

- MATH 168 – Precalculus Credits: 4

Computer Literacy:

covered in core curriculum

Service:

covered in core curriculum

Social Sciences:

- ARCH 370 – Person–Environment Theory Credits: 3
- (BSCM: follow professional degree requirements)

Fitness Education:

professional degree requirements

Graduate–Year Enrollment

Graduate Admission Requirements.

In addition to meeting the General Minimum Admission Requirements for graduate degree programs, the following School requirements apply to the graduate phase of this program.

1. Completion of a baccalaureate degree—BSA: Architecture.
2. Successful completion of all undergraduate coursework with a minimum cumulative GPA of 2.75.
3. Completion of the Graduate Record Exam (GRE).

Admission Procedures

Admission Procedures

BSA Professional Degree Track, BID or BSCM

Students seeking to pursue the *BSA Professional Degree Track, BID or BSCM must first submit an Andrews University undergraduate application for acceptance to the University. Students admitted to the University on regular standing are eligible to begin Pre–Professional Year One, which is a common first–year experience between these programs.

Upon completion of Pre–Professional Year One students must:

1. Declare their degree program choice (BSA Professional Degree Track, BID or BSCM) and
2. Have a minimum cumulative GPA of 2.5

Upon completion of Pre–Professional Year Two students must apply for acceptance to their respective programs. The application packet may be obtained from the School and must be submitted directly to the School by the application deadline. Minimum requirements to be considered for admission to these programs are outlined under each program curricula.

* Students taking the BSA Professional Degree Track who plan to pursue the Master of Architecture must meet the standards outlined under Graduate–Year Enrollment.

Transfer Students

Transfer applicants who have no previous work in architectural/ interior design must complete the foundation years (pre–professional years one and two) and then make formal application to their program choice.

Advanced Standing. Transfer students from another architecture program may apply for advanced standing (third or fourth year) in their program choice. Transfer students applying for advanced standing are required to submit both the university application and the School of Architecture, Art & Design application. Please contact the School for specific information.

Tentative placement into the design sequence is made after the Admissions Committee has evaluated the student’s submissions. After one term, the student is given final placement in the design sequence and, on the basis of transfer–course

evaluations, receives credit for previous academic work towards the Andrews University degree.

The School does not accept applications to the Master of Architecture year only.

Summer Studio. In some cases, completion of the Summer Studio program is best for transfer students. Prior to application, students must have a transcript analysis done by the School to determine eligibility for the program. It is expected that students pursuing the summer studio option will have completed the majority of general education courses normally required in Pre–Professional Year One.

Application to the Summer Studio is made by filling out an Andrews University Undergraduate Application. Students applying to this program, in addition to applying to Andrews University, must also contact the School of Architecture, Art & Design directly to confirm their reservation for the class.

Academic Standards

Academic standards apply to the BS, BSA, BID and BSCM. A grade of C– or higher is required in order to continue in the design studio sequence. A grade of less than C– requires a student to repeat that studio before advancing in the studio sequence. Faculty approval is required for any studio course to be repeated. (This includes ART 104, ARCH 126, ARCH 215, ARCH 247, ARCH 318, ARCH 320, ARCH 441, ARCH 442; INT 341, INT 342, INT 441, ARCH 442.)

Students accepted to the BSA Professional Degree Track are expected to maintain a minimum cumulative GPA requirement of 2.75 for acceptance into the Master of Architecture year (see Graduate–Year Enrollment requirements). Students whose cumulative GPA falls below this minimum requirement are not allowed to continue to the Master of Architecture Year (graduate–year) but may be eligible to receive the Bachelor of Science in Architecture (BSA), the pre–professional component of the professional Master of Architecture. The BSA alone is not an NAAB–accredited degree. A minimum cumulative GPA of 2.25 is required to receive the BSA.

Construction Management BSCM

PLEASE BE ADVISED: The Bachelor of Science in Construction Management program (BSCM) is a new program. The program will not be available unless a critical mass of students (minimum of 8) enter the program in Fall, 2013. Please contact the School of Architecture, Art & Design at 269–471–6003 with questions.

The construction management program is four years plus two summers in duration. This program also requires 600 hours of construction work experience (see curriculum details). According to standards set by the Construction Management Certification Institute (CMCI), an independent administrative body of the Construction Management Association of America (CMAA); a four–year degree in Construction Management plus 48 months of CM experience within 5 classifications of 30 possible experience areas meet eligibility requirements to apply to sit for the Certified Construction Manager (CCM) certification examination (cmaanet.org).

Total Credits for BSCM–137

Pre–Professional Year One

General Education–26

- ART 104 – Drawing I Credits: 3
- COMM 104 – Communication Skills Credits: 3
- ENGL 115 – English Composition I Credits: 3
- HIST 117 – Civilizations and Ideas I Credits: 3
- HIST 118 – Civilizations and Ideas II Credits: 3
- MATH 168 – Precalculus Credits: 4
- PE Elective
- RELT 100 – God and Human Life Credits: 3
- Social Science Choice (see here)

Core–6

- ARCH 126 – Drawing and Graphics Studio Credits: 3
- ARCH 150 – Introduction to Architecture Credits: 3

Continued Undergraduate Enrollment Requirements

2.5 Cumulative GPA

Pre–Professional Year Two

Summer–4

- PHYS 141 – General Physics I Credits: 4

General Education–4

- PE Elective
- Religion Elective

Core–22

- ARCH 201 – Construction I Credits: 3
- ARCH 202 – Construction II Credits: 3
- ARCH 215 – Introduction to Design Studio Credits: 5
- ARCH 247 – Architecture as Craft Studio Credits: 5
- ARCH 485 – Special Topics in _____ Credits: 1–4
- Must be ARCH485 Special Topics: Introduction to CAD Credits: 2
- BSCM 101 – History and Introduction to Construction Management Credits: 2
- BSCM 207 – Regulatory Issues Credits: 2

Minor Requirements–6

- ACCT 121 – Fundamentals of Accounting Credits: 3
- ACCT 122 – Fundamentals of Accounting Credits: 3

Continued Undergraduate Enrollment Requirements

1. Application and \$40 fee
2. Cumulative GPA of 2.75
3. Portfolio (Optional)
4. Three letters of recommendation (two must be from academic sources)
5. Letter of Intent
6. Official transcripts (transfer students only)
7. Work Experience: 100 hours of documented work experience in construction
8. Acceptance into Professional Degree

Professional Years One & Two

General Education–9

- ENGL 215 – English Composition II Credits: 3
- Religion electives

Core–39

- ARCH 435 – Introduction to Building Information Modeling Credits: 3
- BSCM 215 – Construction Equipment and Methods Credits: 2
- BSCM 301 – Cost Estimating I Credits: 2
- BSCM 325 – Structural Systems Design Credits: 2
- BSCM 349 – Construction Documents Credits: 3
- BSCM 365 – Site Construction and Surveying Credits: 2
- BSCM 401 – Construction Management I Credits: 3
- BSCM 402 – Construction Management II Credits: 3
- BSCM 410 – Project Planning & Scheduling Credits: 2
- BSCM 420 – Construction Law Credits: 2
- BSCM 430 – Professional Practice Credits: 3
- BSCM 445 – Building Information Modeling – Cost Analysis Credits: 3
- BSCM 455 – Building Information Modeling—Construction Management Credits: 3
- BSCM 465 – Collaborative Project Delivery Credits: 3

Summer–6

- ARCH 395 – Community Project in Architecture Credits: 1–6

Minor Requirements–15

- BSAD 341 – Business Law Credits: 3

- ECON 225 – Principles of Macroeconomics Credits: 3
- ECON 226 – Principles of Microeconomics Credits: 3
- Upper Division electives

Work Experience–500 hours

500 hours of documented work experience in construction

General Education Requirements–43

See professional program requirements, here, and note the following **specific** requirements:

Religion:

professional degree requirements

Language/Communication:

professional degree requirements

History:

- HIST 117 – Civilizations and Ideas I Credits: 3
- HIST 118 – Civilizations and Ideas II Credits: 3

Fine Arts/Humanities:

- ART 104 – Drawing I Credits: 3

Life/Physical Sciences:

- PHYS 141 – General Physics I Credits: 4

Mathematics:

- MATH 168 – Precalculus Credits: 4

Computer Literacy:

covered in core curriculum

Service:

covered in core curriculum

Social Sciences:

- ARCH 370 – Person–Environment Theory Credits: 3
- (BSCM: follow professional degree requirements)

Fitness Education:

professional degree requirements

Admission Procedures

Admission Procedures

BSA Professional Degree Track, BID or BSCM

Students seeking to pursue the *BSA Professional Degree Track, BID or BSCM must first submit an Andrews University undergraduate application for acceptance to the University. Students admitted to the University on regular standing are eligible to begin Pre–Professional Year One, which is a common first–year experience between these programs.

Upon completion of Pre–Professional Year One students must:

1. Declare their degree program choice (BSA Professional Degree Track, BID or BSCM) and
2. Have a minimum cumulative GPA of 2.5

Upon completion of Pre–Professional Year Two students must apply for acceptance to their respective programs. The application packet may be obtained from the School and must be submitted directly to the School by the application deadline. Minimum requirements to be considered for admission to these programs are outlined under each program curricula.

* Students taking the BSA Professional Degree Track who plan to pursue the Master of Architecture must meet the standards outlined under Graduate–Year Enrollment.

Transfer Students

Transfer applicants who have no previous work in architectural/ interior design must complete the foundation years (pre–professional years one and two) and then make formal application to their program choice.

Advanced Standing. Transfer students from another architecture program may apply for advanced standing (third or fourth year) in their program choice. Transfer students applying for advanced standing are required to submit both the university application and the School of Architecture, Art & Design application. Please contact the School for specific information.

Tentative placement into the design sequence is made after the Admissions Committee has evaluated the student’s submissions. After one term, the student is given final placement in the design sequence and, on the basis of transfer–course evaluations, receives credit for previous academic work towards the Andrews University degree.

The School does not accept applications to the Master of Architecture year only.

Summer Studio. In some cases, completion of the Summer Studio program is best for transfer students. Prior to application, students must have a transcript analysis done by the School to determine eligibility for the program. It is expected that students pursuing the summer studio option will have completed the majority of general education courses normally required in Pre–Professional Year One. Application to the Summer Studio is made by filling out an Andrews University Undergraduate Application. Students applying to this program, in addition to applying to Andrews University, must also contact the School of Architecture, Art & Design directly to confirm their reservation for the class.

Academic Standards

Academic standards apply to the BS, BSA, BID and BSCM. A grade of C– or higher is required in order to continue in the design studio sequence. A grade of less than C– requires a student to repeat that studio before advancing in the studio sequence. Faculty approval is required for any studio course to be repeated. (This includes ART 104, ARCH 126, ARCH 215, ARCH 247, ARCH 318, ARCH 320, ARCH 441, ARCH 442; INT 341, INT 342, INT 441, ARCH 442.)

Students accepted to the BSA Professional Degree Track are expected to maintain a minimum cumulative GPA requirement of 2.75 for acceptance into the Master of Architecture year (see Graduate–Year Enrollment requirements). Students whose cumulative GPA falls below this minimum requirement are not allowed to continue to the Master of Architecture Year (graduate–year) but may be eligible to receive the Bachelor of Science in Architecture (BSA), the pre–professional component of the professional Master of Architecture. The BSA alone is not an NAAB–accredited degree. A minimum cumulative GPA of 2.25 is required to receive the BSA.

Field Experience

Summer Abroad

Each student is required to take ARCH 395 – Community Project in Architecture during a summer following Pre–Professional Year Two. A minimum of 6 credits must be earned.

Work Experience

As indicated above, students pursuing the BSCM must document 600 hours of work experience in the construction industry. 100 hours must be obtained prior to applying to the professional degree program and an additional 500 hours must be obtained prior to graduation. Please see School for Work Experience Requirement Form.

Interior Design BID

The interior design program is a four–year plus one summer course of study and results in the Bachelor of Interior Design. This degree qualifies students to participate in the Interior Design Experience Program (IDEP) which is required in order to be eligible to sit for the National Council for Interior Design Qualification (NCIDQ) certification examination (www.ncidq.org).

General Education Requirements–43

See professional program requirements, here, and note the following **specific** requirements:

Religion:

professional degree requirements

Language/Communication:

professional degree requirements

History:

- HIST 117 – Civilizations and Ideas I Credits: 3
- HIST 118 – Civilizations and Ideas II Credits: 3

Fine Arts/Humanities:

- ART 104 – Drawing I Credits: 3

Life/Physical Sciences:

- PHYS 141 – General Physics I Credits: 4

Mathematics:

- MATH 168 – Precalculus Credits: 4

Computer Literacy:

covered in core curriculum

Service:

covered in core curriculum

Social Sciences:

- ARCH 370 – Person–Environment Theory Credits: 3
- (BSCM: follow professional degree requirements)

Fitness Education:

professional degree requirements

Pre–Professional Year One

General Education–26

- ART 104 – Drawing I Credits: 3
- COMM 104 – Communication Skills Credits: 3
- ENGL 115 – English Composition I Credits: 3
- HIST 117 – Civilizations and Ideas I Credits: 3
- HIST 118 – Civilizations and Ideas II Credits: 3
- MATH 168 – Precalculus Credits: 4
- PE Elective
- RELT 100 – God and Human Life Credits: 3
- Social Science Choice (see here)

Core–6

- ARCH 126 – Drawing and Graphics Studio Credits: 3
- ARCH 150 – Introduction to Architecture Credits: 3

Continued Undergraduate Enrollment Requirements

2.5 Cumulative GPA

Pre–Professional Year Two

General Education–8

- PHYS 141 – General Physics I Credits: 4
- PE Elective
- Religion Elective

Core–24

- ARCH 201 – Construction I Credits: 3

- ARCH 202 – Construction II Credits: 3
- ARCH 215 – Introduction to Design Studio Credits: 5
- ARCH 247 – Architecture as Craft Studio Credits: 5
- ARCH 485 – Special Topics in _____ Credits: 1–4
- Must be ARCH485 Special Topics: Introduction to CAD Credits: 2
- INT 200 – Color Theory Credits: 3
- INT 315 – History and Theory of Interiors Credits: 3

Continued Undergraduate Enrollment Requirements

1. Application and \$40 fee
2. Cumulative GPA of 2.75
3. Portfolio
4. Three letters of recommendation (two must be from academic sources)
5. Letter of Intent
6. Official transcripts (transfer students only)
7. Acceptance into Professional Degree

Professional Years One & Two

General Education–9

- ENGL 215 – English Composition II Credits: 3
- Religion electives

Core–50

- ARCH 335 – Environmental Technology I Credits: 4
- ARCH 336 – Environmental Technology II Credits: 4
- ARCH 370 – Person–Environment Theory Credits: 3
- ARCH 435 – Introduction to Building Information Modeling Credits: 3
- ARCH 445 – Furniture Design Credits: 2
- BSCM 325 – Structural Systems Design Credits: 2
- BSCM 445 – Building Information Modeling – Cost Analysis Credits: 3
- INT 300 – Materials & Methods Credits: 2
- INT 341 – Interior Design Studio I Credits: 5
- INT 342 – Interior Design Studio II Credits: 5
- INT 420 – Textiles Credits: 3
- INT 435 – Professional Practice Credits: 3
- INT 441 – Interior Design Studio I Credits: 5
- INT 442 – Interior Design Studio II Credits: 5

Summer Abroad–6

- ARCH 330 – Analytical Summer Abroad Credits: 6

Electives within ARCH, BSCM, or INT–4

Total Credits for BID–133

Summer Abroad. Each student is required to attend the Summer Abroad Program offered every summer. This program is usually five weeks in duration. Students completing Professional Year One should make plans accordingly. For further information, consult the School of Architecture, Art & Design.

Admission Procedures

Admission Procedures

BSA Professional Degree Track, BID or BSCM

Students seeking to pursue the *BSA Professional Degree Track, BID or BSCM must first submit an Andrews University undergraduate application for acceptance to the University. Students admitted to the University on regular standing are eligible to begin Pre–Professional Year One, which is a common first–year experience between these programs.

Upon completion of Pre–Professional Year One students must:

1. Declare their degree program choice (BSA Professional Degree Track, BID or BSCM) and
2. Have a minimum cumulative GPA of 2.5

Upon completion of Pre–Professional Year Two students must apply for acceptance to their respective programs. The application packet may be obtained from the School and must be submitted directly to the School by the application deadline. Minimum requirements to be considered for admission to these programs are outlined under each program curricula.

* Students taking the BSA Professional Degree Track who plan to pursue the Master of Architecture must meet the standards outlined under Graduate–Year Enrollment.

Transfer Students

Transfer applicants who have no previous work in architectural/ interior design must complete the foundation years (pre–professional years one and two) and then make formal application to their program choice.

Advanced Standing. Transfer students from another architecture program may apply for advanced standing (third or fourth year) in their program choice. Transfer students applying for advanced standing are required to submit both the university application and the School of Architecture, Art & Design application. Please contact the School for specific information.

Tentative placement into the design sequence is made after the Admissions Committee has evaluated the student's submissions. After one term, the student is given final placement in the design sequence and, on the basis of transfer–course evaluations, receives credit for previous academic work towards the Andrews University degree.

The School does not accept applications to the Master of Architecture year only.

Summer Studio. In some cases, completion of the Summer Studio program is best for transfer students. Prior to application, students must have a transcript analysis done by the School to determine eligibility for the program. It is expected that students pursuing the summer studio option will have completed the majority of general education courses normally required in Pre–Professional Year One. Application to the Summer Studio is made by filling out an Andrews University Undergraduate Application. Students applying to this program, in addition to applying to Andrews University, must also contact the School of Architecture, Art & Design directly to confirm their reservation for the class.

Academic Standards

Academic standards apply to the BS, BSA, BID and BSCM. A grade of C– or higher is required in order to continue in the design studio sequence. A grade of less than C– requires a student to repeat that studio before advancing in the studio sequence. Faculty approval is required for any studio course to be repeated. (This includes ART 104, ARCH 126, ARCH 215, ARCH 247, ARCH 318, ARCH 320, ARCH 441, ARCH 442; INT 341, INT 342, INT 441, ARCH 442.)

Students accepted to the BSA Professional Degree Track are expected to maintain a minimum cumulative GPA requirement of 2.75 for acceptance into the Master of Architecture year (see Graduate–Year Enrollment requirements). Students whose cumulative GPA falls below this minimum requirement are not allowed to continue to the Master of Architecture Year (graduate–year) but may be eligible to receive the Bachelor of Science in Architecture (BSA), the pre–professional component of the professional Master of Architecture. The BSA alone is not an NAAB–accredited degree. A minimum cumulative GPA of 2.25 is required to receive the BSA.

Undergraduate Minors

Architectural Studies Minor

Minor Requirements – 23

- ARCH 126 – Drawing and Graphics Studio Credits: 3
- ARCH 150 – Introduction to Architecture Credits: 3
- ARCH 215 – Introduction to Design Studio Credits: 5
- plus 12 additional credits with a minimum of 6 upper division credits from courses with ARCH acronym

Masters

Architecture, 3 1/2 Year Track MArch

The 3½–year professional degree program is designed for students who have previously earned an undergraduate degree that may be in an unrelated area of study. Under this option, the student spends the first 2½ years completing

undergraduate prerequisite architectural core courses. The final year is similar to the final year of the Master of Architecture 5½–year degree which results in the accredited professional degree. Please see the Academic Calendar for application deadlines.

Total Credits for 3½–Year MArch–102

Architecture Core–88

- ARCH 150 – Introduction to Architecture Credits: 3
- ARCH 201 – Construction I Credits: 3
- ARCH 202 – Construction II Credits: 3
- ARCH 205 – Structures I Credits: 4
- ARCH 247 – Architecture as Craft Studio Credits: 5
- ARCH 305 – Structures II Credits: 4
- ARCH 315 – History of Architecture I Credits: 3
- ARCH 316 – History of Architecture II Credits: 3
- ARCH 318 – Background Building Studio Credits: 5
- ARCH 320 – Placemaking Studio Credits: 5
- ARCH 335 – Environmental Technology I Credits: 4
- ARCH 336 – Environmental Technology II Credits: 4
- ARCH 370 – Person–Environment Theory Credits: 3
- ARCH 434 – Urban Studies Credits: 3
- ARCH 435 – Introduction to Building Information Modeling Credits: 3
- ARCH 441 – Comprehensive Building Design Studio Credits: 5
- ARCH 442 – Integrative Design Studio Credits: 5
- ARCH 449 – Integrative Design I Credits: 2
- ARCH 459 – Design Theory Credits: 3
- ARCH 469 – Integrative Design II Credits: 2
- ARCH 521 – Urban Design Studio Credits: 6

- ARCH 522 – Visiting Critic/Topic Studio Credits: 6 **or**
- ARCH 594 – Practicum Credits: 6–15 *
- ARCH 535 – Professional Practice Credits: 4

Architecture Electives (ARCH, BSCM, INT) – 14

Note:

*Students must apply and be accepted to the practicum program prior to registering for ARCH 594. ARCH 594 will satisfy 6 core credits (replacing ARCH 522 Visiting Critic/Topic Studio) and may satisfy architecture elective credits if registered for more than 6 credits.

Continued Graduate Enrollment Requirements

1. No grade lower than C (2.00) in any course in the graduate portion of the program.
2. A student whose cumulative graduate GPA falls below 3.0 in any given term is placed on academic probation. A student is normally disqualified if they do not increase their graduate GPA to 3.0 during the academic term of probation.
3. A minimum cumulative GPA of 3.0 is required to receive the Master of Architecture degree.

Admission Procedures

Application must be made online to the School of Graduate Studies & Research. In addition to meeting the application requirements of the School of Graduate Studies & Research, applicants should:

1. Hold an undergraduate degree;
2. Have a minimum cumulative undergraduate GPA of 3.0;
3. Submit an online application.
4. Submit a portfolio of work (this work need not be architectural in nature, it may include writing samples, drawings, photography, etc.) Original work will not be accepted.
5. The following prerequisite courses may be required at the discretion of the Admissions Committee:
 - a. ARCH 126 – Drawing and Graphics Studio
 - b. ART 104 – Drawing I

- c. MATH 168 – Precalculus
- d. PHYS 141 – General Physics I

Upon acceptance, graduate standards of scholarship apply to all coursework.

Architecture, 5 1/2 Year Track MArch

The professional degree program consists of a pre–professional Bachelor of Science in Architecture and then a Master of Architecture. When earned sequentially, the degree track results in the accredited professional education.

Total Credits for MArch–30

Architecture Core–16

- ARCH 521 – Urban Design Studio Credits: 6
- ARCH 522 – Visiting Critic/Topic Studio Credits: 6 or ARCH 594 – Practicum Credits: 6*
- ARCH 535 – Professional Practice Credits: 4

Architecture Electives (ARCH, BSCM, INT) – 14

A minimum of 14 credits of architecture electives at the graduate level. Selection of electives outside of School offerings requires the approval of the School faculty.

Note:

*Students must apply and be accepted to the practicum program prior to registering for ARCH 594. ARCH 594 will satisfy 6 core credits (replacing ARCH 522 Visiting Critic/Topic Studio) and may satisfy architecture elective credits if registered for more than 6 credits.

Continued Graduate Enrollment Requirements

1. No grade lower than C (2.00) in any course in the graduate portion of the program.
2. A student whose cumulative graduate GPA falls below 3.0 in any given term is placed on academic probation. A student is normally disqualified if they do not increase their graduate GPA to 3.0 during the academic term of probation.
3. A minimum cumulative GPA of 3.0 is required to receive the Master of Architecture degree.

Architecture

ARCH 126 – Drawing and Graphics Studio

Credits: 3

Introduction to freehand drawing and architectural drawing graphic conventions. Exercises include freehand and drafted drawings of building plans, sections, and elevations, and an introduction to three–dimensional representation. \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **Offering:** Spring, Summer **College Code:** SAAD

ARCH 150 – Introduction to Architecture

Credits: 3

Emphasis on design concepts, professional vocabulary, historical appreciation, contemporary issues, and values that are important to the mission of the School of Architecture, Art & Design. Open to all students. **Grade Mode:** Normal (A–F,I,W) **Offering:** Fall **College Code:** SAAD

ARCH 201 – Construction I

Credits: 3

An overview of site work, foundation, and structural systems as well as an investigation into the structural and material properties, assembly methods and detailing primarily for wood and masonry construction systems. \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **Offering:** Fall **College Code:** SAAD

ARCH 202 – Construction II

Credits: 3

An investigation into the structural and material properties, assembly methods and detailing primarily for steel and concrete construction systems as well as an introduction to cost estimating. **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** ARCH 201. **Offering:** Spring **College Code:** SAAD

ARCH 205 – Structures I

Credits: 4

Structural theory: statics by analytical and graphical solutions. Determinations of loads, resolution of force systems, and equilibrium analysis. Structural properties of shape (centroids, moment of inertia) and materials (stress, stiffness, modulus of elasticity). Shear and bending moments, deflection, column theory, introductory awareness of structural system behavior. Analysis and design of wood structures (joists, girders, columns). Introduction to the structural design process. **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** MATH 168 & PHYS 141. **Offering:** Fall **College Code:** SAAD

ARCH 215 – Introduction to Design Studio

Credits: 5

Introduction to formal composition, architectural typology and principles of building context in the design of buildings and artifacts with simple program elements. Minimum cumulative GPA of 2.5. **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** ARCH 126. **Offering:** Fall **College Code:** SAAD

ARCH 247 – Architecture as Craft Studio

Credits: 5

Design projects focusing on the materiality of architecture and the logic of construction. \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** ARCH 215 **Offering:** Spring **College Code:** SAAD

ARCH 299 – Independent Study

Credits: 1–4

Study of special topics not currently offered by the School of Architecture, Art & Design. In consultation with a professor, the student researches a selected area, filing a copy of the completed project report in the School of Architecture, Art & Design office. A minimum of 30 hours of work required for each credit. May be repeated for a total of 6 credits. **Grade Mode:** Normal w S/DG (A–F,I,S,U,DG,W) **Repeatable:** Repeatable up to 6 credits **College Code:** SAAD

ARCH 305 – Structures II

Credits: 4

Structural problems in steel analysis and principles of concrete and masonry, lateral loads due to wind and seismic forces. **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** ARCH 205. **Offering:** Spring **College Code:** SAAD

ARCH 315 – History of Architecture I

Credits: 3

Chronological overview of the history of architecture from prehistory through the 14th century (Gothic). Emphasis is on the vocabulary and design of buildings, their symbolic relationships, and their meaning in a cultural and human context. **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** HIST 117, HIST 118 & ENGL 115. **Offering:** Fall **College Code:** SAAD

ARCH 316 – History of Architecture II

Credits: 3

Chronological overview of the history of architecture from the 15th century (Renaissance) to today. Emphasis is on the vocabulary and design of buildings, their symbolic relationships, and their meaning in a cultural and human context. **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** HIST 117, HIST 118 & ENGL 115. **Offering:** Spring **College Code:** SAAD

ARCH 318 – Background Building Studio

Credits: 5

Design of a commercial and/or residential building(s) of increased programmatic complexity, in the physical and cultural setting of a traditional small town or urban neighborhood. **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** ARCH 320. **Offering:** Spring **College Code:** SAAD

ARCH 320 – Placemaking Studio

Credits: 5

The design of buildings as it relates to landscape and to human experience with increased complexity of program and form. \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** ARCH 247, admission to the Professional Degree Track. **Offering:** Fall **College Code:** SAAD

ARCH 330 – Analytical Summer Abroad

Credits: 6

A course focusing upon study, analysis, and documentation of buildings, spaces, and/or gardens in another country. Venues may change from year to year. \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** ARCH 318. **Offering:** Summer **College Code:** SAAD

ARCH 335 – Environmental Technology I

Credits: 4

Introduction to environmentally, energy-conscious design concepts with the primary focus on climate and site analysis. An overview of standard evaluation methods for thermal performance in both design development and qualitative building evaluations covers heat loss/gain, thermal and solar envelope, HVAC system selection and layout. Principles of water conservation, collection and supply, and the treatment and disposal of liquid and solid wastes. **Grade Mode:** Normal (A–F,I,W) **Offering:** Fall **College Code:** SAAD

ARCH 336 – Environmental Technology II

Credits: 4

Principles of design for fire safety and code compliance. Principles of electricity and a brief survey of electrical systems and wiring design. The design and location requirements of elevators and moving stairways and walks. A qualitative overview of lighting and acoustics and their integration into the design of buildings with introductory quantitative methods. **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** PHYS 141. **Offering:** Spring **College Code:** SAAD

ARCH 370 – Person–Environment Theory

Credits: 3

Studies in the relationship between people and the environment, including a consideration of towns, cities, gardens, buildings, and artifacts, as well as the cultural and natural landscape. **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** ARCH 320. **College Code:** SAAD

ARCH 390 – Special Topics in _____

Credits: 1–4

Based on selected topics of current interest in architecture offered by the School of Architecture, Art & Design. May be repeated in different topic areas. \$ – Course or lab fee **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **Repeatable:** Repeatable **College Code:** SAAD

ARCH 395 – Community Project in Architecture

Credits: 1–6

“Hands-on” involvement in humanitarian and/ or service oriented projects in an on-site work environment. Work initiated by students requires prior approval of faculty. **Course Attribute:** Service course **Grade Mode:** Satisfactory w/DG (S,U,I,W,DG) **Repeatable:** Repeatable up to 6 credits **College Code:** SAAD

ARCH 424 – Islamic Architecture

Credits: 2–3

A focused view on the period of architectural history known as Islamic Architecture. Covers the beginnings of Islamic period from 600 CE to the present time, looking at Islamic buildings from all parts of the world. Swing course—Approved 400–499 courses qualify for graduate-level credit for graduate students **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** ARCH 315 & ARCH 316. **College Code:** SAAD

ARCH 425 – Architecture of Ancient Americas

Credits: 2–3

A focused view of the architectural history that covers ancient North, Central and South Americas. Covers the vernacular architecture and art of the Native American cultures. Swing course—Approved 400–499 courses qualify for graduate-level credit for graduate students **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** ARCH 315 & ARCH 316. **College Code:** SAAD

ARCH 426 – Far Eastern Architecture

Credits: 2–3

A focused view of the architectural history that covers ancient Far East. Covers the vernacular architecture and art from India to China, Japan and the Southeast Asian cultures. Swing course—Approved 400–499 courses qualify for graduate-level credit for graduate students **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** ARCH 315 & ARCH 316. **College Code:** SAAD

ARCH 434 – Urban Studies

Credits: 3

A broad survey, both typological and historical, of the physical characteristics of cities and their development, with an emphasis upon urban form as a cooperative human artifact embodying particular cultural values and ideas. \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** ENGL 115; HIST 117, HIST 118. **Offering:** Spring **College Code:** SAAD

ARCH 435 – Introduction to Building Information Modeling

Credits: 3

An introduction to Building Information Modeling (BIM) using Autodesk REVIT software. **Grade Mode:** Normal (A–F,I,W) **Corequisite(s):** ARCH 441, ARCH 449.

Offering: Fall **College Code:** SAAD

ARCH 441 – Comprehensive Building Design Studio

Credits: 5

Design of a public and/or civic building in the physical and cultural setting of a small town or urban neighborhood. \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W)

Corequisite(s): ARCH 435, ARCH 449. **Prerequisite(s):** ARCH 205, ARCH 318, ARCH 330; **Offering:** Fall **College Code:** SAAD

ARCH 442 – Integrative Design Studio

Credits: 5

Comprehensive building design project: site design, building design, and development of architectural detail (including integration of materials and structural and environmental systems). **Grade Mode:** Normal (A–F,I,W)

Corequisite(s): ARCH 469 **Prerequisite(s):** ARCH 441. **Offering:** Spring **College Code:** SAAD

ARCH 445 – Furniture Design

Credits: 2

An exploratory course that prepares individuals to apply technical knowledge and skills to prepare and execute furniture design projects from assemblage to finish. Incorporates the safe use of a variety of hand and power tools and machinery. Projects vary according to the individual skill level of the student. May be repeated for up to 4 credits. Swing course—Approved 400–499 courses qualify for graduate–level credit for graduate students **Grade Mode:** Normal (A–F,I,W) **College Code:** SAAD

ARCH 449 – Integrative Design I

Credits: 2

An introduction to the pre–design activities of programming and project budgeting; and an investigation into the design implications of building codes, accessibility standards, and zoning ordinances for a concurrent studio project. **Grade Mode:** Normal (A–F,I,W) **Corequisite(s):** ARCH 435, ARCH 441 **Prerequisite(s):** ARCH 205 **Offering:** Fall **College Code:** SAAD

ARCH 459 – Design Theory

Credits: 3

A survey and analysis of architectural thought, including readings from both historical and contemporary sources. **Grade Mode:** Normal (A–F,I,W)

Prerequisite(s): ARCH 315. **Offering:** Spring **College Code:** SAAD

ARCH 469 – Integrative Design II

Credits: 2

The application of the principles of architectural detailing, building data evaluation, materials specifications, and comparative cost analysis for a concurrent studio project. **Grade Mode:** Normal (A–F,I,W) **Corequisite(s):** ARCH 442 **Prerequisite(s):** ARCH 449 **Offering:** Spring **College Code:** SAAD

ARCH 480 – Architectural Community Service

Credits: 1–3

Design of community service or architectural mission projects. May also include pre–construction management work associated with mission projects. Work initiated by students requires prior approval of faculty. May be repeated for up to 6 credits. Swing course—Approved 400–499 courses qualify for graduate–level credit for graduate students **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **Prerequisite(s):** ARCH 247. **Repeatable:** Repeatable up to 6 credits **College Code:** SAAD

ARCH 485 – Special Topics in _____

Credits: 1–4

Based on selected topics of current interest in architecture offered by the School of Architecture, Art & Design. May be repeated in different topic areas. \$ – Course or lab fee Swing course—Approved 400–499 courses qualify for graduate–level credit for graduate students **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **Repeatable:** Repeatable **College Code:** SAAD

ARCH 496 – Cooperative Work Experience

Credits: 1–6

Supervised work with an architecture or construction firm. 120 hours of work is required for each credit. May be repeated up to 6 credits. Swing course—Approved 400–499 courses qualify for graduate–level credit for graduate students **Grade Mode:** Satisfactory w/DG (S,U,I,W,DG) **Prerequisite(s):** 3rd year standing and application one semester in advance of the planned work. Graded on S/U basis. **Repeatable:** Repeatable up to 6 credits **College Code:** SAAD

ARCH 499 – Independent Research

Credits: 1–4

Study of special topics not currently offered by the School of Architecture, Art & Design. In consultation with a professor, the student researches a selected area, filing a copy of the completed project report in the School of Architecture, Art & Design office. A minimum of 30 hours of work required for each credit. May be repeated for a total of 6 credits. **Grade Mode:** Normal w S/DG (A–F,I,S,U,DG,W) **Repeatable:** Repeatable up to 6 credits **College Code:** SAAD

ARCH 521 – Urban Design Studio

Credits: 6

Urban design proposal for a small town (or parts thereof), urban neighborhood, or college campus. **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** Completion of BSA. **Offering:** Fall **College Code:** SAAD

ARCH 522 – Visiting Critic/Topic Studio

Credits: 6

Design project(s) to be determined by Visiting Critic and regular faculty. Topic of studio varies. \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** ARCH 521. **Offering:** Spring **College Code:** SAAD

ARCH 530 – Analytical Summer Abroad

Credits: 6

A course focusing upon study, analysis, and documentation of buildings, spaces, and/or gardens in another country. Venues may change from year to year. \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** ARCH 318. **Offering:** Summer **College Code:** SAAD

ARCH 535 – Professional Practice

Credits: 4

Lectures and seminars focusing on Judeo–Christian values and social responsibilities in the profession. Studies introduce conventional practice methods and career planning for present and future. Topical areas include the role of the architect, organization and management of the firm, and project administration. **Grade Mode:** Normal (A–F,I,W) **Offering:** Fall **College Code:** SAAD

ARCH 594 – Practicum

Credits: 6–15

Experience under the supervision of a practicing, professional architect that meets the requirements of the Andrews University School of Architecture, Art & Design. May be for a for–profit or not–for–profit organization. **Grade Mode:** Satisfactory w/DG (S,U,I,W,DG) **Prerequisite(s):** Acceptance to Master of Architecture degree year and Acceptance to Practicum Program. **College Code:** SAAD

ARCH 595 – Community Project in Architecture

Credits: 1–6

“Hands–on” involvement in humanitarian and/ or service oriented projects in an on–site work environment. Work initiated by students requires prior approval of faculty. **Course Attribute:** Service course **Grade Mode:** Satisfactory w/DG (S,U,I,W,DG) **Repeatable:** Repeatable up to 6 credits **College Code:** SAAD

ARCH 599 – Independent Research

Credits: 1–4

Study of special topics not currently offered by the School of Architecture, Art & Design. In consultation with a professor, the student researches a selected area, filing a copy of the completed project report in the School of Architecture, Art & Design office. A minimum of 30 hours of work required for each credit. May be repeated for a total of 6 credits. **Grade Mode:** Normal w S/DG (A–F,I,S,U,DG,W) **Repeatable:** Repeatable up to 6 credits **College Code:** SAAD

Construction Management

BSCM 101 – History and Introduction to Construction Management

Credits: 2

A historical background into the development of the construction industry, the roles of the different participants and an overview of the construction process. Career choices, industry firms, and key players in the construction management process will be explored. **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** HIST 117, HIST 118, ENGL 115. **College Code:** SAAD

BSCM 207 – Regulatory Issues

Credits: 2

Examination of the regulations in planning, building, advocacy and civil rights rules. Includes investigative techniques, jurisdictional responsibilities and inspection procedures. **Grade Mode:** Normal (A–F,I,W) **College Code:** SAAD

BSCM 215 – Construction Equipment and Methods

Credits: 2

Construction equipment and selected construction methods including equipment application strategies, own/lease benefits and establishing operational costs for project estimating. **Grade Mode:** Normal (A–F,I,W) **College Code:** SAAD

BSCM 301 – Cost Estimating I

Credits: 2

Introduction to the estimating function and review and applications of material quantity survey techniques used in estimating costs of construction projects. Includes types of approximate and precise methods of estimating and their uses, and computer applications. **Grade Mode:** Normal (A–F,I,W) **College Code:** SAAD

BSCM 302 – Cost Estimating II

Credits: 3

Pricing and bidding of construction work including cost factors, labor and equipment, productivity factors, prices databases, job direct and indirect costs, methods of estimating time, materials, equipment, subcontractors' work, general expenses, and profit, bid preparations and submission, and computer applications. **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** BSCM 301 **College Code:** SAAD

BSCM 325 – Structural Systems Design

Credits: 2

The study of typical construction materials as used in the design process. Concrete, wood, steel and composite structures and underlying mechanical and physical properties will be covered. **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** MATH 168, PHYS 141 **College Code:** SAAD

BSCM 349 – Construction Documents

Credits: 3

This course examines construction documents for competitive bidding and execution of projects. Light and heavy construction types will be examined. **Grade Mode:** Normal (A–F,I,W) **College Code:** SAAD

BSCM 365 – Site Construction and Surveying

Credits: 2

The study of critical aspects of site construction and surveying relating to on-site logistics. **Grade Mode:** Normal (A–F,I,W) **College Code:** SAAD

BSCM 401 – Construction Management I

Credits: 3

Construction management concepts and practices, the management system, construction planning and programming, project control, environmental management, total quality management, and ethics in construction management. Swing course—Approved 400–499 courses qualify for graduate-level credit for graduate students **Grade Mode:** Normal (A–F,I,W) **College Code:** SAAD

BSCM 402 – Construction Management II

Credits: 3

A management course in contract documents, safety, planning, scheduling, production control, and law and labor. Topics include contracts, planning, cost and production peripheral documents, and cost and work analysis, scheduling, material handling, layout, payment scheduling, and inspections. Swing course—Approved 400–499 courses qualify for graduate-level credit for graduate students **Grade Mode:** Normal (A–F,I,W) **College Code:** SAAD

BSCM 410 – Project Planning & Scheduling

Credits: 2

Construction planning, scheduling, and communications required for project control, the practical and legal implications of each, as well as introduction to the use of scheduling software, and its benefits. Swing course—Approved 400–499 courses qualify for graduate-level credit for graduate students **Grade Mode:** Normal (A–F,I,W) **College Code:** SAAD

BSCM 420 – Construction Law

Credits: 2

Study of the United States legal system and contractual issues that are significant to construction managers, and addresses ethics in the construction industry. Legal issues arising from design and construction services, focusing on risk management and liability awareness. Swing course—Approved 400–499 courses qualify for graduate-level credit for graduate students **Grade Mode:** Normal (A–F,I,W) **College Code:** SAAD

BSCM 430 – Professional Practice

Credits: 3

Analyzes construction contracts, specifications, and practices with regard to business law and liability. Examines contractor, architect, and engineer responsibilities through case studies and class discussions. Swing course—Approved 400–499 courses qualify for graduate-level credit for graduate students **Grade Mode:** Normal (A–F,I,W) **College Code:** SAAD

BSCM 445 – Building Information Modeling – Cost Analysis

Credits: 3

Application of a Building Information Model that incorporates cost data, used for quantity takeoff and cost estimating. **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** ARCH 435 **College Code:** SAAD

BSCM 455 – Building Information Modeling—Construction Management

Credits: 3

Application of a Building Information Model used to visualize a construction schedule and sequence. **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** BSCM445 **College Code:** SAAD

BSCM 465 – Collaborative Project Delivery

Credits: 3

Application of project delivery in conjunction with a concurrent project within the School of Architecture, Art & Design. Building Information Modeling will be used as a method of applying cost analysis and project planning and scheduling. **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** BSCM 455 **College Code:** SAAD

Interior Design

INT 200 – Color Theory

Credits: 3

This course introduces students to the aesthetic, historical, perceptual, scientific, and psychological aspects of color and light and the implication of color principles and theories to interior design. Students will explore color through experimentation, observation and evaluation. Relevant design projects will be analyzed for their use of color theory. **Grade Mode:** Normal (A–F,I,W) **College Code:** SAAD

INT 300 – Materials & Methods

Credits: 2

In this course students will examine non-textile based materials, available resources, and methods of production, construction and installation. Through a study of current product applications, they will learn how to select, specify and apply appropriate materials and finishes on the basis of aesthetics, material cost, environmental impact and performance. **Grade Mode:** Normal (A–F,I,W) **College Code:** SAAD

INT 315 – History and Theory of Interiors

Credits: 3

This course is a survey of interior design throughout history. Emphasis is given to the historical, theoretical and cultural influences that have affected the design of the interior environment from antiquity through present-day. **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** HIST 117, HIST 118, ENGL 115. **College Code:** SAAD

INT 341 – Interior Design Studio I

Credits: 5

Intermediate design studio building on previous design principles. **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** ARCH 247 & acceptance into Professional Degree Program. **College Code:** SAAD

INT 342 – Interior Design Studio II

Credits: 5

Intermediate design studio building on previous design principles. **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** INT 341. **College Code:** SAAD

INT 420 – Textiles

Credits: 3

This course introduces students to the technical and aesthetic aspects of textiles and their use in interior design. Emphasis is placed on product knowledge, specifications, technology, safety, testing, and terminology. New textiles and fibers and their application and performance will be studied. Swing course—Approved 400–499 courses qualify for graduate–level credit for graduate students **Grade Mode:** Normal (A–F,I,W) **College Code:** SAAD

INT 435 – Professional Practice

Credits: 3

This course explores standard business procedures commonly associated with the practice of interior design. Students will study various types of design practices, financial management and compensation, ethical practices, professional development, legal liability, and issues related to licensing and certification. The management of a typical interior design project will be studied, including writing proposals and contracts, specifications, bidding procedures, budgets, construction schedules, contractor negotiations and collaboration, and project administration. **Grade Mode:** Normal (A–F,I,W) **College Code:** SAAD

INT 441 – Interior Design Studio I

Credits: 5

Advanced design studio building on previous design principles. **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** INT 342 **College Code:** SAAD

INT 442 – Interior Design Studio II

Credits: 5

Advanced design studio building on previous design principles. **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** INT 441 **College Code:** SAAD

Visual Art & Design

Harrigan Hall, Room 225
269–471–3450
www.andrews.edu/art/

Visual Art & Design Faculty

_____, *Chair*

Stefanie P. Elkins–Bates

Kari A. Friestad

Steven L. Hansen

Paul B. Kim

Thomas J. Michaud

Diane J. Myers

Rhonda G. Root

David B. Sherwin

Douglas A. Taylor

Marc G. Ullom

Sharon J. Prest Ullom

Emeritus

Gregory J. Constantine

Adjunct Faculty

Brian D. Manley

Donald L. May

Mission

We, the Andrews University Department of Visual Art & Design, mentor students to be Christ-centered, socially responsible creative individuals by developing their artistic gifts in a nurturing spiritual environment.

Department Goal

It is the goal of the Department of Visual Art & Design to help each student achieve the traditional and digital skills necessary to achieve entrance into a graduate program, begin work as a professional artist or craftsman or achieve a professional portfolio that will allow them to directly pursue a career in their chosen track after graduation. Through dedicated faculty, quality education and active community involvement, we seek to empower students to honor God in their visual communication.

Student Handbook. The Department of Visual Art & Design Student Handbook, available at the department office, provides clarification of departmental guidelines, requirements and standards.

Multiple Majors & Degrees. The Department of Visual Art & Design allows students to graduate with a double BFA major or a BFA and a BA in Art History. Credits cannot be duplicated within the 45 credit BFA emphasis. In the second BFA emphasis 39 credits are required, and excludes ART485 Thesis Project (3), ART496 Portfolio Development (2), and ART497 BFA Exhibition (1).

Computer Policy. The Department of Visual Art & Design regards the computer as a tool integral to the success of the visual communicator in their professional development. All students are required to purchase a laptop computer and software meeting the department guidelines. Because computer technology is continually changing, a revised policy is drafted in the fall semester, outlining the specific requirements for each year. Laptop purchases should be made by mid-fall semester of the student's freshman year. Use of the computer in the curriculum varies by course.

Bachelors

Art, Art History Emphasis BA

The BA: Art is a liberal arts degree that relates broad intellectual knowledge to material, spiritual, and emotional awareness. The degree requires 45 credits in art history and visual art courses, a minor in a non-art second area, and the General Education requirements including a foreign language.

Total Credits: 124–129

Art History Emphasis—45

Art History Core Foundation—18 credits

- ARTH 325 – Prehistoric to Medieval Art Credits: 3
- ARTH 326 – Renaissance to Modern Art Credits: 3
- ARTH 440 – Art Since 1945 Credits: 3
- ART 380 – Topics in: Credits: 1–6
- Must be in Topics in: Method and Theory in Art History and be taken for 3 credits.
- ART 478 – Visual Art Study Tour Credits: 6

Electives in Art History:

9 credits from three of the following:

- ARTH 220 – Language of Art Credits: 3
- ARTH 328 – Artists of the Renaissance Credits: 3
- ARTH 329 – Nineteenth Century and Impressionism Credits: 3
- ART 380 – Topics in: Credits: 1–6 (Art History topics such as: Ancient Egyptian Art, Greek & Roman Art, Art in Archaeology, Modern and Contemporary Art, Woman and Gender in Art)
- ART 495 – Independent Reading/Project Credits: 1–6

6 credits from two of the following:

- ARCH 424 – Islamic Architecture Credits: 2–3
- ARCH 425 – Architecture of Ancient Americas Credits: 2–3
- ARCH 426 – Far Eastern Architecture Credits: 2–3

3 credits from one of the following:

- PHTO 210 – History of Photography Credits: 3
- ARTH 345 – History of Graphic Design Credits: 3

3 credits chosen from Studio Visual Art:

(only one visual arts course may be applied to major)

- ART 104 – Drawing I Credits: 3
- ART 105 – Painting I Credits: 3
- ART 106 – Printmaking I Credits: 3
- ART 107 – Ceramics I Credits: 3
- ART 207 – Basic Design I Credits: 3
- ART 209 – Basic Design II Credits: 3
- PHTO 116 – Digital Photography I Credits: 3

6 credits from Required Cognates:

- ANTH 200 – Cultural Anthropology Credits: 3 OR ANTH 205 – Introduction to Archaeology Credits: 3
- ENGL 315 – Professional Writing Credits: 3 OR ENGL 438 – Advanced Composition Credits: 3

Minor – 20 credit minimum (depending on chosen minor)

Recommended Minors for Art History Majors:

French

German

Anthropology/Archaeology

Religion

Business Administration

Communication

General Education for BA Degree – 59–64

Art History Requirements

Art history explores the historical meaning of art, architecture, and visual culture in all parts of the world from antiquity to the present. It analyzes visual objects through their form, technique, design, historical context, and ideological function. It also studies individual artists or makers, cultural institutions, audiences, and intercultural exchanges. It is inherently interdisciplinary, often requiring theoretical engagement with fields such as anthropology, philosophy, critical theory, political science, history, literature, film, performance, theater, and area studies.

The study of art history develops skills of informed and critical looking, reading, speaking, and writing. Thus, while it offers specialized knowledge of the visual world for those who want to pursue careers in the art world, academia, and the practice of art and design, the major is also excellent for any student seeking a solid foundation in the liberal arts. With its broad historical, cultural, geographic, and methodological spectrum, it offers an excellent background for students who want to specialize in areas such as law, medicine, business, international relations, politics, and education.

The Art History degree requires 45 credits in art history, visual art, and cognates; a minor in a non-art secondary area, and the General Education requirements including a foreign language (French or German recommended). A BA in Art History is recommended for those planning to do graduate work in the humanities or enter professions that require a broad overview of visual culture. Careers in museums generally require at least a master's degree. Careers in college and university teaching and research require a PhD.

Majors continuing on to graduate school are encouraged to do the following over and above the basic requirements for the major:

- Maintain a GPA of 3.0 or above.
- Confer with your advisor early on to discuss academic plan.
- Develop a greater depth in a given area, beyond what is required.
- Attain reading competence in at least one foreign language.
- Spend a year abroad.
- Remember that in any graduate school application, you will be expected to produce evidence of strong research and writing skills, as in a paper from an upper level course or an Honors thesis/project.
- Be aware that the components of a serious application to graduate school include not only your transcript and GRE scores, but also three letters of recommendation from faculty members, a writing sample, a well-informed statement of purpose, and indication of foreign language skills.

Additional Information

Students are encouraged to spend a year abroad at one of Andrews University's affiliate colleges in France or Italy. Students are also encouraged to seek an internship or Undergraduate Research Assistantship with one of the following:

- One of the professors in the Department of Visual Art & Design
- The Horn Archaeological Museum on the Andrews University Campus
- The Art Institute of Chicago, Ill.
- The Museum of Natural History, Chicago, Ill.
- Other museums or galleries

Art, Pre-Art Therapy Emphasis BA

The BA: Art is a liberal arts degree that relates broad intellectual knowledge to material, spiritual, and emotional awareness. The degree requires 45 credits in art history and visual art courses, a minor in Behavioral Science, and the General Education requirements including a foreign language.

Total Credits: 124–129

Art History Foundation – 9

- ARTH 325 – Prehistoric to Medieval Art Credits: 3
- ARTH 326 – Renaissance to Modern Art Credits: 3
- ARTH 440 – Art Since 1945 Credits: 3

Pre-Art Therapy Emphasis – 36

Topics in Pre-Art Therapy – 3

ART 380 (3 credits required from topics which relate to the study or practice of art therapy.)

2–D Courses – 15

- ART 104 – Drawing I Credits: 3
- ART 105 – Painting I Credits: 3
- ART 106 – Printmaking I Credits: 3
- ART 207 – Basic Design I Credits: 3
- PHTO 116 – Digital Photography I Credits: 3

3–D Courses – 6

- ART 107 – Ceramics I Credits: 3
- ART 209 – Basic Design II Credits: 3

Advanced Visual Art – 12 Credits

Selected in consultation with the advisor from advanced drawing, painting, printmaking, and ceramics courses.

Behavioral Science Minor–20

A minor in Behavioral Sciences is required for this degree. Behavioral Science Minor requires at least 14 credits in courses numbered 300 and above. These credits are to be selected from the following areas: anthropology, family studies, geography, psychology or sociology. Students choosing this minor should consult with the chair of the department.

- PSYC 101 – Introduction to Psychology Credits: 3
- PSYC 301 – Human Development—Lifespan Credits: 3
- PSYC 410 – Introduction to Theories in Counseling & Psychotherapy Credits: 3
- PSYC 454 – Theories of Personality Credits: 3
- PSYC 460 – Psychology of Abnormal Behavior Credits: 3
- 5 additional credits

General Education for BA Degree – 59–64

Art, Visual Art Emphasis BA

The BA: Art is a liberal arts degree that relates broad intellectual knowledge to material, spiritual, and emotional awareness. The degree requires 45 credits in art history and visual art courses, a minor in a non-art second area, and the General Education requirements including a foreign language.

Total Credits: 124–129

Art History Foundation – 9

- ARTH 325 – Prehistoric to Medieval Art Credits: 3
- ARTH 326 – Renaissance to Modern Art Credits: 3
- ARTH 440 – Art Since 1945 Credits: 3

Visual Art Emphasis – 36

Recommended for those planning to enter professions that require skilled eye-hand coordination, sensitive workmanship, and well-developed perceptual and conceptual skills. In addition to the 9 credits of Art History Foundation listed above, the following 21 credits of visual art and 15 credits from advanced visual art courses:

2–D Courses – 15

- ART 104 – Drawing I Credits: 3
- ART 105 – Painting I Credits: 3
- ART 106 – Printmaking I Credits: 3
- ART 207 – Basic Design I Credits: 3
- PHTO 116 – Digital Photography I Credits: 3

3–D Courses – 6

- ART 107 – Ceramics I Credits: 3
- ART 209 – Basic Design II Credits: 3

Advanced Visual Art – 15

Selected in consultation with the advisor from advanced drawing, painting, printmaking, and ceramics courses.

Minor in Non-art Area – 20 credit minimum (depending on minor choice)

General Education for BA Degree – 59–64

Design, Graphic Design Emphasis BFA

The Design major is recommended for those wishing to work in the design professions. There are two portfolio emphases available: Graphic Design and Web Design. The degree program combines the study of art, communication, design, and technology as mediums for visual communication and/or personal artistic expression. Our students join the Design program because they possess the ability to think, speak, draw, write and design. They graduate as design leaders, having learned to inform, guide, clarify, promote and empower through visual form. The BFA Thesis Project and Senior Exhibition, as well as internships, bring students face-to-face with the design community. At the same time, students acquire valuable experience in problem solving and the application of design principles, making them cultural catalysts and sought-after design professionals.

Bachelor of Fine Arts

The Department of Visual Art & Design offers students an exciting opportunity to earn a collaborative Bachelor of Fine Arts degree (BFA). The BFA degree encompasses four major areas: Design, Documentary Film, Photography, and Visual Art.

Each of the BFA degree emphases has a 5-part curriculum:

1. Art History
2. Common Core
3. Studio Electives,
4. General Education, and
5. Portfolio Emphasis.

BFA : Bachelor of Fine Arts

Art History – 12 Credits

- ARTH 326 – Renaissance to Modern Art Credits: 3
- ARTH 440 – Art Since 1945 Credits: 3

Choose two additional class from this list:

- ARTH 325 – Prehistoric to Medieval Art Credits: 3
- ARTH 345 – History of Graphic Design Credits: 3
- FILM 210 – History of Film Credits: 3
- PHTO 210 – History of Photography Credits: 3

Common Core – 12 Credits

- ART 104 – Drawing I Credits: 3
- ART 130 – Introduction to Digital Media Credits: 3
- ART 200 – Color Theory and Use Credits: 3
- ART 207 – Basic Design I Credits: 3

Studio Electives – 15 Credits

Choose five classes from this list – 15

- ART 105 – Painting I Credits: 3
- ART 106 – Printmaking I Credits: 3
- ART 107 – Ceramics I Credits: 3
- ART 209 – Basic Design II Credits: 3
- DSGN 150 – Web Design I Credits: 3
- DSGN 185 – Digital Publishing Credits: 3
- DSGN 214 – Graphic Design I Credits: 3
- DSGN 225 – Digital Vector Graphics Credits: 3
- DSGN 250 – Web Design II Credits: 3
- FILM 105 – Intro to Filmmaking Credits: 3
- PHTO 115 – Photography I Credits: 3
- PHTO 116 – Digital Photography I Credits: 3
- PHTO 175 – Digital Imaging Credits: 3

General Education Requirements

See professional program requirements and note the following specific requirements:

Religion:

professional degree requirements

Language/Communication:

professional degree requirements

History:

professional degree requirements

Fine Arts/Humanities:

professional degree requirements

Life/Physical Sciences:

professional degree requirements

Mathematics:

professional degree requirements

Computer Literacy:

- ART 130 – Introduction to Digital Media Credits: 3

Service:

Fulfilled through Internship component of the program.

Social Sciences:

professional degree requirements

Fitness Education:

professional degree requirements

Graphic Design Portfolio Emphasis

Graphic Design is a multifaceted discipline, which encompasses many types of content and media. Projects include book design, poster design, identity design, branding, packaging, magazine design, interface design, and design for advertising. Graphic Design track provides a comprehensive education within this ever-expanding discipline and strives to prepare accomplished, resourceful graphic designers with critical minds to evaluate their own work, its place in the professional environment as well as the larger community it is meant to serve.

45 Credits

10 Credits in:

- ART 304 – Drawing II Credits: 3
- ART 485 – BFA Thesis Project Credits: 3
- ART 487 – Internship Credits: 1–3 (1 credit needed)
- ART 496 – Portfolio Development Credits: 1–3 (2 credits needed)
- ART 497 – BFA Exhibition Credits: 1–3 (1 credit needed)

21 Credits in:

- DSGN 310 – Typography Credits: 3
- DSGN 430 – Corporate Identity Credits: 3
- DSGN 431 – Editorial Design Credits: 3
- DSGN 432 – Brand Design Credits: 3
- DSGN 434 – Design in Advertising Credits: 3
- DSGN 435 – Package Design Credits: 3
- PHTO 300 – Media Ethics & Awareness Credits: 3

14 Credits Chosen from:

To be chosen with your academic advisor from ART, ARTH, ARCH, PHTO, DSGN, COMM, JOUR, FILM or MKTG courses.

Admission Procedures and Academic Standards

BFA Professional Degree in Design, Documentary Film, Photography or Visual Art

Students seeking to pursue the BFA Professional Degree in Design, Documentary Film, Photography or Visual Art must first submit an Andrews University undergraduate application for acceptance to the University. Students admitted to the University on regular standing are eligible to begin the first two years of the BFA degree.

Upon completion of the Common Core and the Studio Electives (typically at the end of the Sophomore Year) students must:

1. Apply for a BFA Review. All work created in the Common Core and Studio Electives program should be available for review. The BFA review is a critique of the student's portfolio by the faculty of the Department of Visual Art & Design. The application packet may be obtained from the Department Office and must be submitted directly to the Department Office by the application deadline. Minimum requirements to be considered for admission to these programs are outlined in the packet., And
2. Have a minimum cumulative GPA of 2.75 in all coursework.

Transfer Students

Transfer students entering the BFA program must have a BFA Review. Students who have no previous work in art must complete the Common Core and Studio Electives and go through the BFA Review application process before they are officially in the BFA program. Students who are transferring in art courses will need to have their art courses evaluated by the department to verify equivalent course content (this may require the course description and course syllabus).

Academic Standards

Academic Standards apply to the BFA Professional Degree in Design, Documentary Film, Photography or Visual Art. No BFA courses with a final grade below C– will be accepted toward the completion of the BFA. A grade of less than C– requires the student to repeat the course before it can apply toward the degree. Students accepted to the BFA Professional Degree in Design, Documentary Film, Photography or Visual Art are expected, by the end of the BFA degree program, to have a GPA of 3.0 or higher in all BFA Emphasis coursework. Students whose GPA falls below this minimum requirement are not allowed to graduate with the BFA. The completion of the BFA includes a senior thesis, senior exhibition and portfolio of the student's work.

Design, Web Design Emphasis BFA

The Design major is recommended for those wishing to work in the design professions. There are two portfolio emphases available: Graphic Design and Web Design. The degree program combines the study of art, communication, design, and technology as mediums for visual communication and/or personal artistic expression. Our students join the Design program because they possess the ability to think, speak, draw, write and design. They graduate as design leaders, having learned to inform, guide, clarify, promote and empower through visual form. The BFA Thesis Project and Senior Exhibition, as well as internships, bring students face-to-face with the design community. At the same time, students acquire valuable experience in problem solving and the application of design principles, making them cultural catalysts and sought-after design professionals.

Bachelor of Fine Arts

The Department of Visual Art & Design offers students an exciting opportunity to earn a collaborative Bachelor of Fine Arts degree (BFA). The BFA degree encompasses four major areas: Design, Documentary Film, Photography, and Visual Art.

Each of the BFA degree emphases has a 5–part curriculum:

1. Art History
2. Common Core
3. Studio Electives,
4. General Education, and
5. Portfolio Emphasis.

BFA : Bachelor of Fine Arts

Art History – 12 Credits

- ARTH 326 – Renaissance to Modern Art Credits: 3
- ARTH 440 – Art Since 1945 Credits: 3

Choose two additional class from this list:

- ARTH 325 – Prehistoric to Medieval Art Credits: 3
- ARTH 345 – History of Graphic Design Credits: 3
- FILM 210 – History of Film Credits: 3
- PHTO 210 – History of Photography Credits: 3

Common Core – 12 Credits

- ART 104 – Drawing I Credits: 3
- ART 130 – Introduction to Digital Media Credits: 3

- ART 200 – Color Theory and Use Credits: 3
- ART 207 – Basic Design I Credits: 3

Studio Electives – 15 Credits

Choose five classes from this list – 15

- ART 105 – Painting I Credits: 3
- ART 106 – Printmaking I Credits: 3
- ART 107 – Ceramics I Credits: 3
- ART 209 – Basic Design II Credits: 3
- DSGN 150 – Web Design I Credits: 3
- DSGN 185 – Digital Publishing Credits: 3
- DSGN 214 – Graphic Design I Credits: 3
- DSGN 225 – Digital Vector Graphics Credits: 3
- DSGN 250 – Web Design II Credits: 3
- FILM 105 – Intro to Filmmaking Credits: 3
- PHTO 115 – Photography I Credits: 3
- PHTO 116 – Digital Photography I Credits: 3
- PHTO 175 – Digital Imaging Credits: 3

General Education Requirements

See professional program requirements and note the following specific requirements:

Religion:

professional degree requirements

Language/Communication:

professional degree requirements

History:

professional degree requirements

Fine Arts/Humanities:

professional degree requirements

Life/Physical Sciences:

professional degree requirements

Mathematics:

professional degree requirements

Computer Literacy:

- ART 130 – Introduction to Digital Media Credits: 3

Service:

Fulfilled through Internship component of the program.

Social Sciences:

professional degree requirements

Fitness Education:

professional degree requirements

Web Design Portfolio Emphasis

Interested in creating visually stunning and interactive layouts for Web and other Interactive applications? The successful Web Design student will be able to discuss underlying technology—its possibilities and limitations as well as related issues—with clients and team members; layout accessible web pages and sites using HTML and other web development languages; develop dynamic effects and animations; translate client needs, content, and branding into structured website concepts and project visitor needs into structured website concepts.

The student will develop strong design skills to gain an excellent grasp of visual, interaction and usability design principles through typography, graphics, color, layout, and other factors in a web-specific way. Projects will range from in-class assignments to extended projects that may include Websites for non-profit and for-profit organizations.

45 Credits

Web Major Recommendations:

Students wishing to major in Web Design should take the following courses, ART 207 Basic Design I, DSGN214 Graphic Design I, and DSGN 310 Typography before entering into DSGN150. Due to the intensive structure of the Web Design courses, majors should begin DSGN150 during the fall semester and work through all four courses (DSGN150, 250, 335, and 350) in one year and prepare to enter an internship in the summer. During the senior year, majors should continue in their field with Independent Study courses and focus on enhancing their Web Design and development skills.

25 Credits in:

- DSGN 335 – Web Design III Credits: 3
- DSGN 350 – Web Design IV Credits: 3
- PHTO 365 – Advanced Digital Imaging Credits: 3
- DSGN 310 – Typography Credits: 3
- one 400–level art class in design Credits: 3
- PHTO 300 – Media Ethics & Awareness Credits: 3
- ART 485 – BFA Thesis Project Credits: 3
- ART 487 – Internship Credits: 1–3 (1 credit needed)
- ART 496 – Portfolio Development Credits: 1–3 (2 credits needed)
- ART 497 – BFA Exhibition Credits: 1–3 (1 credit needed)

20 Credits Chosen from:

To be chosen with your academic advisor from ART, PHTO, DSGN, COMM, JOUR, FILM or MKTG courses.

Admission Procedures and Academic Standards

BFA Professional Degree in Design, Documentary Film, Photography or Visual Art

Students seeking to pursue the BFA Professional Degree in Design, Documentary Film, Photography or Visual Art must first submit an Andrews University undergraduate application for acceptance to the University. Students admitted to the University on regular standing are eligible to begin the first two years of the BFA degree.

Upon completion of the Common Core and the Studio Electives (typically at the end of the Sophomore Year) students must:

1. Apply for a BFA Review. All work created in the Common Core and Studio Electives program should be available for review. The BFA review is a critique of the student's portfolio by the faculty of the Department of Visual Art & Design. The application packet may be obtained from the Department Office and must be submitted directly to the Department Office by the application deadline. Minimum requirements to be considered for admission to these programs are outlined in the packet., And
2. Have a minimum cumulative GPA of 2.75 in all coursework.

Transfer Students

Transfer students entering the BFA program must have a BFA Review. Students who have no previous work in art must complete the Common Core and Studio Electives and go through the BFA Review application process before they are officially in the BFA program. Students who are transferring in art courses will need to have their art courses evaluated by the department to verify equivalent course content (this may require the course description and course syllabus).

Academic Standards

Academic Standards apply to the BFA Professional Degree in Design, Documentary Film, Photography or Visual Art. No BFA courses with a final grade below C– will be accepted toward the completion of the BFA. A grade of less than C– requires the student to repeat the course before it can apply toward the degree. Students accepted to the BFA Professional Degree in Design, Documentary Film, Photography or Visual Art are expected, by the end of the BFA degree program, to have a GPA of 3.0 or higher in all BFA Emphasis coursework. Students whose GPA falls below this minimum requirement are not allowed to graduate with the BFA. The completion of the BFA includes a senior thesis, senior exhibition and portfolio of the student's work.

Documentary Film BFA

We find and develop our identity in the stories we hear while growing up—whether they be about our family or our faith, about country or community. Increasingly, film is the medium of choice through which these stories are

expressed, and in the nonfiction realm it inherently carries the capacity to examine our past while also exploring the pressing topics and ideas that define the present. The Documentary Film program at Andrews University was designed for the student who embraces the role of the nonfiction storyteller and visual communicator, for the student compelled to inform and engage audiences with deeply affecting narratives on important issues.

Film exists only through the advent of technology, so initial courses in the program will introduce students to the cameras, lights, computers and software that will enable them to explore their craft. Simultaneously, students will be taking a selection of BFA core courses which provide a broad base of art experiences in drawing, design, web development, digital media, photography and art history. With this foundation, the curriculum moves to immerse students in the art of directing, producing, writing, cinematography and editing. Included are courses in film history and film theory, as well as a periodic rotation through special topics such as international film production, social documentary, ethnographic film, non-profit video, environmental film production, and personal narrative films. Whether learning how to light beautiful scenes with the latest film cameras, or editing sequences together that move audiences to tears, students will develop both a competence in the tools of the trade as well as the thoughtfulness to approach filmmaking with creativity and integrity. At the completion of their BFA in Documentary Film, majors will have finished several projects, including a thesis film that they will be able to share with audiences, and market themselves professionally.

Bachelor of Fine Arts

The Department of Visual Art & Design offers students an exciting opportunity to earn a collaborative Bachelor of Fine Arts degree (BFA). The BFA degree encompasses four major areas: Design, Documentary Film, Photography, and Visual Art.

Each of the BFA degree emphases has a 5–part curriculum:

1. Art History
2. Common Core
3. Studio Electives,
4. General Education, and
5. Portfolio Emphasis.

BFA : Bachelor of Fine Arts

Art History – 12 Credits

- ARTH 326 – Renaissance to Modern Art Credits: 3
- ARTH 440 – Art Since 1945 Credits: 3

Choose two additional class from this list:

- ARTH 325 – Prehistoric to Medieval Art Credits: 3
- ARTH 345 – History of Graphic Design Credits: 3
- FILM 210 – History of Film Credits: 3
- PHTO 210 – History of Photography Credits: 3

Common Core – 12 Credits

- ART 104 – Drawing I Credits: 3
- ART 130 – Introduction to Digital Media Credits: 3
- ART 200 – Color Theory and Use Credits: 3
- ART 207 – Basic Design I Credits: 3

Studio Electives – 15 Credits

Choose five classes from this list – 15

- ART 105 – Painting I Credits: 3
- ART 106 – Printmaking I Credits: 3
- ART 107 – Ceramics I Credits: 3
- ART 209 – Basic Design II Credits: 3
- DSGN 150 – Web Design I Credits: 3
- DSGN 185 – Digital Publishing Credits: 3
- DSGN 214 – Graphic Design I Credits: 3
- DSGN 225 – Digital Vector Graphics Credits: 3
- DSGN 250 – Web Design II Credits: 3
- FILM 105 – Intro to Filmmaking Credits: 3
- PHTO 115 – Photography I Credits: 3
- PHTO 116 – Digital Photography I Credits: 3

- PHTO 175 – Digital Imaging Credits: 3

General Education Requirements

See professional program requirements and note the following specific requirements:

Religion:

professional degree requirements

Language/Communication:

professional degree requirements

History:

professional degree requirements

Fine Arts/Humanities:

professional degree requirements

Life/Physical Sciences:

professional degree requirements

Mathematics:

professional degree requirements

Computer Literacy:

- ART 130 – Introduction to Digital Media Credits: 3

Service:

Fulfilled through Internship component of the program.

Social Sciences:

professional degree requirements

Fitness Education:

professional degree requirements

Documentary Film Portfolio Emphasis

The Documentary Film track guides emerging artists in their exploration of film as a visual storytelling medium, helping them to identify, craft and share the stories that define our community.

45 Credits

- FILM 105 – Intro to Filmmaking Credits: 3
- FILM 210 – History of Film Credits: 3
- FILM 225 – Writing for Film and Television Credits: 3
- FILM 275 – Post–Production Credits: 3
- FILM 350 – Cinematography Credits: 3
- FILM 355 – Sound Recording and Editing Credits: 3
- FILM 398 – Directing the Documentary I Credits: 3
- FILM 399 – Directing the Documentary II Credits: 3
- FILM 490 – Producing Practicum Credits: 3
- ART 485 – BFA Thesis Project Credits: 3
- FILM 486 – BFA Thesis II: Advanced Post–Production Credits: 3
- ART 487 – Internship Credits: 1–3 (1 credit needed)
- ART 496 – Portfolio Development Credits: 1–3 (1 credit needed)
- ART 497 – BFA Exhibition Credits: 1–3 (1 credit needed)
- With an additional 9 credits to be chosen with your advisor from ART, ARTH, ARCH, PHTO, DSGN, COMM, JOUR, FILM or MKTG courses.

Admission Procedures and Academic Standards

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Photography BFA

The Photography major is recommended for those wishing to pursue a career in the photographic field. The degree encompasses elements of traditional image making coupled with contemporary digital workflow methods while also focusing on developing a compelling personal vision.

Bachelor of Fine Arts

The Department of Visual Art & Design offers students an exciting opportunity to earn a collaborative Bachelor of Fine Arts degree (BFA). The BFA degree encompasses four major areas: Design, Documentary Film, Photography, and Visual Art.

Each of the BFA degree emphases has a 5–part curriculum:

1. Art History
2. Common Core
3. Studio Electives,
4. General Education, and
5. Portfolio Emphasis.

BFA : Bachelor of Fine Arts

Art History – 12 Credits

- ARTH 326 – Renaissance to Modern Art Credits: 3
- ARTH 440 – Art Since 1945 Credits: 3

Choose two additional class from this list:

- ARTH 325 – Prehistoric to Medieval Art Credits: 3
- ARTH 345 – History of Graphic Design Credits: 3
- FILM 210 – History of Film Credits: 3
- PHTO 210 – History of Photography Credits: 3

Common Core – 12 Credits

- ART 104 – Drawing I Credits: 3
- ART 130 – Introduction to Digital Media Credits: 3
- ART 200 – Color Theory and Use Credits: 3
- ART 207 – Basic Design I Credits: 3

Studio Electives – 15 Credits

Choose five classes from this list – 15

Admission Procedures and Academic Standards

BFA Professional Degree in Design, Documentary Film, Photography or Visual Art

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Visual Art, Fine Art Emphasis BFA

The Visual Art major is recommended for students who wish to become professional artists, illustrators, craftsmen, or art teachers on a college level. It is the first step toward acceptance into an MFA program, which is the necessary degree for pursuing a teaching position at the college level. It is also the first step toward acceptance in an MA program in Art Therapy. After an exploratory period students are encouraged to concentrate the majority of their credits in a single area: painting, ceramics, sculpture, or printmaking.

Bachelor of Fine Arts

The Department of Visual Art & Design offers students an exciting opportunity to earn a collaborative Bachelor of Fine Arts degree (BFA). The BFA degree encompasses four major areas: Design, Documentary Film, Photography, and Visual Art.

Each of the BFA degree emphases has a 5–part curriculum:

1. Art History
2. Common Core
3. Studio Electives,
4. General Education, and
5. Portfolio Emphasis.

BFA : Bachelor of Fine Arts

Art History – 12 Credits

- ARTH 326 – Renaissance to Modern Art Credits: 3
- ARTH 440 – Art Since 1945 Credits: 3

Choose two additional class from this list:

- ARTH 325 – Prehistoric to Medieval Art Credits: 3
- ARTH 345 – History of Graphic Design Credits: 3

- ART 105 – Painting I Credits: 3
- ART 106 – Printmaking I Credits: 3
- ART 107 – Ceramics I Credits: 3
- ART 209 – Basic Design II Credits: 3
- DSGN 150 – Web Design I Credits: 3
- DSGN 185 – Digital Publishing Credits: 3
- DSGN 214 – Graphic Design I Credits: 3
- DSGN 225 – Digital Vector Graphics Credits: 3
- DSGN 250 – Web Design II Credits: 3
- FILM 105 – Intro to Filmmaking Credits: 3
- PHTO 115 – Photography I Credits: 3
- PHTO 116 – Digital Photography I Credits: 3
- PHTO 175 – Digital Imaging Credits: 3

General Education Requirements

See professional program requirements and note the following specific requirements:

Religion:

professional degree requirements

Language/Communication:

professional degree requirements

History:

professional degree requirements

Fine Arts/Humanities:

professional degree requirements

Life/Physical Sciences:

professional degree requirements

Mathematics:

professional degree requirements

Computer Literacy:

- ART 130 – Introduction to Digital Media Credits: 3

Service:

Fulfilled through Internship component of the program.

Social Sciences:

professional degree requirements

Fitness Education:

professional degree requirements

Photography Portfolio Emphasis

The Photography Emphasis cultivates the individual voice and vision of the photography student and prepares them to sustain their professional lives as practicing artists.

45 Credits

- PHTO 200 – Advanced Photography I Credits: 3
- PHTO 220 – Color Photography I Credits: 3
- PHTO 300 – Media Ethics & Awareness Credits: 3
- PHTO 305 – Alternative Photographic Processes Credits: 3
- PHTO 326 – Business of Photography Credits: 3
- PHTO 365 – Advanced Digital Imaging Credits: 3
- PHTO 380 – Studio Credits: 3
- PHTO 400 – Digital Photographic Processes Credits: 3
- PHTO 420 – Documentary Photography Credits: 1–6 (3 credits needed)
- PHTO 480 – Studio II Credits: 3
- ART 485 – BFA Thesis Project Credits: 3
- ART 496 – Portfolio Development Credits: 1–3 (2 credits needed)
- ART 497 – BFA Exhibition Credits: 1–3 (1 credit needed)
- With an additional 9 credits to be chosen with your academic advisor from ART, ARTH, ARCH, PHTO, DSGN, COMM, JOUR, FILM, or MKTG courses.

- FILM 210 – History of Film Credits: 3
- PHTO 210 – History of Photography Credits: 3

Common Core – 12 Credits

- ART 104 – Drawing I Credits: 3
- ART 130 – Introduction to Digital Media Credits: 3
- ART 200 – Color Theory and Use Credits: 3
- ART 207 – Basic Design I Credits: 3

Studio Electives – 15 Credits

Choose five classes from this list – 15

- ART 105 – Painting I Credits: 3
- ART 106 – Printmaking I Credits: 3
- ART 107 – Ceramics I Credits: 3
- ART 209 – Basic Design II Credits: 3
- DSGN 150 – Web Design I Credits: 3
- DSGN 185 – Digital Publishing Credits: 3
- DSGN 214 – Graphic Design I Credits: 3
- DSGN 225 – Digital Vector Graphics Credits: 3
- DSGN 250 – Web Design II Credits: 3
- FILM 105 – Intro to Filmmaking Credits: 3
- PHTO 115 – Photography I Credits: 3
- PHTO 116 – Digital Photography I Credits: 3
- PHTO 175 – Digital Imaging Credits: 3

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Language/Communication:

professional degree requirements

History:

professional degree requirements

Fine Arts/Humanities:

professional degree requirements

Life/Physical Sciences:

professional degree requirements

Mathematics:

professional degree requirements

Computer Literacy:

- ART 130 – Introduction to Digital Media Credits: 3

Service:

Fulfilled through Internship component of the program.

Social Sciences:

professional degree requirements

Fitness Education:

professional degree requirements

Fine Art Portfolio Emphasis

The Fine Art Emphasis cultivates the individual voice and vision of the Fine Arts student and prepares them to sustain their professional lives as practicing artists.

45 Credits

15 Credits in:

- ART 304 – Drawing II Credits: 3
- ART 478 – Visual Art Study Tour Credits: 6
- ART 485 – BFA Thesis Project Credits: 3

- ART 497 – BFA Exhibition Credits: 1–3 (1 credit needed)
- ART 496 – Portfolio Development Credits: 1–3 (2 credits needed)

18 Credits Chosen from:

- ART 305 – Painting II Credits: 2–4
- ART 306 – Printmaking II Credits: 2–4
- ART 307 – Ceramics II Credits: 2–6
- ART 308 – Sculpture I Credits: 2–6

12 Credits Chosen from:

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Admission Procedures and Academic Standards

BFA Professional Degree in Design, Documentary Film, Photography or Visual Art

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Visual Art, Illustration Emphasis BFA

The Visual Art major is recommended for students who wish to become professional artists, illustrators, craftsmen, or art teachers on a college level. It is the first step toward acceptance into an MFA program, which is the necessary degree for pursuing a teaching position at the college level. After an exploratory period students complete the majority of their credits in several areas: painting, ceramics, sculpture and printmaking.

Bachelor of Fine Arts

The Department of Visual Art & Design offers students an exciting opportunity to earn a collaborative Bachelor of Fine Arts degree (BFA). The BFA degree encompasses four major areas: Design, Documentary Film, Photography, and Visual Art.

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1. Art History
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BFA : Bachelor of Fine Arts

Art History – 12 Credits

- ARTH 326 – Renaissance to Modern Art Credits: 3
- ARTH 440 – Art Since 1945 Credits: 3

Choose two additional class from this list:

- ARTH 325 – Prehistoric to Medieval Art Credits: 3
- ARTH 345 – History of Graphic Design Credits: 3
- FILM 210 – History of Film Credits: 3
- PHTO 210 – History of Photography Credits: 3

Common Core – 12 Credits

- ART 104 – Drawing I Credits: 3
- ART 130 – Introduction to Digital Media Credits: 3
- ART 200 – Color Theory and Use Credits: 3
- ART 207 – Basic Design I Credits: 3

Studio Electives – 15 Credits

Choose five classes from this list – 15

- ART 105 – Painting I Credits: 3
- ART 106 – Printmaking I Credits: 3
- ART 107 – Ceramics I Credits: 3
- ART 209 – Basic Design II Credits: 3
- DSGN 150 – Web Design I Credits: 3
- DSGN 185 – Digital Publishing Credits: 3
- DSGN 214 – Graphic Design I Credits: 3
- DSGN 225 – Digital Vector Graphics Credits: 3
- DSGN 250 – Web Design II Credits: 3
- FILM 105 – Intro to Filmmaking Credits: 3
- PHTO 115 – Photography I Credits: 3
- PHTO 116 – Digital Photography I Credits: 3
- PHTO 175 – Digital Imaging Credits: 3

General Education Requirements

See professional program requirements and note the following specific requirements:

Religion:

professional degree requirements

Language/Communication:

professional degree requirements

History:

professional degree requirements

Fine Arts/Humanities:

professional degree requirements

Life/Physical Sciences:

professional degree requirements

Mathematics:

professional degree requirements

Computer Literacy:

- ART 130 – Introduction to Digital Media Credits: 3

Service:

Fulfilled through Internship component of the program.

Social Sciences:

professional degree requirements

Fitness Education:

professional degree requirements

Illustration Portfolio Emphasis

The Illustration track prepares students to enter a career in professional illustration. The successful illustrator is able to convey emotions, interpret events, tell a story or market a product or idea through the use of artistic concepts and images. Illustrators must master a wide range of drawing media and techniques to meet the objectives of a wide range of employers and projects.

45 Credits

15 Credits in:

- ART 478 – Visual Art Study Tour Credits: 6
- ART 485 – BFA Thesis Project Credits: 3
- ART 496 – Portfolio Development Credits: 1–3 (2 credits needed)
- ART 497 – BFA Exhibition Credits: 1–3 (1 credit needed)
- DSGN 310 – Typography Credits: 3

15 Credits Chosen from:

- ART 304 – Drawing II Credits: 3
- ART 305 – Painting II Credits: 2–4
- ART 306 – Printmaking II Credits: 2–4
- ART 307 – Ceramics II Credits: 2–6
- ART 308 – Sculpture I Credits: 2–6

15 Credits Chosen from:

To be chosen with your academic advisor from ART, ARTH, ARCH, DSGN, PHTO, and FILM courses.

Admission Procedures and Academic Standards

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Visual Art, Pre–Art Therapy Emphasis BFA

The Visual Art major is recommended for students who wish to become professional artists, illustrators, craftsmen, or art teachers on a college level. It is the first step toward acceptance into an MFA program, which is the necessary degree for pursuing a teaching position at the college level. It is also the first step toward acceptance in an MA program in Art Therapy. After an exploratory period students are encouraged to concentrate the majority of their credits in a single area: painting, ceramics, sculpture, or printmaking.

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BFA : Bachelor of Fine Arts

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- ARTH 345 – History of Graphic Design Credits: 3
- FILM 210 – History of Film Credits: 3
- PHTO 210 – History of Photography Credits: 3

Common Core – 12 Credits

- ART 104 – Drawing I Credits: 3
- ART 130 – Introduction to Digital Media Credits: 3
- ART 200 – Color Theory and Use Credits: 3
- ART 207 – Basic Design I Credits: 3

Studio Electives – 15 Credits

Choose five classes from this list – 15

- ART 105 – Painting I Credits: 3
- ART 106 – Printmaking I Credits: 3
- ART 107 – Ceramics I Credits: 3
- ART 209 – Basic Design II Credits: 3
- DSGN 150 – Web Design I Credits: 3
- DSGN 185 – Digital Publishing Credits: 3
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Mathematics:

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Computer Literacy:

- ART 130 – Introduction to Digital Media Credits: 3

Service:

Fulfilled through Internship component of the program.

Social Sciences:

professional degree requirements

Fitness Education:

professional degree requirements

Pre–Art Therapy Portfolio Emphasis

The Pre–Art Therapy Emphasis is recommended for those planning to do graduate work in art therapy and to enter that profession. Work as an art therapist requires a master’s degree in Art Therapy. The Pre–Art Therapy Emphasis may require additional semesters of course work.

The Pre–Art Therapy Emphasis is the Bachelor of Fine Arts Degree with an emphasis in Fine Arts, students in this emphasis must follow the Fine Arts Portfolio Emphasis requirements.

In addition to the BFA degree most graduate programs require up to 15 credits of Psychology course work. We recommend PSYC 101, PSYC 301, PSYC 410, PSYC 454 and PSYC 460. Because course requirements vary, the Pre–Art Therapy student should check the prerequisite requirements of the schools to which they intend to apply. Most art–therapy master’s programs also require up to one year of work experience with mentally or physically disadvantaged people prior to acceptance.

Admission Procedures and Academic Standards

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Academic Standards

Academic Standards apply to the BFA Professional Degree in Design, Documentary Film, Photography or Visual Art. No BFA courses with a final grade below C– will be accepted toward the completion of the BFA. A grade of less than C– requires the student to repeat the course before it can apply toward the degree. Students accepted to the BFA Professional Degree in Design, Documentary Film, Photography or Visual Art are expected, by the end of the BFA degree program, to have a GPA of 3.0 or higher in all BFA Emphasis coursework. Students whose GPA

falls below this minimum requirement are not allowed to graduate with the BFA. The completion of the BFA includes a senior thesis, senior exhibition and portfolio of the student's work.

Visual Arts Education Secondary (K–12), BS

(No minor required)

This degree, offered in cooperation with the Department of Teaching and Learning, prepares students to teach art on both the elementary and secondary levels. The Visual Arts Education degree is a K–12 endorsement for secondary certificates. This degree should only be taken by those seeking teacher certification. Majors must complete the requirements for denominational and/or Michigan state teacher certification through the School of Education. The General Education requirements for BS digress will be followed for this degree. They match the General Education requirements outlined by the School of Education (SED). Students may not take ART 457, ART 459, ART 480 courses in the Department of Visual Art & Design until they have been accepted into the School of Education's Teacher Preparation Program and have completed the Foundation courses. The BS in Visual Arts Education requirement includes the successful completion of a senior exhibition and a portfolio of the student's work given to the Department of Visual Art & Design.

Art History—12

- ARTH 325 – Prehistoric to Medieval Art Credits: 3
- ARTH 326 – Renaissance to Modern Art Credits: 3
- ARTH 440 – Art Since 1945 Credits: 3

Choose one course from: 3

- ARCH 424 – Islamic Architecture Credits: 2–3
- ARCH 425 – Architecture of Ancient Americas Credits: 2–3
- ARCH 426 – Far Eastern Architecture Credits: 2–3

Art Methods—12

- ART 457 – Art Methods: Elementary Credits: 4
- ART 459 – Art Methods: Secondary Credits: 4
- ART 480 – Practicum in Visual Art Education Credits: 4

Visual Art Foundation—18

- ART 104 – Drawing I Credits: 3
- ART 105 – Painting I Credits: 3
- ART 106 – Printmaking I Credits: 3
- ART 107 – Ceramics I Credits: 3
- ART 207 – Basic Design I Credits: 3
- ART 209 – Basic Design II Credits: 3

Senior Exhibition—3

- ART 497 – BFA Exhibition Credits: 1–3

Advanced Visual Art Requirements—8

In consultation with the advisor, choose 8 elective credits in **one studio area** from the following:

- ART 304 – Drawing II Credits: 3
- ART 305 – Painting II Credits: 2–4
- ART 306 – Printmaking II Credits: 2–4
- ART 307 – Ceramics II Credits: 2–6
- DSGN 310 – Typography Credits: 3
- DSGN 430 – Corporate Identity Credits: 3
- DSGN 431 – Editorial Design Credits: 3
- DSGN 432 – Brand Design Credits: 3
- DSGN 433 – The Business of Design Credits: 3
- DSGN 434 – Design in Advertising Credits: 3
- DSGN 435 – Package Design Credits: 3

General Education Requirements—Visual Arts Education with Secondary Certification

For more information regarding General Education Requirements or Secondary Certification with a BA or BS degree see the department of Teaching, Learning & Curriculum

Religion: 12

- RELT 100 – God and Human Life Credits: 3
- RELT 225 – Doctrines of the Adventist Faith Credits: 3
- RELH 400 – SDA History and Prophetic Heritage Credits: 3–4
- and a 3–credit elective chosen in consultation with your SED advisor

Language/Communication:

- ENGL 115 – English Composition I Credits: 3
- ENGL 215 – English Composition II Credits: 3
- COMM 450 – Communication in the Classroom Credits: 3

History:

- HIST 117 – Civilizations and Ideas I Credits: 3
- HIST 118 – Civilizations and Ideas II Credits: 3

Fine Arts/Humanities:

Covered by major

Life/Physical Sciences:

See professional degree requirements

Mathematics:

BS degree requirement

Computer Literacy:

- ART 130 – Introduction to Digital Media Credits: 3 **or**
- INFS 120 – Foundations of Information Technology Credits: 3

Service:

- EDTE 165 – Philosophical and Social Foundations of Education Credits: 4

Social Sciences:

- GDPC 302 – Educational Psychology Credits: 3
- EDTE 228 – Strategies for Educating Exceptional and Diverse Learners Credits: 3

Fitness Education:

- HLED 120 – Fit for Life Credits: 1
- plus two additional courses from personal fitness, outdoor skills or team activity

Undergraduate Minors

Art History Minor

Recommended for students of literature, history, and sociology as a complementary area of study. The minor concentration in art history responds to the needs of those students pursuing a major in another field who would like to expand their knowledge of the art of various cultures and of art–historical research methods. The minor offers flexibility in the selection of courses to suit the interests of students in other fields of the humanities or sciences seeking the broad cultural perspective that art history provides.

Required courses:

- ARTH 325 – Prehistoric to Medieval Art Credits: 3
- ARTH 326 – Renaissance to Modern Art Credits: 3

- ARTH 440 – Art Since 1945 Credits: 3
- ARTH 450 – Study Tour: Credits: 0

9 elective credits in Art History chosen from:

- ARTH 328 – Artists of the Renaissance Credits: 3
- ARTH 329 – Nineteenth Century and Impressionism Credits: 3
- ART 495 – Independent Reading/Project Credits: 1–6
- ART 380 – Topics in: Credits: 1–6 (Special topics in art history classes only)

and one course from the following:

- ARCH 424 – Islamic Architecture Credits: 2–3
- ARCH 425 – Architecture of Ancient Americas Credits: 2–3
- ARCH 426 – Far Eastern Architecture Credits: 2–3

Total Credits: 21

Digital Media Minor

Recommended for students interested in communication, technology and the design areas.

Required courses:

- ART 130 – Introduction to Digital Media Credits: 3
- ART 207 – Basic Design I Credits: 3
- PHTO 115 – Photography I Credits: 3
- PHTO 175 – Digital Imaging Credits: 3
- DSGN 225 – Digital Vector Graphics Credits: 3
- DSGN 250 – Web Design II Credits: 3

Upper Division Elective Credits: 3 credits in ART, PHTO, or DSGN

Total Credits: 21

Graphic Design Minor

Recommended for students interested in communication, marketing, architecture, photography and technology.

Required courses:

- ART 104 – Drawing I Credits: 3
- ART 207 – Basic Design I Credits: 3
- DSGN 214 – Graphic Design I Credits: 3
- DSGN 310 – Typography Credits: 3
- one 400–level design class Credits: 3
- ARTH 345 – History of Graphic Design Credits: 3
- PHTO 175 – Digital Imaging Credits: 3

Total Credit: 21

Photography Minor

Recommended for students interested in technology, communication, architecture, the humanities and the design areas.

Required Courses:

- PHTO 175 – Digital Imaging Credits: 3
- PHTO 115 – Photography I Credits: 3 OR PHTO 116 – Digital Photography I Credits: 3
- PHTO 200 – Advanced Photography I Credits: 3
- PHTO 220 – Color Photography I Credits: 3
- PHTO 380 – Studio Credits: 3

Upper Division Elective Credits: 6 credits in PHTO

Total Credits: 21

Visual Art Minor

Recommended for students interested in technology, the humanities, and the design areas.

Required courses:

- ART 104 – Drawing I Credits: 3
- ART 105 – Painting I Credits: 3
- ART 107 – Ceramics I Credits: 3
- ART 207 – Basic Design I Credits: 3
- ART 106 – Printmaking I Credits: 3
- ARTH 220 – Language of Art Credits: 3
- PHTO 116 – Digital Photography I Credits: 3

Total Credits: 21

Web Design, BFA Major Option Minor

Note: A declared Minor is not available to students majoring in Graphic Design.

Required courses:

- DSGN 250 – Web Design II Credits: 3
- DSGN 335 – Web Design III Credits: 3
- DSGN 350 – Web Design IV Credits: 3
- PHTO 175 – Digital Imaging Credits: 3
- DSGN 214 – Graphic Design I Credits: 3
- DSGN 310 – Typography Credits: 3
- FILM 105 – Intro to Filmmaking Credits: 3 OR DSGN 225 – Digital Vector Graphics Credits: 3

Total Credits: 21

Web Design, Non–BFA Major Option Minor

Note: This minor is recommended for non–BFA majors interested in communication, technology and the design areas.

Required courses:

- ART 130 – Introduction to Digital Media Credits: 3
- DSGN 150 – Web Design I Credits: 3
- DSGN 250 – Web Design II Credits: 3
- DSGN 335 – Web Design III Credits: 3
- DSGN 350 – Web Design IV Credits: 3
- PHTO 175 – Digital Imaging Credits: 3
- ART 207 – Basic Design I Credits: 3
- DSGN 214 – Graphic Design I Credits: 3

Total Credits: 24

Art Studio

ART 104 – Drawing I

Credits: 3

A foundational course where basic drawing principles are introduced and observational abilities are developed. Standards of drawing, such as line, value, composition and perspective are explored using a variety of approaches, tools and media. \$ – Course or lab fee **Course Attribute:** Studio Art course **Grade Mode:** Normal (A–F,I,W) **College Code:** SAAD

ART 105 – Painting I

Credits: 3

An introduction to various painting techniques, principles of color, composition and materials. Objective subject matter is emphasized and the development of a basic visual vocabulary. \$ – Course or lab fee **Course Attribute:** Studio Art course **Grade Mode:** Normal (A–F,I,W) **College Code:** SAAD

ART 106 – Printmaking I

Credits: 3

Explores basic intaglio and relief printmaking methods such as linoleum cut, engraving and various etching techniques. Emphasis on technical skill development and personal imagery. \$ – Course or lab fee **Course Attribute:** Studio Art course **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** ART 104; Recommended: ART 207. **College Code:** SAAD

ART 107 – Ceramics I

Credits: 3

An introduction to working with clay and glazes for the creation of hand–built ceramic objects. \$ – Course or lab fee **Course Attribute:** Studio Art course **Grade Mode:** Normal (A–F,I,W) **College Code:** SAAD

ART 130 – Introduction to Digital Media

Credits: 3

An introductory survey of the discipline of digital media. Students are introduced to Adobe Creative Suite applications (Photoshop, Illustrator, InDesign and Acrobat), basic printing principles, vector and raster graphics, image acquisition and output. Understanding the Macintosh computer is also covered. Lab required \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **College Code:** SAAD

ART 200 – Color Theory and Use

Credits: 3

A hands–on study of the aesthetic, historical, perceptual, scientific, and psychological aspects of color and color mixing. Lab required \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **College Code:** SAAD

ART 207 – Basic Design I

Credits: 3

A study of the elements and organizational principles of 2–dimensional design. \$ – Course or lab fee **Course Attribute:** Studio Art course **Grade Mode:** Normal (A–F,I,W) **College Code:** SAAD

ART 209 – Basic Design II

Credits: 3

An introduction to the principles of three dimensional design and sculpture media. Introduces students to a variety of tools and materials which help to develop 3–D expression. \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **College Code:** SAAD

ART 304 – Drawing II

Credits: 3

In–depth study in the art and craft of drawing, designed to expand one’s visual vocabulary. Emphasis placed on observational drawing with explorations in figure, still life. Conceptual drawing and illustration is also explored. \$ – Course or lab fee **Course Attribute:** Studio Art course **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** ART 104. **Repeatable:** Repeatable **College Code:** SAAD

ART 305 – Painting II

Credits: 2–4

Advanced–level painting course, with an in–depth study in the art and craft of painting, designed to expand one’s visual vocabulary. Exploration in an area of painting practice; illustration, portrait, figurative, still life, landscape or conceptual. \$ – Course or lab fee **Course Attribute:** Studio Art course **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** ART 105. **Repeatable:** Repeatable **College Code:** SAAD

ART 306 – Printmaking II

Credits: 2–4

One of the major methods (relief, intaglio, lithography, screenprinting) may be selected for semester–long exploration. \$ – Course or lab fee **Course Attribute:** Studio Art course **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** ART 106, ART 207 **Repeatable:** Repeatable **College Code:** SAAD

ART 307 – Ceramics II

Credits: 2–6

A systematic exploration of a particular area of ceramic practice. Subjects may include: wheel throwing, glaze formulation, various firing practices, raku, ceramic sculpture, exploring a form, or other assignments chosen by the professor. \$ – Course or lab fee **Course Attribute:** Studio Art course **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** ART 107. **Repeatable:** Repeatable **College Code:** SAAD

ART 308 – Sculpture I

Credits: 2–6

The expressive use of a range of materials through the skills of modeling, carving, and construction. Usually one medium is studied during the semester. \$ – Course or lab fee **Course Attribute:** Studio Art course **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** ART 209 **Repeatable:** Repeatable **College Code:** SAAD

ART 380 – Topics in:

Credits: 1–6

Courses cover specific topic areas in Studio Art and Art History such as: African Art, Asian Art, Design, Egyptian Art, Near Eastern Art, Mixed Mediums, Method and Theory in Art History, and Watercolor. Prerequisites for advanced studio courses apply to Topics course. \$ – Course or lab fee **Course Attribute:** Art History course **Grade Mode:** Normal (A–F,I,W) **Repeatable:** Repeatable **College Code:** SAAD

ART 457 – Art Methods: Elementary

Credits: 4

Covers the process of teaching creativity and artistic expression to students at the elementary level. The focus is on understanding the developmental levels of creativity in children. Art is also integrated in the rest of the curriculum. Art projects are part of this course. Swing course—Approved 400–499 courses qualify for graduate–level credit for graduate students **Grade Mode:** Normal (A–F,I,W) **College Code:** SAAD

ART 459 – Art Methods: Secondary

Credits: 4

Deals with teaching creativity and artistic expression to students at the secondary level. It covers the developmental levels of students and gives practical ideas for developing individual creativity. Project ideas are part of the course. Swing course—Approved 400–499 courses qualify for graduate–level credit for graduate students **Grade Mode:** Normal (A–F,I,W) **College Code:** SAAD

ART 478 – Visual Art Study Tour

Credits: 6

This course is designed to take students to venues in various locations in the United States and around the world. This tour course is part of the degree requirements for all BA and BFA degrees as noted in each Emphasis. Each BFA Emphasis will design a tour that fits its discipline. The content of the 6 credits will be decided by each BFA Emphasis. \$ – Tour fee **Grade Mode:** Normal (A–F,I,W) **College Code:** SAAD

ART 480 – Practicum in Visual Art Education

Credits: 4

Application of principles of art in education, and integrating various subjects into the art curriculum. An introduction to the curriculum of K12 schools, including unique SDA curricular materials and Michigan Content Standards and Benchmarks. Field experience included in class meeting time. **Grade Mode:** Satisfactory w/DG (S,U,I,W,DG) **Prerequisite(s):** ART 457, ART 459. **College Code:** SAAD

ART 485 – BFA Thesis Project

Credits: 3

This capstone course allows for the synthesis of the students' academic and studio work, developing an individual project proposal and culminating in a thoughtful presentation that demonstrates knowledge of specific issues, methods, and materials. **Grade Mode:** Normal w/DG (A–F,I,S,U,DG,W) **Prerequisite(s):** minimum of 24 credits in a portfolio track and permission of the instructor. **College Code:** SAAD

ART 487 – Internship

Credits: 1–3

Supervised work experience in the student's emphasis area. 120 hours of work is required for each credit. Students must be a junior and have at least a 3.00 GPA in all major coursework. **Grade Mode:** Satisfactory w/DG (S,U,I,W,DG) **Repeatable:** Repeatable up to 3 credits **College Code:** SAAD

ART 495 – Independent Reading/Project

Credits: 1–6

Independent study under the supervision of a professor. Requirements vary. Swing course—Approved 400–499 courses qualify for graduate–level credit for graduate students **Grade Mode:** Normal w S/DG (A–F,I,S,U,DG,W) **Repeatable:** Repeatable up to 6 credits **Special Approval:** Instructor permission required. **College Code:** SAAD

ART 496 – Portfolio Development

Credits: 1–3

This course focuses on student's job–seeking portfolios through lectures, demonstrations and studio work. Existing projects are refined and gaps are filled in new projects. All projects meet professional standards and quality. Lab required **Grade Mode:** Normal w S/DG (A–F,I,S,U,DG,W) **Prerequisite(s):** Minimum of 24 credits in a portfolio emphasis. **Repeatable:** Repeatable up to 3 credits **Special Approval:** Instructor permission required. **College Code:** SAAD

ART 497 – BFA Exhibition

Credits: 1–3

Presentation of the capstone BFA thesis project in a gallery exhibition. **Grade Mode:** Normal w S/DG (A–F,I,S,U,DG,W) **Repeatable:** Repeatable up to 3 credits **College Code:** SAAD

ART 597 – Independent Study

Credits: 1–3

Individual study or research under the direction of an instructor. **Grade Mode:** Normal w S/DG (A–F,I,S,U,DG,W) **Repeatable:** Repeatable up to 6 credits **Special Approval:** Permission of department chair required. **College Code:** SAAD

Art History

ARTH 220 – Language of Art

Credits: 3

Presents the elements of visual language and studies them in relationship to images of famous paintings, sculptures, and contemporary advertisements. Does not duplicate an art history course. \$ – Course or lab fee **Course Attribute:** Art History course **Grade Mode:** Normal (A–F,I,W) **College Code:** SAAD

ARTH 325 – Prehistoric to Medieval Art

Credits: 3

Examines the ancient images of non–Western and Western cultures as they are manifested in famous works of art and architecture. \$ – Course or lab fee **Course Attribute:** Art History course **Grade Mode:** Normal (A–F,I,W) **College Code:** SAAD

ARTH 326 – Renaissance to Modern Art

Credits: 3

A survey of selected Western and non–Western artists, techniques, and cultural eras from 1300 to 1945. \$ – Course or lab fee **Course Attribute:** Art History course **Grade Mode:** Normal (A–F,I,W) **College Code:** SAAD

ARTH 328 – Artists of the Renaissance

Credits: 3

A chronology and analysis of Italian masters from Giotto to Raphael, and northern masters from van Eyck to Rembrandt. A study of the importance of social and cultural influences impacting these artists and the contributions made through their art. \$ – Course or lab fee **Course Attribute:** Art History course **Grade Mode:** Normal (A–F,I,W) **College Code:** SAAD

ARTH 329 – Nineteenth Century and Impressionism

Credits: 3

A chronological study of the major artists influencing culture, primarily in France, from David to Cezanne in the movements of Neo–classicism, romanticism, realism, impressionism, and postimpressionism. \$ – Course or lab fee **Course Attribute:** Art History course **Grade Mode:** Normal (A–F,I,W) **College Code:** SAAD

ARTH 345 – History of Graphic Design

Credits: 3

Students are introduced to the creative thinkers, important innovations and breakthrough technologies that have shaped the evolution of visual communication, graphic design, and advertising. \$ – Course or lab fee **Course Attribute:** Art History course **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** ART 207, ART 130. **College Code:** SAAD

ARTH 420 – Seminar in Contemporary Trends

Credits: 1–3

Studies current trends in a specific area of contemporary art and design. May contain readings, discussion, travel, and student presentations. \$ – Course or lab fee **Course Attribute:** Art History Course **Grade Mode:** Normal (A–F,I,W) **Repeatable:** Repeatable up to 6 credits **College Code:** SAAD

ARTH 440 – Art Since 1945

Credits: 3

A study of selected artists associated with post–WWII Western culture, the critical schools they are associated with, and the major influences upon their work. \$ – Course or lab fee Swing course—Approved 400–499 courses qualify for graduate–level credit for graduate students **Course Attribute:** Art History course **Grade Mode:** Normal (A–F,I,W) **College Code:** SAAD

ARTH 450 – Study Tour:

Credits: 0

Travel to destinations relevant to individual programs of study. Classes will be selected from department(s) offerings. Fee may be required. \$ – Course or lab fee Swing course—Approved 400–499 courses qualify for graduate–level credit for graduate students **Grade Mode:** Normal w S/DG (A–F,I,S,U,DG,W) **Repeatable:** Repeatable up to 6 credits **College Code:** SAAD

Design

DSGN 150 – Web Design I

Credits: 3

This introductory course is designed to familiarize students with the design and creation of web pages and web sites. Students will learn basic HTML structure along with basic styling with CSS (Cascading Style Sheets) through video based lectures outside of class and hands–on work in–class. Beyond the basics of HTML, and CSS, students will learn how to publish their content on–line, validate code, and how accessibility plays a major role in development and content strategy. May be offered as an Intensive. Lab required \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** ART 130 **College Code:** SAAD

DSGN 185 – Digital Publishing

Credits: 3

Students learn to produce a variety of publications using basic and advanced techniques with Adobe InDesign. Emphasis will be on designing, pre–flighting and publishing documents for print, online and mobile devices. Adding interactivity to layouts using animation, video and sound in page layouts is also covered. Lab required \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** ART 130 **College Code:** SAAD

DSGN 214 – Graphic Design I

Credits: 3

A transition from design theory to design application as it relates to visual communication. A series of projects develops basic skills and familiarity with design process and the graphic design profession. \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** ART 130, ART 207 **College Code:** SAAD

DSGN 225 – Digital Vector Graphics

Credits: 3

In this course, students study the art of vector graphics. Demonstrations will be provided through in–class instruction and on–line by industry professionals. Students work on projects in and out of class each week ranging from print to on–line publishing. Required: Adobe Illustrator CS5+ and laptop. Lab required \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** ART 130 or equivalent. **College Code:** SAAD

DSGN 250 – Web Design II

Credits: 3

This intermediate course expands the student's knowledge of HTML and advanced CSS techniques to include wireframe and rapid prototyping techniques. Students learn through a series of projects designed to advance not only their technical knowledge, but also their User Interface (UI) and User Experience (UX) design skills. Required: laptop. May be offered as an intensive. Lab required \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** DSGN 150 **College Code:** SAAD

DSGN 310 – Typography

Credits: 3

An exploration of typographic structures terminology, methods, and visual problem solving. This studio course addresses typographic design as a practical form of visual communication. \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W)

Prerequisite(s): ART 207, ART 130. **College Code:** SAAD

DSGN 335 – Web Design III

Credits: 3

In this course, students focus on interactive design and production utilizing JavaScript and other open source technologies. Students learn through in–class demonstrations and outside class through on–line video lectures by other industry professionals. Projects consist of small challenges while working towards a final semester project that will showcase the student's skills in interactive design.

Required: laptop. May be offered as an intensive. Lab required \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** DSGN 250 **College Code:** SAAD

DSGN 350 – Web Design IV

Credits: 3

This course introduces basic and intermediate server–side scripting techniques, version control, open source Content Management software (CMS), and how to set up localhost testing servers. Students will learn through in–class demonstrations and outside of class through on–line video lectures by other industry professionals. Projects consist of small challenges while working towards a final semester project that will showcase the student's skills in techniques and technologies over the previous courses. Required: laptop. May be offered as an intensive. Lab required \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** DSGN 335

College Code: SAAD

DSGN 430 – Corporate Identity

Credits: 3

This studio course focuses on creating the face a business or organization shows the world through the design of effective corporate trademarks and logotypes. \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** ART 207, DSGN 214. **College Code:** SAAD

DSGN 431 – Editorial Design

Credits: 3

This studio course focuses on page design in books, newspapers and magazines for both print and digital applications. Editorial concept, content, format, image and audience will all be explored. \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** ART 207, DSGN 214 DSGN 185. **College Code:** SAAD

DSGN 432 – Brand Design

Credits: 3

This studio course is concerned with creating a brand and provides a basis for deciding the procedures and practices for corporate communication goals. \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** ART 207, DSGN 214. **College Code:** SAAD

DSGN 433 – The Business of Design

Credits: 3

This studio course focuses on the business side of Graphic Design and will help students understand best practices when creating contracts, dealing with clients/partner relationships, developing design strategy, self–promotion, and communication both internal and external. Students will also develop their own brand, creating their own custom business forms and promotional materials. \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **College Code:** SAAD

DSGN 434 – Design in Advertising

Credits: 3

This studio course is project–based and focuses on putting advertising theory into practice. Students will create advertising campaigns and develop creative solutions based on market research, taking their ideas from concept to completion. Idea–driven design based on a solid foundation of research is emphasized. \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **Prerequisite/Corequisite:** ART 207, DSGN 214. **College Code:** SAAD

DSGN 435 – Package Design

Credits: 3

This studio course explores the many facets and theories of package design and puts them into practice. Students will learn how to create a die–line and develop effective visual solutions for complex packaging scenarios. Projects will be taken from the concept phase to fully realized, 3–dimensional prototypes. \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** ART 207, DSGN 214. **College Code:** SAAD

Film

FILM 105 – Intro to Filmmaking

Credits: 3

To the generation of digital natives, film has become one of the most dominant forms of visual media and personal expression. This studio course is a broad introduction to the collective elements of film production with a focus on nonfiction storytelling. This class explores both the art and craft of filmmaking, mixing aesthetic understanding with production techniques. Labs and instruction focus on storytelling, basic high–definition video production, and post–production. While designed to be an engaging introduction to filmmaking, students should be prepared to work toward the goal of the class—the creation of a non–fiction short film. Lab required \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **College Code:** SAAD

FILM 210 – History of Film

Credits: 3

This course provides an overview to world film history, from its origins in late 19th century to present time. A chronological study of historically representative and significant films following the transformation of cinema as an art form. Includes study of feature films in America, Europe and Japan, advent of sound, post–war movements such as French New Wave, the emergence of Third World cinema and emphasis on the documentary genre. \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **College Code:** SAAD

FILM 215 – Language of Cinema

Credits: 3

This course examines public attitudes and assumptions about film. Through an exploration of film studies, students will look beyond film's immediate accessibility and broaden their cinematic vocabulary and analytical abilities. Elements of aesthetics such as mise–en–scene, cinematography, editing, and sound will be covered, including different theoretical approaches to understanding cinema. **Grade Mode:** Normal (A–F,I,W) **College Code:** SAAD

FILM 225 – Writing for Film and Television

Credits: 3

This course provides a broad foundation to writing for the screen. Storytelling is at the heart of screenwriting, and we will explore the elements of story such as plot structure, narrative arc, and character development. Lectures will deal with these topics and more, but over the course of the semester students will work on writing a screenplay for a short film and also a proposal for a documentary. A major part of class will be devoted to analysis, discussion, and revision of student work, so students should expect to spend a considerable amount of time for creative writing outside of class hours. Lab required \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **College Code:** SAAD

FILM 275 – Post–Production

Credits: 3

An introduction to film editing and motion design. This course begins with a primer on digital video codecs and the post–production workflow. Then through the first half of the semester, participants will learn the language and technique of editing and develop a proficiency in professional non–linear editing systems. In the latter half of the semester, students will be introduced to the art and technique of motion design and gain exposure to Adobe After Effects and other professional compositing, 3D, or animation software. Lab required \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** FILM 105 ART 207 **Special Approval:** Instructor permission required. **College Code:** SAAD

FILM 325 – Advanced Writing for Film and Television

Credits: 3

This course builds on the fundamentals of screenwriting and writing for visual media. Students will come to the course with screenplays and documentaries that they would like to develop, including stories that they have already started. They will refine their work in preparation for production or for submission to

screenwriting competitions. Lab required \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** FILM 225 **College Code:** SAAD

FILM 350 – Cinematography

Credits: 3

Intermediate course focusing on theoretical and practical applications of motion picture photography through appropriate lighting, exposure and selection of cinematic tools for the overall purpose of dramatic impact. Students will be required to operate both introductory digital cinema cameras, learning to select the right tools for the project. By the end of the semester students should have a reel demonstrating their abilities to film for both aesthetic and narrative purposes. Additional time outside of class should be expected for projects. Lab required \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** FILM 105, FILM 275 **Recommended:** Photography course PHTO 380, PHTO 480 **College Code:** SAAD

FILM 355 – Sound Recording and Editing

Credits: 3

This course is an introduction to basic theories and techniques of sound through the entire filmmaking process, from the use of location sound recording packages to audio post–production editing and design. The course involves lecture and instruction, but the bulk of the course is spent on assignment both in the field and in post–production environments. Lab required \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** FILM 105 **College Code:** SAAD

FILM 398 – Directing the Documentary I

Credits: 3

Directing the Documentary I & II are the principal courses in the Documentary Film program. Taken consecutively, it is a year–long execution drawing upon all the skills and experience that students have acquired thus far. Directing requires filmmakers to perform a broad and cumulative array of abilities and instincts to perform their role as the creative lead on a film. Students learn the art of directing through an intense study and analysis of contemporary documentary films, while working in small teams toward the goal of making a substantial film by the end of the year. A significant highlight that occurs during the course is a field trip to a major film festival, where students will spend several days immersing themselves in the art, culture, and business of cinema. Lab required \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** FILM 325, FILM 486 **Special Approval:** Instructor permission required. **College Code:** SAAD

FILM 399 – Directing the Documentary II

Credits: 3

Directing the Documentary I & II are the principal courses in the Documentary Film program. Taken consecutively, it is a year–long execution drawing upon all the skills and experience that students have acquired thus far. Directing requires filmmakers to perform a broad and cumulative array of abilities and instincts to perform their role as the creative lead on a film. Students learn the art of directing through an intense study and analysis of contemporary documentary films, while working in small teams toward the goal of making a substantial film by the end of the year. A significant highlight that occurs during the course is a field trip to a major film festival, where students will spend several days immersing themselves in the art, culture, and business of cinema. Lab required \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** FILM 398 **Special Approval:** Instructor permission required. **College Code:** SAAD

FILM 410 – Advanced Documentary Studies

Credits: 3

This course examines the evolution of the documentary and the contemporary issues that have come to define it. With each offering, the course will specify a different area of emphasis, which might include but is not limited to social documentary, ethnographic film, environmental filmmaking, personal narrative films, and human rights video advocacy. The course may include the creation of a film in the area of study. Lab required \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **Repeatable:** Repeatable **Offering:** Course may not be offered every year **College Code:** SAAD

FILM 450 – Advanced Cinematography

Credits: 3

Advanced techniques in motion picture photography with study and analysis of the work of notable cinematographers. Students in this course will be expected to spend a considerable amount of lab time learning to work with professional digital cinema cameras and lighting instruments. Lab required \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** FILM 105, FILM 275 **Recommended:** Photography Courses: PHTO 380, PHTO 480 **College Code:** SAAD

FILM 486 – BFA Thesis II:Advanced Post–Production

Credits: 3

This course is a continuation of the BFA Thesis Project, but designed specifically for the Documentary Film emphasis. Students must register for this immediately following BFA Thesis Project, with the goal of finishing the senior films they started in the fall. In theory and technique the course is a continuation of FILM 275 – Post–Production with a focus on storytelling and color grading. Students will study and apply advanced techniques as they relate to action, time, character development, pacing, and emotion. The final portion of the course focuses on advanced color correction and grading techniques. At the end of this course, students will have created the most important work of their tenure in the program. Lab required \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** ART 485. Must be taken the semester after ART 485. Or, a studio course, if the Advanced Editing Lab is finished **College Code:** SAAD

FILM 490 – Producing Practicum

Credits: 3

This course outlines and explores the responsibilities of the producer and successful independent filmmaking. Topics covered include development, budgeting, fundraising, marketing, legal issues, and outreach. \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **College Code:** SAAD

Photography

PHTO 115 – Photography I

Credits: 3

Basic introduction to the principles of the camera and darkroom techniques with consideration toward composition, psychological, and aesthetic attitudes in black–and–white photography. Lab required \$ – Course or lab fee **Course Attribute:** Studio Art course **Grade Mode:** Normal (A–F,I,W) **College Code:** SAAD

PHTO 116 – Digital Photography I

Credits: 3

Introduction to photography through the use of digital tools. Digital SLRs and archival pigment printers are used to explore the technical and aesthetic issues involved in the process of making images. Consideration will be given to digital workflow, managing data, and creating visually compelling photographs. Lab required \$ – Course or lab fee **Course Attribute:** Studio Art course **Grade Mode:** Normal (A–F,I,W) **College Code:** SAAD

PHTO 175 – Digital Imaging

Credits: 3

A foundation course in how to apply creative vision within the boundaries of Adobe Photoshop. Emphasis is on creative and technical issues as they relate to the creation of visual work. Layers, adjustment layers, compositing methods, and restoration are explored. Technical proficiency, creative expression, and attention to detail are stressed. Lab required \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** ART 207, ART 130, (PHTO 115 recommended). **College Code:** SAAD

PHTO 200 – Advanced Photography I

Credits: 3

Develops the art of photographic perception and use of photography as a visual language. The class focuses on aesthetics and the art of seeing creatively while challenging the student to use the camera to create work that is visually refined and sophisticated. Lab required \$ – Course or lab fee **Course Attribute:** Studio Art course **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** PHTO 115 or PHTO 116. **College Code:** SAAD

PHTO 210 – History of Photography

Credits: 3

A study of selected photographers and processes relevant to the development of the photographic medium. This course also explores the societal fabric of the mid 19th and 20th century while investigating how photography impacted the culture of Europe and America during that time. By viewing work, listening to photographers speak about their images and discussing relevant trends, the student will better understand the society in which they live and how the medium of photography has influenced the world of art and popular culture. **Course Attribute:** Art History course **Grade Mode:** Normal (A–F,I,W) **College Code:** SAAD

PHTO 220 – Color Photography I

Credits: 3

Application of color materials and methods, their handling and exposure. Aesthetic and communicative aspects of color photography are stressed in producing visually effective color work. Lab required \$ – Course or lab fee **Course Attribute:** Studio Art course **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** ART 200, and PHTO 115 or PHTO 116 or by permission of instructor. **College Code:** SAAD

PHTO 300 – Media Ethics & Awareness

Credits: 3

An exploration and discussion of the media and its effect on society, covering such issues as body image, violence, politics, etc. Students study how to recognize the way moral values of media professionals influence themselves and society. \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **College Code:** SAAD

PHTO 305 – Alternative Photographic Processes

Credits: 3

This course is designed to provide the advanced student with additional methods of creative expression. The Cyanotype and VanDyke Brown processes will be learned as well as various methods of image transfer. Creative expression and technical proficiency in these techniques will be emphasized. The creation of a portfolio with strong visual unity will be a significant part of the class. Lab required \$ – Course or lab fee **Course Attribute:** Studio Art course **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** PHTO 175, PHTO 380. **College Code:** SAAD

PHTO 320 – Color Photography II

Credits: 3

An image-oriented course, drawing on the student background in the use of color comprehension, photographic technical and aesthetic understanding, and working knowledge of emulsion and digital photography. Information in this class is for the sole purpose of comprehensive color image. Lab required \$ – Course or lab fee **Course Attribute:** Studio Art course **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** PHTO 175, PHTO 220. **College Code:** SAAD

PHTO 326 – Business of Photography

Credits: 3

Students will learn how to make sure the skills learned in the studio courses actually can be used to make a viable career from a business perspective. The intent of this course is to learn how to charge a fair fee for the work that you love. Students will learn how to bid on jobs, invoice, and brand themselves from a fiscal point of view. \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **College Code:** SAAD

PHTO 365 – Advanced Digital Imaging

Credits: 3

Builds a deeper understanding of how to use software to create compelling visual work. Emphasis is on learning how to finely control the variables available within Adobe Photoshop and other related software. The student learns how to use alpha channels, master complex masking, and understand critical color theory as they create a body of work that further defines a unique personal vision. Lab required \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** ART 207, PHTO 175, PHTO 115 or PHTO 116. **Repeatable:** Repeatable up to 6 credits **College Code:** SAAD

PHTO 380 – Studio

Credits: 3

Study of lighting techniques in standard-equipped studio, emphasizing portraiture, commercial illustration, and experimental techniques in black-and-white and color mediums. Lab required \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** PHTO 200 or PHTO 220. **College Code:** SAAD

PHTO 400 – Digital Photographic Processes

Credits: 3

In this course students explore methods of digital photographic compositing to create modern illustrative images. A high level of production and craftsmanship is emphasized throughout the pre- and postproduction stages. Refined digital capture and processing of RAW files while refining illustrative techniques using the photographic medium will be stressed. Attention to crafting the highest quality prints using modern output methods will also be highlighted. Lab required \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** PHTO 220, PHTO 365. **College Code:** SAAD

PHTO 410 – Advanced Photography II

Credits: 3

A course designed for the advanced photographer to investigate personal potential in visual exploration, experimentation, and technical excellence. Discussion involves expanding personal vision and exploring new techniques to achieve goals. Lab required \$ – Course or lab fee **Course Attribute:** Studio Art course **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** PHTO 380. **Repeatable:** Repeatable up to 6 credits **College Code:** SAAD

PHTO 420 – Documentary Photography

Credits: 1–6

Documentary photography provides students with a unique opportunity to grapple with documenting images that tell a story about a particular endeavor. Students will be encouraged to go much further in-depth with a specific project than they have ever done before. The class hours will be devoted to lectures, and critiquing of assignments. Labs will consist of carrying out the semester-long project, photographing assignments, developing film/digital, printing for critiques, and mounting images for the final project. Lab required \$ – Course or lab fee **Course Attribute:** Studio Art course **Grade Mode:** Normal (A–F,I,W) **Repeatable:** Repeatable up to 4 credits **College Code:** SAAD

PHTO 425 – Travel Photography

Credits: 3

Designed to be done in conjunction with on-location photography, and provides a background in the specific needs related to travel. Photographing people and their land in foreign environments is emphasized. Unique materials and equipment are discussed as they relate to travel photography. Lab required \$ – Course or lab fee **Course Attribute:** Studio Art course **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** PHTO 115 or PHTO 116. **Repeatable:** Repeatable up to 9 credits **College Code:** SAAD

PHTO 480 – Studio II

Credits: 3

In this course the student is challenged to approach their work in a unique and personal way. Students choose a concentration in the following areas: Portraiture, People/Fashion, Still-Life, Advertising/ Illustration, and Location Photography. This course is designed specifically to learn visual concepts and solve visual problems of the commercial photo industry. Lab required \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** PHTO 380. **Repeatable:** Repeatable up to 9 credits **College Code:** SAAD

School of Business Administration

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269–471–3632; FAX: 269–471–6158
sba–info@andrews.edu
www.andrews.edu/SBA
Allen F. Stembbridge, *Dean*
Jerry Chi, *Assistant Dean*

Mission

The School of Business Administration offers high quality education in business at the bachelor's and master's levels to all who qualify, both church members and others of goodwill. We emphasize excellence in teaching in our disciplines, challenging students to search for knowledge and for that wisdom illumined by Christian insight in preparation for service to the world.

History

The school traces its origin to 1908 with the establishment of the Commercial Department of Emmanuel Missionary College. In 1952 all business instruction was organized into the Department of Business Administration. MBA candidates were admitted to the graduate program in 1964. In July 1980, the School of Business Administration was organized, becoming the third professional school of the university. The school is housed in Chan Shun Hall.

Business Ethics Oath

The School of Business Administration is committed to promoting a higher ethical standard for its graduating students. Ethics is learned in various business classes throughout the course of study, with a business ethics oath taken at the end of their senior year. This oath is available to senior students wishing to participate in a higher ethical standard of business conduct.

Core Values

- Promote faculty commitment to scholarly research and service to society as important components of our teaching mission.
- Improve business practices within the church through both research and service.
- Prepare students for careers in for-profit and not-for-profit organizations.
- Encourage critical thinking, creative expression and mastery of analytical tools.
- Expose students to recent research and thinking in each discipline.
- Foster a broad general education that provides undergraduate business students with the basic tools for academic and professional achievement.

Accreditation and Memberships

The School of Business Administration at Andrews University has received specialized accreditation for its business programs through the International Assembly for Collegiate Business Education (IACBE), located in Olathe, Kansas. The business programs in the following degrees are accredited by the IACBE:

- Bachelor of Business Administration with concentrations in Accounting, Finance, Information Systems, International Business, Management, and Marketing
- Master of Business Administration

The University is accredited by the Higher Learning Commission and a member of the North Central Association. The School of Business Administration is a member of the Association to Advance Collegiate Schools of Business (AACSB International).

Programs

Associate of Science

- General Business AS

Bachelor of Arts

- Economics BA

Bachelor of Science

- Business Administration BS

Bachelor of Business Administration

- Accounting BBA
- Finance BBA
- Information Systems BBA
- International Business BBA
- International Business and Language BA/BBA (dual degree)
- Management BBA
- Marketing BBA

Minors

- Accounting Minor
- Business Administration Minor
- Economics Minor
- Finance Minor
- Information Systems Minor
- Management Minor
- Marketing Minor

Master of Business Administration

- Business Administration MBA
- Business Administration MBA Interactive Online

Master of Science Administration

- Church Administration MSA

Associates

General Business AS

The Associate of Science degree prepares students for entry-level job opportunities in the business field. The degree is designed for the student who cannot stay in college for a four-year degree or who wishes to interrupt his/her program for a period of time and return to college to complete a four-year baccalaureate degree.

Total Credits: 62

Business Core Courses—15

- ACCT 121 – Fundamentals of Accounting Credits: 3
- ACCT 122 – Fundamentals of Accounting Credits: 3
- INFS 120 – Foundations of Information Technology Credits: 3
- ECON 225 – Principles of Macroeconomics Credits: 3
- ECON 226 – Principles of Microeconomics Credits: 3

General Business Emphasis—9

- BSAD 210 – Small Business Management Credits: 3
- BSAD 341 – Business Law Credits: 3
- INFS 215 – Information Systems Theory and Application Credits: 3

Cognates—3

- STAT 285 – Elementary Statistics Credits: 3

General Electives

Sufficient credits to complete the 62 credits required for graduation.

General Education—35–37

See associate within professional program requirements and note the following **specific** requirements:

Computer Literacy

Required as part of the Business Core.

Service

- BHSC 100 – Philosophy of Service Credits: 2

Social Sciences

- PSYC 101 – Introduction to Psychology Credits: 3

Other Requirements

Transfer Work

The School of Business Administration does not accept 100–200 level courses (i.e. lower division) as transfer work to replace 300–400 level courses (i.e. upper division).

English Language Proficiency

The School of Business Administration does not permit undergraduate students to register for courses in the School of Business Administration unless they are at the Advanced Level in ELI.

Bachelors

Business Administration BS

The program caters specifically to pre–medical, pre–dental, pre–law or other pre–professional students who desire a business emphasis that will benefit them in their chosen career.

This four–year degree includes the business core and courses required by the pre–professional program. Courses need to be selected in consultation with an advisor from the School of Business Administration and an advisor from the specific pre–professional program.

Total Minimum Credits: 124

Business Core—39

- ACCT 121 – Fundamentals of Accounting Credits: 3
- ACCT 122 – Fundamentals of Accounting Credits: 3
- BSAD 341 – Business Law Credits: 3
- BSAD 355 – Management and Organization Credits: 3
- BSAD 365 – International Environment of Business Credits: 3
- BSAD 475 – Operations Management Credits: 3
- BSAD 494 – Business Strategy and Decisions Credits: 3
- ECON 225 – Principles of Macroeconomics Credits: 3
- ECON 226 – Principles of Microeconomics Credits: 3
- FNCE 317 – Business Finance Credits: 3
- INFS 120 – Foundations of Information Technology Credits: 3
- INFS 215 – Information Systems Theory and Application Credits: 3
- MKTG 310 – Principles of Marketing Credits: 3

Cognates—3

- STAT 285 – Elementary Statistics Credits: 3 (for pre–medical, substitute BIOL 280)

General Electives

As required by the pre–professional program.

General Education

See professional program requirements and note the following **specific** requirements:

Religion

- RELT 100 – God and Human Life Credits: 3
- RELT 340 – Religion and Ethics in Modern Society Credits: 3 **OR** RELT 390 – Christian Business Ethics Credits: 3
- RELT 390 – Christian Business Ethics Credits: 3
- and two courses

Life/Physical Sciences

Minimum of one Life Science course. Pre–professional programs such as pre–medical and pre–dental require additional and specific Life Science and Physical Science courses.

Mathematics

As required by the pre–professional program.

Service

See BA/BS degree requirements.

Computer Literacy

Required as part of the Business Core (INFS 120).

Social Sciences

Required as part of the Business Core (ECON 225).

Other Requirements

GPA Requirements

Students must complete the required business courses with a minimum GPA of 2.33 (C+).

Transfer Work

The School of Business Administration does not accept 100–200 level courses (i.e. lower division) as transfer work to replace 300–400 level courses (i.e. upper division).

English Language Proficiency

The School of Business Administration does not permit undergraduate students to register for courses in the School of Business Administration unless they are at the Advanced Level in ELI.

Bachelors Dual Degrees

International Business and Language BA/BBA

This program prepares students for international careers with business and language skills, providing practical, on–site, work experience and an academic background in international affairs. Students receive two separate but integrated degrees: a Bachelor of Business Administration with a major in management and a Bachelor of Arts in language for international trade. See International Language Studies for a full description.

Total Credits: 143

Business Core—39

- ACCT 121 – Fundamentals of Accounting Credits: 3
- ACCT 122 – Fundamentals of Accounting Credits: 3
- BSAD 341 – Business Law Credits: 3
- BSAD 355 – Management and Organization Credits: 3
- BSAD 365 – International Environment of Business Credits: 3
- BSAD 475 – Operations Management Credits: 3
- BSAD 494 – Business Strategy and Decisions Credits: 3
- ECON 225 – Principles of Macroeconomics Credits: 3
- ECON 226 – Principles of Microeconomics Credits: 3
- FNCE 317 – Business Finance Credits: 3
- INFS 120 – Foundations of Information Technology Credits: 3
- INFS 215 – Information Systems Theory and Application Credits: 3
- MKTG 310 – Principles of Marketing Credits: 3

Business Major Requirements—27

Major Core—15

- BSAD 345 – Business and Society Credits: 3
- BSAD 384 – Human Resource Management Credits: 3
- BSAD 410 – Entrepreneurship Credits: 3
- BSAD 450 – Multicultural Business Relations Credits: 3
- BSAD 467 – International Management Credits: 3

Group A electives—3

Choose one course from the following:

- FNCE 426 – International Finance Credits: 3
- ECON 427 – Economic Development Credits: 3
- ECON 454 – International Economics Credits: 3

Group B electives—9

Take all three courses:

- MKTG 465 – International Marketing Credits: 3
- INLS 490 – Language and International Trade Internship/Practicum Credits: 3
- INLS 495 – Directed Study/Readings/Research/Project Credits: 1–3

Business Major Course/GPA Requirements

Students must complete the required and elective major courses (27 credits) with a minimum GPA of 2.33 (C+). The GPA is figured including all courses attempted—even those in which a D is received and which, therefore, do not apply towards the 27 credits of the major.

All management majors must obtain a C (2.00) minimum grade in ACCT 121, ACCT 122 and a C (2.00) minimum grade in BSAD 355.

Specialized Studies in Language—30

Students may choose to do a concentration in either French or Spanish.

French

Requires a minimum of 30 credits including

- FREN 415 – Advanced French Communication Credits: 3
- FREN 420 – Francophone Cultures: The New World and the Third World Credits: 3 OR FREN 430 – Contemporary French Culture and Society Credits: 3
- and 3 credits of an elective course at the 400 level

Note:

All majors are required to attend a full academic year at the Centre universitaire et pédagogique du Saleve, Collonges, France.

Spanish

Requires a minimum of 30 credits including

- SPAN 420 – Advanced Spanish Written and Oral Communication Credits: 3
- SPAN 426 – Contemporary Spain Credits: 3 **OR** SPAN 436 – Spanish–American Culture Credits: 3
- SPAN 470 – Spanish for International Trade Credits: 3
- and 3 credits of an elective course at the 400 level

Note:

All majors are required to attend a full academic year at Colegio Adventista de Sagunto, Spain, or Universidad Adventista del Plata, Argentina.

Cognates—3

- STAT 285 – Elementary Statistics Credits: 3

General Education—44

See professional program requirements and note the following **specific** requirements:

Religion

- RELT 100 – God and Human Life Credits: 3
- RELT 340 – Religion and Ethics in Modern Society Credits: 3 OR RELT 390 – Christian Business Ethics Credits: 3
- and two courses

Mathematics

- MATH 166 – College Algebra for Business Credits: 3

Computer Literacy

Required as part of the Business Core.

Service

See BA/BS degree requirements.

Social Sciences

- PSYC 101 – Introduction to Psychology Credits: 3
- SOCI 119 – Principles of Sociology Credits: 3

Other Requirements

Transfer Work

The School of Business Administration does not accept 100–200 level courses (i.e. lower division) as transfer work to replace 300–400 level courses (i.e. upper division).

Residence Requirement

Students must complete in residence in the School of Business Administration at Andrews University a minimum of 50% (33 credits) of the course work for the BBA degree (66 credits=39 credits in the BBA core + 27 credits in BBA required/elective major courses).

English Language Proficiency

The School of Business Administration does not permit undergraduate students to register for courses in the School of Business Administration unless they are at the Advanced Level in ELI.

Undergraduate Minors

Business Administration Minor

Total Credits: 21

Minor Core—15

- ACCT 121 – Fundamentals of Accounting Credits: 3
- ACCT 122 – Fundamentals of Accounting Credits: 3
- BSAD 341 – Business Law Credits: 3
- ECON 225 – Principles of Macroeconomics Credits: 3
- ECON 226 – Principles of Microeconomics Credits: 3

Minor Electives—6

Upper–division electives required.

Other Minors Available

Minors may also be obtained in:

- Accounting
- Economics
- Finance
- Information Systems
- Management
- Marketing

Masters

Business Administration MBA

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Graduate Faculty

Jerry Chi, *Graduate Programs Director*
José R. Goris
William Greenley
Alan Kirkpatrick
Ben Maguad
LeRoy Ruhupatty
Lucile Sabas
Allen F. Stembridge
Carmelita Troy
Jacquelyn Warwick
W. Bruce Wrenn

Program Description

Mission

The mission of the Professional MBA program is to prepare students from many cultural backgrounds for responsible positions in domestic and international business, in government, and in not-for-profit organizations. The program emphasizes the integration of business principles with Christian principles and philosophy to prepare students for leadership roles which require clear and critical thinking, wise judgment, effective communication, integrity in all actions, and recognition of opportunities for service.

Professional MBA

With the appropriate business background, the Professional MBA at Andrews University can be completed in three semesters. However, the MBA is also designed for students with any bachelor's degree. Students who enter the program without prior coursework in business will take a two-year (5-semester) degree program, which will include prerequisites. Prerequisites in the common body of knowledge are required to bring the student up to the minimum expectations of our graduate faculty. These courses provide an introduction to the broad field of business administration.

The graduate courses in the MBA itself, which approximate three semesters of work, are divided into two groups, required and elective; 24 credits are in courses required of all students, and 9 credits are in elective courses. These advanced courses emphasize the understanding of administrative processes in resolving problems faced by business executives. These courses also help the student view the business enterprise as an integrated unit operating in a complex economic, political, and social system.

Only courses numbered above 500 may be used to meet MBA requirements. A maximum of 6 credits in approved courses may be taken off-campus or in another school of the university.

Total Credits: 33

MBA Core—24

- ACCT 610 – Managerial Accounting Credits: 3
- BSAD 515 – Organizational Behavior & Leadership Credits: 3
- BSAD 620 – Christian Ethics, Service & Society Credits: 3
- BSAD 689 – Strategic Management Credits: 3 (Capstone Course)
- ECON 525 – International Macroeconomics Credits: 3
- ECON 530 – Managerial Economics Credits: 3
- FNCE 675 – Financial Management Credits: 3
- MKTG 680 – Strategic Marketing Management Credits: 3

MBA Electives—9

Choose three courses from the following:

- ACCT 586 – Tax Research Credits: 3

- ACCT 615 – Accounting Theory Credits: 3
- ACCT 620 – Financial Statement Analysis Credits: 3
- BSAD 530 – Leadership & Management of Not-for-Profit Organizations Credits: 3
- BSAD 545 – International Business Management Credits: 3
- BSAD 556 – Topics in _____ Credits: 1–3
- BSAD 560 – Intercultural Business Relations Credits: 3
- BSAD 615 – Management of Quality Credits: 3
- BSAD 670 – Management of Human Resources Credits: 3
- FNCE 526 – International Financial Management Credits: 3
- FNCE 680 – Investment Management Credits: 3
- INFS 510 – Management Information Systems Credits: 3
- MKTG 540 – Marketing Management in Not-for-Profit Organizations Credits: 3

Admission Requirements

In addition to the general admission requirements under School of Graduate Studies & Research, note also the requirements listed below.

Prerequisite Courses

These prerequisite courses may be waived for students with appropriate undergraduate course work from an accredited institution. If the prerequisite courses are more than five years old or the grades earned are below C, students may be required to repeat these courses. Such courses must be taken by the time the student has completed no more than 50% of his/her course work for the master's degree. The following eight courses constitute the prerequisites for the MBA degree:

- ACCT 121 – Fundamentals of Accounting Credits: 3 OR ACCT 501 Survey of Accounting Credits: 2
- ACCT 122 – Fundamentals of Accounting Credits: 3 OR ACCT 502 Survey of Accounting II Credits: 2
- BSAD 341 – Business Law Credits: 3 OR BSAD 506 Survey of Business Law Credits: 2
- BSAD 475 – Operations Management Credits: 3 OR BSAD 505 Survey of Operations Management Credits: 2
- ECON 225 – Principles of Macroeconomics Credits: 3 OR ECON 505 Survey of Macroeconomics Credits: 2
- ECON 226 – Principles of Microeconomics Credits: 3 OR ECON 506 Survey of Microeconomics Credits: 2
- FNCE 317 – Business Finance Credits: 3 OR FNCE 500 Survey of Business Finance Credits: 2
- STAT 285 – Elementary Statistics Credits: 3
- Competency in computers is assumed.

Graduate Management Admission Test (GMAT)

The GMAT admission requirements must be met for regular admission status. Admission GMAT requirements can be obtained by **ONE** of the following:

1. Attain formula score of 1,000 points, calculated by taking the undergraduate cumulative GPA X 200 + GMAT score \geq 1,000.
- OR
2. Five years of documented and approved work experience and earned a grade of at least of B– in statistics and a grade of at least B– in pre-calculus algebra.
- OR
3. On-campus Andrews University undergraduate business students with a cumulative GPA \geq 3.0 and earned a grade of at least a B– in statistics and a grade of at least B– in pre-calculus algebra.

Maintaining Academic Standing

All graduate students are expected to maintain a 3.00 GPA in all graduate courses that apply to the degree requirements.

No grade of D or F (or U) may be used to satisfy degree requirements; however, these grades are included when computing the cumulative GPA and, if they occur in courses normally meeting degree requirements, the degree GPA.

Students admitted under provisional status (due to lack of prerequisites, GMAT, etc.) must make regular progress toward achieving regular enrollment status and toward completion of their selected graduate degree. If insufficient progress is made, provisional status will be revoked after four enrolled semesters.

Regular admission status must be met no later than the semester before the last semester in which the student expects to enroll, prior to graduation.

Program Accreditation

The Master of Business Administration is accredited by the International Assembly for Collegiate Business Education (IACBE), located in Olathe, Kansas.

English Language Proficiency Requirements

The School of Business Administration does not permit students to register for graduate classes unless they have met the University requirements for Regular Admission Status for English proficiency. Students whose language of instruction is not English must demonstrate English proficiency by submitting a minimum TOEFL or MELAB score of 80. The School of Business Administration also does not permit graduate students to register for prerequisite courses for the MBA program unless they are at the Advanced Level in ELI.

MBA Trinidad Extension Program

This program follows the on-campus MBA program admission and course requirements. School of Business Administration professors travel to Trinidad to teach course modules. Students enrolled in this program are required to take the last two courses on the Andrews University campus. **This program is not open to new students, but is available to currently enrolled students only.**

Business Administration MBA Interactive Online

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Graduate Faculty

Jerry Chi, *Graduate Programs Director*
José R. Goris
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Lucile Sabas
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Carmelita Troy
Jacquelyn Warwick
W. Bruce Wrenn

Program Description

Andrews University School of Business Administration recognizes that it is not always convenient for business professionals to leave their places of employment to obtain advanced degrees in business. The interactive online MBA degree program is designed for completion online with the final courses required on campus (3-week intensives) culminating with graduation exercises (usually the first weekend in August). The interactive online MBA program is available to students who are not able to attend classes on campus.

A maximum of 6 credits in approved courses may be taken at another accredited college/university or in another school of Andrews University.

Total Credits: 33

MBA Core—24

- ACCT 610 – Managerial Accounting Credits: 3
- BSAD 515 – Organizational Behavior & Leadership Credits: 3
- BSAD 620 – Christian Ethics, Service & Society Credits: 3
- BSAD 689 – Strategic Management Credits: 3 (Capstone Course)
- ECON 525 – International Macroeconomics Credits: 3
- ECON 530 – Managerial Economics Credits: 3
- FNCE 675 – Financial Management Credits: 3
- MKTG 680 – Strategic Marketing Management Credits: 3

MBA Electives—9

These elective courses are tentative. Other electives may become available and offered for the online program.

Choose three courses from the following:

- ACCT 620 – Financial Statement Analysis Credits: 3
- BSAD 530 – Leadership & Management of Not-for-Profit Organizations Credits: 3
- BSAD 615 – Management of Quality Credits: 3
- BSAD 670 – Management of Human Resources Credits: 3
- INFS 510 – Management Information Systems Credits: 3

Admission Requirements

In addition to the general admission requirements under School of Graduate Studies & Research, note also the requirements listed below.

Prerequisite Courses

These prerequisite courses may be waived for students with appropriate undergraduate course work from an accredited institution. If the prerequisite courses are more than five years old or the grades earned are below C, students may be required to repeat these courses.

Such courses must be taken by the time the student has completed no more than 50% of his/her course work for the master's degree. The following eight courses constitute the prerequisites for the MBA degree:

- ACCT 121 – Fundamentals of Accounting Credits: 3 OR ACCT 501 Survey of Accounting Credits: 2
- ACCT 122 – Fundamentals of Accounting Credits: 3 OR ACCT 502 Survey of Accounting II Credits: 2
- BSAD 341 – Business Law Credits: 3 OR BSAD 506 Survey of Business Law Credits: 2
- BSAD 475 – Operations Management Credits: 3 OR BSAD 505 Survey of Operations Management Credits: 2
- ECON 225 – Principles of Macroeconomics Credits: 3 OR ECON 505 Survey of Macroeconomics Credits: 2
- ECON 226 – Principles of Microeconomics Credits: 3 OR ECON 506 Survey of Microeconomics Credits: 2
- FNCE 317 – Business Finance Credits: 3 OR FNCE 500 Survey of Business Finance Credits: 2
- STAT 285 – Elementary Statistics Credits: 3
- Competency in computers is assumed.

Graduate Management Admission Test (GMAT)

The GMAT admission requirements must be met for regular admission status.

Admission GMAT requirements can be obtained by **ONE** of the following:

1. Attain formula score of 1,000 points, calculated by taking the undergraduate cumulative GPA X 200 + GMAT score \geq 1,000.
- OR
2. Five years of documented and approved work experience and earned a grade of at least of B– in statistics and a grade of at least B– in pre-calculus algebra.
- OR
3. On-campus Andrews University undergraduate business students with a cumulative GPA \geq 3.0 and earned a grade of at least a B– in statistics and a grade of at least B– in pre-calculus algebra.

Maintaining Academic Standing

All graduate students are expected to maintain a 3.00 GPA in all graduate courses that apply to the degree requirements.

No grade of D or F (or U) may be used to satisfy degree requirements; however, these grades are included when computing the cumulative GPA and, if they occur in courses normally meeting degree requirements, the degree GPA.

Students admitted under provisional status (due to lack of prerequisites, GMAT, etc.) must make regular progress toward achieving regular enrollment status and toward completion of their selected graduate degree. If insufficient progress is made, provisional status will be revoked after four enrolled semesters.

Regular admission status must be met no later than the semester before the last semester in which the student expects to enroll, prior to graduation.

Program Accreditation

The Master of Business Administration is accredited by the International Assembly for Collegiate Business Education (IACBE), located in Olathe, Kansas.

English Language Proficiency

The School of Business Administration does not permit students to register for graduate classes unless they have met the University requirements for Regular Admission Status for English proficiency. Students whose language of instruction is not English must demonstrate English proficiency by submitting a minimum TOEFL or MELAB score of 80. The School of Business Administration also does not permit graduate students to register for prerequisite courses for the MBA program unless they are at the Advanced Level in ELL.

Church Administration MSA

The Master of Science in Administration program is designed to prepare students for leadership in various industry-specific settings.

The MSA degree in church administration is for students seeking management roles in church or church-related organizations. Offered jointly by the School of Business Administration and the Theological Seminary, the program blends business management and church management.

A maximum of 6 credits in approved courses may be taken off-campus or in another school of the university.

The MSA may include a limited number of 400-level swing courses.

Total Credits: 33

Business Requirements—15

Business Core—9

- BSAD 515 – Organizational Behavior & Leadership Credits: 3
- BSAD 620 – Christian Ethics, Service & Society Credits: 3
- MKTG 680 – Strategic Marketing Management Credits: 3

Business Electives—6

Choose two courses from the following:

- ACCT 620 – Financial Statement Analysis Credits: 3
- BSAD 530 – Leadership & Management of Not-for-Profit Organizations Credits: 3
- BSAD 560 – Intercultural Business Relations Credits: 3
- BSAD 670 – Management of Human Resources Credits: 3
- FNCE 680 – Investment Management Credits: 3
- MKTG 540 – Marketing Management in Not-for-Profit Organizations Credits: 3

Seminary Requirements—18

Seminary Core—15–18

- CHMN 526 – Conflict Management in the Church Credits: 2–3
- CHMN 543 – Christian Leadership in a Changing World Credits: 3
- DSRE 541 – Foundations of Biblical Spirituality Credits: 2–3
- MSSN 546 – Mission in Cultural and Religious Context Credits: 3
- THST 615 – Doctrine of the Church Credits: 2–3
- THST 643 – Christian Professional Ethics Credits: 2–3

Seminary Electives—0–3 credits

If you so choose, pick one course from the following:

- CHMN 552 – Foundations of Pastoral Ministry Credits: 2
- CHMN 630 – Leadership Development Credits: 2–3
- GSEM 626 – Contemporary Adventist Theological Issues Credits: 2–3
- MSSN 630 – Cross-Cultural Leadership Development Credits: 2–3
- THST 634 – Christian Social Ethics Credits: 2–3

Admission Requirements

See general admission requirements under School of Graduate Studies & Research. Students have the option to take either the GRE or GMAT.

Maintaining Academic Standing

All graduate students are expected to maintain a 3.00 GPA in all graduate courses that apply to the degree requirements.

No grade of D or F (or U) may be used to satisfy degree requirements; however, these grades are included when computing the cumulative GPA and, if they occur in courses normally meeting degree requirements, the degree GPA.

Students admitted under provisional status (due to lack of prerequisites, GMAT, etc.) must make regular progress toward achieving regular enrollment status and toward completion of their selected graduate degree. If insufficient progress is made, provisional status will be revoked after four enrolled semesters.

Regular admission status must be met no later than the semester before the last semester in which the student expects to enroll, prior to graduation.

English Language Proficiency

The School of Business Administration does not permit students to register for graduate classes unless they have met the University requirements for Regular Admission Status for English proficiency. Students whose language of instruction is not English must demonstrate English proficiency by submitting a minimum TOEFL or MELAB score of 80.

Accounting, Economics & Finance

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Faculty
Carmelita Troy, *Program Coordinator*
Alan Kirkpatrick
LeRoy Ruhupatty
Lucile Sabas

Mission

The Department of Accounting, Economics & Finance offers majors that are intellectually stimulating, professionally challenging, and rewarding. We endeavor to provide the best preparation possible for careers in business, government, academia, and the church.

The faculty seeks to provide students with training and education which will qualify them for employment in a multicultural and global environment. A Christian education encourages an awareness of moral and ethical responsibilities in one's personal and professional life. It is in this context that the department holds up Jesus Christ as the best model for personal responsibility and development and seeks to encourage its students to follow His example.

Bachelors

Accounting BBA

Accounting is concerned primarily with (1) measuring income, expenditures, and wealth generated by a business enterprise, and (2) communicating information about the financial condition of economic organizations and the results of their financial activities. Thus, accounting is the language of business—the backbone of the free enterprise system.

The accounting major is designed to meet the needs of students preparing for accounting careers in business, government, not-for-profit organizations, or public accounting, including those who desire to secure, through state examination, the status of Certified Public Accountant (CPA) or that of Certified Management Accountant (CMA).

Students planning to sit for the CPA exam should consult their state's Board of Public Accountancy before planning their accounting program. Each state has its own rules, regulations, and specific course requirements. Assistance may be obtained from the Accounting faculty.

Total Credits: 124

Business Core—39

- ACCT 121 – Fundamentals of Accounting Credits: 3
- ACCT 122 – Fundamentals of Accounting Credits: 3
- BSAD 341 – Business Law Credits: 3
- BSAD 355 – Management and Organization Credits: 3
- BSAD 365 – International Environment of Business Credits: 3
- BSAD 475 – Operations Management Credits: 3
- BSAD 494 – Business Strategy and Decisions Credits: 3
- ECON 225 – Principles of Macroeconomics Credits: 3
- ECON 226 – Principles of Microeconomics Credits: 3
- FNCE 317 – Business Finance Credits: 3
- INFS 120 – Foundations of Information Technology Credits: 3
- INFS 215 – Information Systems Theory and Application Credits: 3
- MKTG 310 – Principles of Marketing Credits: 3

Major Requirements

Major Core—15

- ACCT 321 – Intermediate Accounting Credits: 3
- ACCT 322 – Intermediate Accounting Credits: 3
- ACCT 365 – Individual Taxation Credits: 3

- ACCT 456 – Advanced Accounting Credits: 3
- ACCT 465 – Auditing Credits: 3

Major Electives—12

Choose four courses from the following:

- ACCT 320 – Business Communication Credits: 3
- ACCT 330 – Cost and Managerial Accounting Credits: 3
- ACCT 455 – Accounting for Not-for-Profit Organizations Credits: 3
- ACCT 467 – Corporate Taxation Credits: 3
- ACCT 476 – Accounting Information Systems Credits: 3
- BSAD 487 – Internship in _____ Credits: 3
- FNCE 397 – Investments Credits: 3

Business Major Course/GPA Requirements

Students must complete the required and elective major courses (27 credits) with a minimum GPA of 2.33 (C+). The GPA is figured including all courses attempted—even those in which a D is received and which, therefore, do not apply towards the 27 credits of the major.

All accounting majors must obtain a C (2.00) minimum grade in ACCT 121, ACCT 122.

Cognates—3

- STAT 285 – Elementary Statistics Credits: 3

General Electives—11

Sufficient credits to complete the 124 credits required for graduation.

General Education—44

See professional program requirements and note the following **specific** requirements:

Religion

- RELT 100 – God and Human Life Credits: 3
- RELT 340 – Religion and Ethics in Modern Society Credits: 3 **OR** RELT 390 – Christian Business Ethics Credits: 3
- and two courses

Mathematics

- MATH 166 – College Algebra for Business Credits: 3

Computer Literacy

Required as part of the Business Core.

Service

See BA/BS degree requirements.

Social Sciences

- PSYC 101 – Introduction to Psychology Credits: 3
- SOCI 119 – Principles of Sociology Credits: 3

Other Requirements

Transfer Work

The School of Business Administration does not accept 100–200 level courses (i.e. lower division) as transfer work to replace 300–400 level courses (i.e. upper division).

Residence Requirement

Students must complete in residence in the School of Business Administration at Andrews University a minimum of 50% (33 credits) of the course work for the BBA degree (66 credits=39 credits in the BBA core + 27 credits in BBA required/elective major courses).

English Language Proficiency

The School of Business Administration does not permit undergraduate students to register for courses in the School of Business Administration unless they are at the Advanced Level in ELI.

Economics BA

The program in economics is devoted primarily to the study of the economic principles and institutions that affect business activity. The Bachelor of Arts major in economics grounds the student deeply in liberal arts education, offers opportunities for electives and, if desired, a minor. The degree is designed for individuals who seek to become professional economists or to pursue graduate or professional school. This major is frequently selected by those planning a degree in law or medicine.

Students expecting to study economics at the graduate level should consult with the economics faculty to develop necessary quantitative skills. A minor in mathematics or physics is highly recommended.

NO NEW INTAKES FOR ACADEMIC YEAR 2013/2014.

Total Credits: 124

Major Requirements

Major Core—12

- ECON 225 – Principles of Macroeconomics Credits: 3
- ECON 226 – Principles of Microeconomics Credits: 3
- ECON 334 – Intermediate Microeconomics Credits: 3
- ECON 335 – Intermediate Macroeconomics Credits: 3

Major Electives—18

Choose 6 courses from the following:

- ECON 320 – U.S. Economic History Credits: 3
- ECON 325 – Economic Thought Credits: 3
- ECON 328 – Money and Banking Credits: 3
- ECON 330 – Health Economics Credits: 3
- ECON 367 – Labor Economics and Relations Credits: 3
- ECON 415 – Introduction to Econometrics Credits: 3
- ECON 427 – Economic Development Credits: 3
- ECON 440 – Public Finance Credits: 3
- ECON 454 – International Economics Credits: 3

Note:

All economics majors must obtain a C (2.00) minimum grade in ECON 225 and ECON 226.

Cognate requirement—6–7

- MATH 191 – Calculus I Credits: 4
- OR
- MATH 182 – Calculus with Applications Credits: 3
- STAT 285 – Elementary Statistics Credits: 3

General Electives—23–29

Sufficient credits to complete the 124 credits required for graduation.

General Education—58–64

See BA/BS degree requirements and note the following **specific** requirements:

Religion

Two courses and

- RELT 100 – God and Human Life Credits: 3
- RELT 340 – Religion and Ethics in Modern Society Credits: 3
- OR
- RELT 390 – Christian Business Ethics Credits: 3

Mathematics

Students considering a graduate degree should substitute MATH 191 or MATH 182 for MATH 145.

Other Requirements

Transfer Work

The School of Business Administration does not accept 100–200 level courses (i.e. lower division) as transfer work to replace 300–400 level courses (i.e. upper division).

English Language Proficiency

The School of Business Administration does not permit undergraduate students to register for courses in the School of Business Administration unless they are at the Advanced Level in ELI.

Finance BBA

The finance major is designed to prepare students for careers in financial management. Through a carefully coordinated sequence of courses, the program covers many of the factors that influence financial decision making and provides specific tools for analyzing and interpreting financial data. Students will acquire skills that will help them launch a career in the areas of corporate finance, investments, banking, and financial planning.

Total Credits: 124

Business Core—39

- ACCT 121 – Fundamentals of Accounting Credits: 3
- ACCT 122 – Fundamentals of Accounting Credits: 3
- BSAD 341 – Business Law Credits: 3
- BSAD 355 – Management and Organization Credits: 3
- BSAD 365 – International Environment of Business Credits: 3
- BSAD 475 – Operations Management Credits: 3
- BSAD 494 – Business Strategy and Decisions Credits: 3
- ECON 225 – Principles of Macroeconomics Credits: 3
- ECON 226 – Principles of Microeconomics Credits: 3
- FNCE 317 – Business Finance Credits: 3
- INFS 120 – Foundations of Information Technology Credits: 3
- INFS 215 – Information Systems Theory and Application Credits: 3
- MKTG 310 – Principles of Marketing Credits: 3

Major Requirements

Major Core—9

- ACCT 321 – Intermediate Accounting Credits: 3
- FNCE 397 – Investments Credits: 3
- FNCE 410 – Intermediate Business Finance Credits: 3

Major Electives—18

Choose 6 courses from the following:

- ACCT 322 – Intermediate Accounting Credits: 3
- ECON 328 – Money and Banking Credits: 3
- ECON 330 – Health Economics Credits: 3
- ECON 415 – Introduction to Econometrics Credits: 3
- FNCE 330 – Financial Planning Credits: 3
- FNCE 394 – Futures and Options Markets Credits: 3
- FNCE 426 – International Finance Credits: 3
- FNCE 429 – Portfolio Theory Credits: 3
- FNCE 430 – Finance Economics Seminar Credits: 3
- BSAD 487 – Internship in _____ Credits: 3

Business Major Course/GPA Requirements

Students must complete the required and elective major courses (27 credits) with a minimum GPA of 2.33 (C+). The GPA is figured including all courses attempted—even those in which a D is received and which, therefore, do not apply towards the 27 credits of the major.

All finance majors must obtain a C (2.00) minimum grade in ACCT 121, ACCT 122, and FNCE 317.

Cognates—3

- STAT 285 – Elementary Statistics Credits: 3

General Electives—11

Sufficient credits to complete the 124 credits required for graduation.

General Education—44

See professional program requirements and note the following **specific** requirements:

Religion

- RELT 100 – God and Human Life Credits: 3
- RELT 340 – Religion and Ethics in Modern Society Credits: 3 OR RELT 390 – Christian Business Ethics Credits: 3
- and two courses

Mathematics

- MATH 166 – College Algebra for Business Credits: 3

Computer Literacy

Required as part of the Business Core.

Service

See BA/BS degree requirements.

Social Sciences

- PSYC 101 – Introduction to Psychology Credits: 3
- SOCI 119 – Principles of Sociology Credits: 3

Other Requirements

Transfer Work

The School of Business Administration does not accept 100–200 level courses (i.e. lower division) as transfer work to replace 300–400 level courses (i.e. upper division).

Residence Requirement

Students must complete in residence in the School of Business Administration at Andrews University a minimum of 50% (33 credits) of the course work for the BBA degree (66 credits=39 credits in the BBA core + 27 credits in BBA required/elective major courses).

English Language Proficiency

The School of Business Administration does not permit undergraduate students to register for courses in the School of Business Administration unless they are at the Advanced Level in ELI.

International Business BBA

This major enables students to acquire a knowledge base that develops their capacity to work for an organization that operates in a global setting.

Total Credits: 124

Business Core—39

- ACCT 121 – Fundamentals of Accounting Credits: 3

- ACCT 122 – Fundamentals of Accounting Credits: 3
- BSAD 341 – Business Law Credits: 3
- BSAD 355 – Management and Organization Credits: 3
- BSAD 365 – International Environment of Business Credits: 3
- BSAD 475 – Operations Management Credits: 3
- BSAD 494 – Business Strategy and Decisions Credits: 3
- ECON 225 – Principles of Macroeconomics Credits: 3
- ECON 226 – Principles of Microeconomics Credits: 3
- FNCE 317 – Business Finance Credits: 3
- INFS 120 – Foundations of Information Technology Credits: 3
- INFS 215 – Information Systems Theory and Application Credits: 3
- MKTG 310 – Principles of Marketing Credits: 3

Major Requirements

Major Core—15

- BSAD 450 – Multicultural Business Relations Credits: 3
- BSAD 467 – International Management Credits: 3
- ECON 454 – International Economics Credits: 3
- FNCE 426 – International Finance Credits: 3
- MKTG 465 – International Marketing Credits: 3

Major Electives—12

Students may select electives in one academic discipline that suits their special area of interest, or take any of the elective courses listed below to meet the degree requirements. Choose four courses from the following:

Economics Electives—0–12

- ECON 325 – Economic Thought Credits: 3
- ECON 328 – Money and Banking Credits: 3
- ECON 415 – Introduction to Econometrics Credits: 3
- ECON 427 – Economic Development Credits: 3

Finance Electives—0–12

- FNCE 397 – Investments Credits: 3
- FNCE 410 – Intermediate Business Finance Credits: 3
- FNCE 429 – Portfolio Theory Credits: 3
- ACCT 330 – Cost and Managerial Accounting Credits: 3

Management Electives—0–12

- BSAD 345 – Business and Society Credits: 3
- BSAD 384 – Human Resource Management Credits: 3
- BSAD 410 – Entrepreneurship Credits: 3
- BSAD 470 – Quality Management Credits: 3

Marketing Electives—0–12

- MKTG 320 – Consumer Behavior Credits: 3
- MKTG 368 – Advertising and Promotion Credits: 3
- MKTG 440 – Marketing Management Credits: 3
- MKTG 456 – Marketing Research Credits: 3

Internship (International Focus)—3

- BSAD 487 – Internship in _____ Credits: 3

Business Major Course/GPA Requirements

Students must complete the required and elective major courses (27 credits) with a minimum GPA of 2.33 (C+). The GPA is figured including all courses attempted—even those in which a D is received and which, therefore, do not apply towards the 27 credits of the major.

All International Business students must earn at least a “C” letter grade in the following courses: ACCT 121, ACCT 122, ECON 225, ECON 226, and FNCE 317.

Cognates—3

- STAT 285 – Elementary Statistics Credits: 3

General Electives—11

Sufficient credits to complete the 124 credits required for graduation.

General Education—44

See professional program requirements and note the following **specific** requirements:

Religion

- RELT 100 – God and Human Life Credits: 3
- RELT 340 – Religion and Ethics in Modern Society Credits: 3 **OR** RELT 390 – Christian Business Ethics Credits: 3
- and two courses

Mathematics

- MATH 166 – College Algebra for Business Credits: 3

Computer Literacy

Required as part of the Business Core.

Service

See BA/BS degree requirements.

Social Sciences

- PSYC 101 – Introduction to Psychology Credits: 3
- SOCI 119 – Principles of Sociology Credits: 3

Other Requirements

Transfer Work

The School of Business Administration does not accept 100–200 level courses (i.e. lower division) as transfer work to replace 300–400 level courses (i.e. upper division).

Residence Requirement

Students must complete in residence in the School of Business Administration at Andrews University a minimum of 50% (33 credits) of the course work for the BBA degree (66 credits=39 credits in the BBA core + 27 credits in BBA required/elective major courses).

English Language Proficiency

The School of Business Administration does not permit undergraduate students to register for courses in the School of Business Administration unless they are at the Advanced Level in ELI.

Undergraduate Minors

Accounting Minor

Total Credits: 21

Minor Core—12

- ACCT 121 – Fundamentals of Accounting Credits: 3
- ACCT 122 – Fundamentals of Accounting Credits: 3
- ACCT 321 – Intermediate Accounting Credits: 3
- ACCT 322 – Intermediate Accounting Credits: 3

Note(s):

A minimum of a “C” letter grade must be earned in ACCT 121, ACCT 122.

Minor Electives—9

Any three of the following:

- ACCT 330 – Cost and Managerial Accounting Credits: 3
- ACCT 365 – Individual Taxation Credits: 3
- ACCT 455 – Accounting for Not–for–Profit Organizations Credits: 3
- ACCT 456 – Advanced Accounting Credits: 3
- ACCT 465 – Auditing Credits: 3
- ACCT 467 – Corporate Taxation Credits: 3
- ACCT 476 – Accounting Information Systems Credits: 3

Economics Minor

Total Credits: 21

Minor Core—12

- ECON 225 – Principles of Macroeconomics Credits: 3
- ECON 226 – Principles of Microeconomics Credits: 3
- ECON 334 – Intermediate Microeconomics Credits: 3
- ECON 335 – Intermediate Macroeconomics Credits: 3

Note:

A minimum of a “C” letter grade must be earned in ECON 225, ECON 226.

Minor Electives—9

Courses at the 300 or 400 level chosen from ECON offerings

Finance Minor

Total Credits: 21

Minor Core—12

- ACCT 121 – Fundamentals of Accounting Credits: 3
- ACCT 122 – Fundamentals of Accounting Credits: 3
- FNCE 317 – Business Finance Credits: 3
- FNCE 397 – Investments Credits: 3

Note:

A minimum of a “C” letter grade must be earned in ACCT 121, ACCT 122, and FNCE 317.

Minor Electives—9

Choose three courses from the following:

- FNCE 330 – Financial Planning Credits: 3
- FNCE 394 – Futures and Options Markets Credits: 3
- FNCE 426 – International Finance Credits: 3
- FNCE 429 – Portfolio Theory Credits: 3
- ECON 328 – Money and Banking Credits: 3

Accounting

ACCT 121 – Fundamentals of Accounting

Credits: 3

Emphasis upon understanding the accounting cycle and the content and preparation of financial statements. **Grade Mode:** Normal (A–F,I,W) **Offering:** Fall, Spring **College Code:** SBA

ACCT 122 – Fundamentals of Accounting

Credits: 3

Studies fundamental concepts of cost and managerial accounting. A grade of C or higher is needed in ACCT 121 for admission to ACCT122. **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** ACCT 121 **Offering:** Fall, Spring **College Code:** SBA

ACCT 320 – Business Communication

Credits: 3

Designed for the accounting major, this course focuses on techniques of successful communication in the business world. The course introduces strategies for various business situations including memos, letters, meetings, presentations, reports, and electronic correspondence. The course also examines methods of organizing and presenting information and of developing a professional communication style.

Grade Mode: Normal (A–F,I,W) **Prerequisite(s):** COMM 104, ENGL 215. **Offering:** Spring **College Code:** SBA

ACCT 321 – Intermediate Accounting

Credits: 3

Accounting theory and problems in the classification of transactions, asset and liability valuation, income determination, and the presentation and interpretation of financial statements. Study of generally accepted accounting principles. Students may not enroll in ACCT 321 unless they have obtained a grade of C or higher in ACCT 121, ACCT 122. **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** ACCT 122, INFS 215. **Offering:** Fall **College Code:** SBA

ACCT 322 – Intermediate Accounting

Credits: 3

Accounting theory and problems in the classification of transactions, asset and liability valuation, income determination, and the presentation and interpretation of financial statements. Study of generally accepted accounting principles. Students may not enroll in ACCT 322 unless they have obtained a grade of C or higher in ACCT 121, ACCT 122, and ACCT 321. **Grade Mode:** Normal (A–F,I,W)

Prerequisite(s): ACCT 122, ACCT 321, INFS 215 **Offering:** Spring **College Code:** SBA

ACCT 330 – Cost and Managerial Accounting

Credits: 3

Study of cost determination, accumulation, and allocation procedures. Preparation and utilization of financial information for internal management purposes; emphasis on job order, process and standard costs systems cost–volume–profit relationship, relevant cost, budgeting, performance evaluation, and control. **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** ACCT 122. **Offering:** Spring **College Code:** SBA

ACCT 365 – Individual Taxation

Credits: 3

Study of federal income taxation of individuals, of business expenses, and of property transactions. **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** ACCT 121. **Offering:** Fall **College Code:** SBA

ACCT 455 – Accounting for Not–for–Profit Organizations

Credits: 3

The study of the fundamental accounting systems used by government, hospitals, colleges and universities, and other not–for–profit organizations. Topics include the budgeting process, and the analysis and interpretation of governmental and not–for–profit financial statements. **Grade Mode:** Normal (A–F,I,W)

Prerequisite(s): ACCT 322 **Offering:** Fall **College Code:** SBA

ACCT 456 – Advanced Accounting

Credits: 3

Study of accounting for business combinations and the preparation of consolidated financial statements; foreign currency financial statements; SEC reporting. **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** ACCT 322 **Offering:** Spring **College Code:** SBA

ACCT 465 – Auditing

Credits: 3

Internal and external auditing; current professional standards, ethics of the auditor with emphasis on internal control and evidence gathering. **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** ACCT 322 **Offering:** Fall **College Code:** SBA

ACCT 467 – Corporate Taxation

Credits: 3

Studies federal income taxation of corporations, partnerships, estates, and trusts. **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** ACCT 365. **Offering:** Spring **College Code:** SBA

ACCT 476 – Accounting Information Systems

Credits: 3

Planning and operation of electronic data–processing systems in accounting and the use of the information generated for financial reporting and control. **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** ACCT 122 and junior class standing. **Offering:** Spring **College Code:** SBA

ACCT 501 – Survey of Accounting

Credits: 2

Emphasis upon understanding the accounting cycle and the content and preparation of financial statements. A foundation course for the MBA and other graduate programs. Grade not included in the MBA GPA calculation. **Delivery:** Interactive online option available **Grade Mode:** Normal (A–F,I,W) **College Code:** SBA

ACCT 502 – Survey of Accounting II

Credits: 2

Studies fundamental concepts of cost and managerial accounting. A foundation course for the MBA and other graduate programs. Grade not included in the MBA GPA calculation. **Delivery:** Interactive online option available **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** ACCT 121 or ACCT 501 **College Code:** SBA

ACCT 586 – Tax Research

Credits: 3

Study of the legislative, administrative, and judicial sources of tax law, as well as the resources and techniques used to find a competent and professional conclusion to a tax problem. Extensive research of tax issues and presentation of research is required. **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** ACCT 365

Recommended: ACCT 467 **Offering:** Fall **College Code:** SBA

ACCT 610 – Managerial Accounting

Credits: 3

The use of accounting data in decision making. Special attention is given to cost analysis and control, cost allocation, budgeting, and motivational aspects of accounting. Analysis of data from original records is studied. **Delivery:** Interactive online option available **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** ACCT 122 or ACCT 502. **College Code:** SBA

ACCT 615 – Accounting Theory

Credits: 3

An examination of the standard–setting process and selected accounting research, and analysis of major problem areas of financial accounting. A research paper is required. **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** Equivalent of 1 year of intermediate accounting. **Offering:** Spring **College Code:** SBA

ACCT 620 – Financial Statement Analysis

Credits: 3

This course develops the skills necessary to interpret and use financial statement information effectively to assess profitability and risk, and provides a framework for business analysis and valuation. Requirements include research and written analysis of financial statements, SEC filings, and other public disclosures. **Delivery:** Interactive online option available **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** ACCT 121, ACCT 122 or ACCT 501, ACCT 502. **College Code:** SBA

ACCT 625 – Financial Analysis and Reporting

Credits: 3

Develops business leaders' financial–statement literacy. Topics include: understanding the nature of business transactions; identification of relevant economic events for reporting; determination of appropriate financial measures for those events; analysis of the effects of those events in organization's performance and financial condition. Not available for MBA program. **Grade Mode:** Normal (A–F,I,W) **College Code:** SBA

Economics

ECON 225 – Principles of Macroeconomics

Credits: 3

Analysis of national income and expenditures according to current theories. Inflation, economic growth, and unemployment are examined, as well as modern banking and the money supply. **Course Attribute:** Social Science course option in General Education requirements **Grade Mode:** Normal (A–F,I,W) **Offering:** Fall, Spring **College Code:** SBA

ECON 226 – Principles of Microeconomics

Credits: 3

Explores theories currently used to explain how people choose what to consume and produce. Analysis extended to well-defined groups such as business firms; also explores the phenomenon called “the market” with its prices and the way people react to them. Algebra used extensively. **Grade Mode:** Normal (A–F,I,W) **Offering:** Fall, Spring **College Code:** SBA

ECON 320 – U.S. Economic History

Credits: 3

A survey of the United States' growth and transformation into an industrialized nation. Economic analysis is used to explain the sources and consequences of U.S. economic change. Topics covered include the rise of the corporation, the emergence of a national market, financial development, slavery, government regulation, transportation, the Great Depression, and rapid post– World War II growth. **Grade Mode:** Normal (A–F,I,W) **Offering:** Spring, alternate years **College Code:** SBA

ECON 325 – Economic Thought

Credits: 3

The development of economic thinking from late medieval times to the present. Survey begins with the Mercantilists, extends through Adam Smith to 20th century thinkers such as Joan Robinson, Milton Friedman, and John M. Keynes. **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** ECON 225, ECON 226. **Offering:** Spring, alternate years **College Code:** SBA

ECON 328 – Money and Banking

Credits: 3

Commercial banking, the operation and controls of the Federal Reserve System, money and credit in circulation, and the effect of monetary policies. **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** ECON 225, ECON 226. **Offering:** Fall, alternate years **College Code:** SBA

ECON 330 – Health Economics

Credits: 3

An application of economic principles to the health–care industry. Demand for and supply of health–care services are analyzed to determine their effect on cost. Examines the impact of insurance, technology, and regulation on the industry. **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** ECON 226. **Offering:** Alternate Years **College Code:** SBA

ECON 334 – Intermediate Microeconomics

Credits: 3

Theoretical analysis of consumer behavior, individual prices, and the allocation of specific resources to particular uses in a market setting. The economic behavior of individuals and well-defined groups of people is examined, with an introduction to welfare economics. Students may not enroll in ECON334 unless they have obtained a grade of C or higher in ECON 226. **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** ECON 226, MATH 191 or MATH 182. **Offering:** Spring, odd years **College Code:** SBA

ECON 335 – Intermediate Macroeconomics

Credits: 3

Determinants of aggregate employment, income, consumption, investment, and the price level in contemporary models. Students may not enroll in ECON335 unless they have obtained a grade of C or higher in ECON 225. **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** ECON 225, ECON 226. **Offering:** Spring, even years **College Code:** SBA

ECON 367 – Labor Economics and Relations

Credits: 3

An analysis of the labor market focusing on labor demand, supply, wage differentials, human capital, discrimination, and unions. **Grade Mode:** Normal (A–F,I,W) **Offering:** Spring, alternate years **College Code:** SBA

ECON 415 – Introduction to Econometrics

Credits: 3

Topics include probability sampling, hypothesis testing, regression techniques, and problems of multicollinearity, heteroscedasticity, and auto–correlation. **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** STAT 285 or STAT 340, MATH 191 or MATH 182. **Offering:** Fall, alternate years **College Code:** SBA

ECON 427 – Economic Development

Credits: 3

A study of the problem of poverty in the world and theories about the growth of developing countries. The effects of population growth, trade and aid, alternative strategies for expansion, and challenges facing these countries are evaluated. **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** ECON 225, ECON 226. **Offering:** Fall, alternate years **College Code:** SBA

ECON 440 – Public Finance

Credits: 3

The course integrates economic theory with applications in the field of public finance. Focuses on detailed microeconomic analysis of government functions, expenditures, and finance. Recent public finance issues are discussed. **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** ECON 225, ECON 334. **Offering:** Fall, alternate years **College Code:** SBA

ECON 454 – International Economics

Credits: 3

A description and theoretical analysis of international trade, balance–of–payments accounts, the mechanisms of international economic adjustment, the theory of comparative advantage, and economic integration. **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** ECON 225, ECON 226. **Offering:** Fall, alternate years **College Code:** SBA

ECON 505 – Survey of Macroeconomics

Credits: 2

Analysis of national income and expenditures according to current theories. Inflation, economic growth, and unemployment are examined, as well as modern banking with the money supply. A foundation course for the MBA and other graduate programs. Grade not included in the MBA GPA calculation. **Delivery:** Interactive online option available **Grade Mode:** Normal (A–F,I,W) **Offering:** Fall, Spring **College Code:** SBA

ECON 506 – Survey of Microeconomics

Credits: 2

Explores theories currently used to explain how people choose what to consume and produce. Analysis extended to well-defined groups such as business firms; also explores the phenomenon called “the market” with its prices and the way people react to them. Algebra used extensively. A foundation course for the MBA and other graduate programs. Grade not included in the MBA GPA calculation. **Delivery:** Interactive online option available **Grade Mode:** Normal (A–F,I,W) **Offering:** Fall, Spring **College Code:** SBA

ECON 525 – International Macroeconomics

Credits: 3

The study of global macroeconomic issues facing firms. Within the context of competing economic theories, the course considers domestic policies, international trade and payment issues, economic growth, international institutions and the spread of regional crises, and the impact of stabilization policies on firms. Development of a spreadsheet model of an economy is required. **Delivery:** Interactive online option available **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** ECON 225 or ECON 505. **Offering:** Fall **College Code:** SBA

ECON 530 – Managerial Economics

Credits: 3

The use of economic theory and optimization techniques as tools of management decision making within a business firm are studied. Statistical analyses such as regression techniques will be utilized. While microeconomics serves as a foundation, emphasis on quantitative approaches also requires knowledge of basic calculus and statistics. **Delivery:** Interactive online option available **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** ECON 226 or ECON 506, STAT 285 **Recommended:** Calculus **Offering:** Spring **College Code:** SBA

Finance

FNCE 206 – Personal Finance

Credits: 2–3

Designed to explore the management of personal finances and to help the student understand household budgeting, the use and cost of credit, life, property and umbrella insurance, individual taxation, housing, estate planning, savings and investing. This course emphasizes the principles of stewardship; the recognition that our financial assets are God–given to not only satisfy our needs and wants, but to also be a blessing to others. **Course Attribute:** Social Science course option in General Education requirements **Grade Mode:** Normal (A–F,I,W) **Offering:** Fall, Spring **College Code:** SBA

FNCE 317 – Business Finance

Credits: 3

A managerial approach to financial analysis, planning, and control. Management of working capital, long-term assets, and long-term financing. **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** ACCT 122, MATH 166 **Offering:** Fall, Spring **College Code:** SBA

FNCE 330 – Financial Planning

Credits: 3

An integrative approach to financial planning incorporating time value of money, financial statements, federal taxation, risk management and insurance concepts. Emphasis will be placed on developing a framework for formulating sound financial plans. **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** FNCE 317. **Offering:** Spring, alternate years **College Code:** SBA

FNCE 394 – Futures and Options Markets

Credits: 3

The theory of futures pricing and options pricing, and the application of the theory to develop a framework for analyzing hedging and investment decisions using futures and options. Attention to practical considerations in the use of these investments. **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** FNCE 317. **Offering:** Fall, alternate years **College Code:** SBA

FNCE 397 – Investments

Credits: 3

The techniques, vehicles, and strategies for implementing investment goals in light of risk–return tradeoffs. Key factors that determine the composition of the individual or institutional portfolios emphasized. **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** FNCE 317. **Offering:** Spring **College Code:** SBA

FNCE 410 – Intermediate Business Finance

Credits: 3

A study of more advanced topics in corporate finance and an application of previously covered topics with the use of cases. **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** FNCE 317. **Offering:** Spring **College Code:** SBA

FNCE 426 – International Finance

Credits: 3

The financial management of international enterprises. Short– and long–term capital sources and uses. Capital budgeting in changing foreign exchange conditions. Exchange exposure coverage, taxation impacts, and global–risk diversification. **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** FNCE 317. **Offering:** Fall, alternate years **College Code:** SBA

FNCE 429 – Portfolio Theory

Credits: 3

Theories and techniques for management of portfolios; emphasis on the portfolio manager's role in diversification and meeting investors' goals, and a review of empirical literature. **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** FNCE 317. **Offering:** Spring, alternate years **College Code:** SBA

FNCE 430 – Finance Economics Seminar

Credits: 3

A survey of contemporary issues in financial markets, with an emphasis on financial market innovations, financial system stability, and the role of government. The class is taught in a seminar setting and relies on extensive selected reading from current trade books and periodicals. **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** FNCE 317, ECON 225, ECON 226. **Offering:** Alternate Years **College Code:** SBA

FNCE 500 – Survey of Business Finance

Credits: 2

A managerial approach to financial analysis, planning and control. Management of working capital, long-term assets, and long-term financing. A foundation course for the MBA and other graduate programs. Grade not included in the MBA GPA calculation. **Delivery:** Interactive online option available **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** ACCT 121, ACCT 122 or ACCT 501, ACCT 502, and MATH 166 **College Code:** SBA

FNCE 526 – International Financial Management

Credits: 3

The financial management of international enterprises and global portfolio analysis. Short– and long–term capital sources and uses. Capital budgeting in changing foreign exchange conditions. Exchange exposure coverage and taxation impacts. Research paper/presentation is required. **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** FNCE 317 or FNCE 500. **Offering:** Summer **College Code:** SBA

FNCE 675 – Financial Management

Credits: 3

An advanced study of major topics in corporate financial management. These topics include valuation of financial assets, investment in long–term assets, capital structure, dividend policy, working capital management, and other specialized topics, such as risk management, and international finance. **Delivery:** Interactive online option available **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** FNCE 317 or FNCE 500. **Offering:** Summer **College Code:** SBA

FNCE 680 – Investment Management

Credits: 3

Study of security risk–and–return concepts, security analysis, and concepts of market efficiency. Emphasizes equity investments, bonds, options, future, and international securities. Case analyses are required. **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** FNCE 317 or FNCE 500 **Offering:** Summer **College Code:** SBA

Management, Marketing & Information Systems

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W. Bruce Wrenn

Mission

The Department of Management, Marketing & Information Systems of the School of Business Administration prepares students for the challenge of working with people in for-profit and not-for-profit organizations, serving worldwide within the Seventh-day Adventist Church organization and in small business operations and large corporations.

Intellectual, spiritual, physical and social development, built on a solid foundation of ethics and cross-cultural understanding, is the goal of the educational endeavors of the department.

Bachelors

Information Systems BBA

Information Systems (IS) combine computer hardware, software and telecommunication networks with people who use them. It is the link between the technical specialist and specialists in the field where the technology is applied. Communication skills and a good understanding of management, organizational behavior and business practices are critical in designing and maintaining a successful information systems.

The Information Systems major is designed to produce graduates equipped with the ability to integrate information systems into the business environment, to explore methods of leveraging business functions through information systems, and to function in entry-level, information systems positions with a basis for continued career growth. The curriculum reflects input from both industry and universities and responds to industry requests for increased emphasis in technical orientation and improved skills for managers in strategic uses of information systems.

Total Credits: 124

Business Core—39

- ACCT 121 – Fundamentals of Accounting Credits: 3
- ACCT 122 – Fundamentals of Accounting Credits: 3
- BSAD 341 – Business Law Credits: 3
- BSAD 355 – Management and Organization Credits: 3
- BSAD 365 – International Environment of Business Credits: 3
- BSAD 475 – Operations Management Credits: 3
- BSAD 494 – Business Strategy and Decisions Credits: 3
- ECON 225 – Principles of Macroeconomics Credits: 3
- ECON 226 – Principles of Microeconomics Credits: 3
- FNCE 317 – Business Finance Credits: 3
- INFS 120 – Foundations of Information Technology Credits: 3
- INFS 215 – Information Systems Theory and Application Credits: 3
- MKTG 310 – Principles of Marketing Credits: 3

Major Requirements

Major Core—21

- INFS 226 – Information Technology Hardware and Software Credits: 3
- INFS 235 – Business Programming Credits: 3
- INFS 310 – Networks and Telecommunications Credits: 3
- INFS 318 – Business Systems Analysis and Design Credits: 3
- INFS 428 – Database Systems Design and Development Credits: 3
- INFS 436 – Web-Based Business Systems Credits: 3
- INFS 447 – Project Management Credits: 3

Major Electives—6

Choose two courses from the following:

- INFS 397 – Topics in _____ Credits: 1–3
- INFS 457 – Certification Support Credits: 3
- BSAD 487 – Internship in _____ Credits: 3

Business Major Course/GPA Requirements

Students must complete the required and elective major courses (27 credits) with a minimum GPA of 2.33 (C+). The GPA is figured including all courses attempted—even those in which a D is received and which, therefore, do not apply towards the 27 credits of the major.

All information systems majors must obtain a C minimum grade in ACCT 122.

Cognates—3

- STAT 285 – Elementary Statistics Credits: 3

General Electives—11

Sufficient credits to complete the 124 credits required for graduation.

General Education—44

See professional program requirements and note the following **specific** requirements:

Religion

- RELT 100 – God and Human Life Credits: 3
- RELT 340 – Religion and Ethics in Modern Society Credits: 3 **OR** RELT 390 – Christian Business Ethics Credits: 3
- and two courses

Mathematics

- MATH 166 – College Algebra for Business Credits: 3

Computer Literacy

Required as part of the Business Core.

Service

See BA/BS degree requirements.

Social Sciences

- PSYC 101 – Introduction to Psychology Credits: 3
- SOCI 119 – Principles of Sociology Credits: 3

Other Requirements

Transfer Work

The School of Business Administration does not accept 100–200 level courses (i.e. lower division) as transfer work to replace 300–400 level courses (i.e. upper division).

Residence Requirement

Students must complete in residence in the School of Business Administration at Andrews University a minimum of 50% (33 credits) of the course work for the BBA degree (66 credits=39 credits in the BBA core + 27 credits in BBA required/elective major courses).

English Language Proficiency

The School of Business Administration does not permit undergraduate students to register for courses in the School of Business Administration unless they are at the Advanced Level in ELI.

Management BBA

Management is a broad-based discipline. The faculty offers courses for students who desire either a specific business emphasis within management or a general business degree. Most management graduates enter into an internship or training program where they can integrate their general business skills with specific job responsibilities.

Since management is a broad field, variation is allowed in academic programs. Management majors are urged to focus their course work in an area of concentration. Also available is a double degree, BA/BBA: International Business and Language, which combines a BBA in Management with a BA in Language for International Trade.

Total Credits: 124

Business Core—39

- ACCT 121 – Fundamentals of Accounting Credits: 3
- ACCT 122 – Fundamentals of Accounting Credits: 3
- BSAD 341 – Business Law Credits: 3
- BSAD 355 – Management and Organization Credits: 3
- BSAD 365 – International Environment of Business Credits: 3
- BSAD 475 – Operations Management Credits: 3
- BSAD 494 – Business Strategy and Decisions Credits: 3
- ECON 225 – Principles of Macroeconomics Credits: 3
- ECON 226 – Principles of Microeconomics Credits: 3
- FNCE 317 – Business Finance Credits: 3
- INFS 120 – Foundations of Information Technology Credits: 3
- INFS 215 – Information Systems Theory and Application Credits: 3
- MKTG 310 – Principles of Marketing Credits: 3

Major Requirements

Major Core—18

- BSAD 345 – Business and Society Credits: 3
- BSAD 384 – Human Resource Management Credits: 3
- BSAD 410 – Entrepreneurship Credits: 3
- BSAD 436 – Motivation and Work Behavior Credits: 3
- BSAD 467 – International Management Credits: 3
- BSAD 470 – Quality Management Credits: 3

Major Electives—9

Group A electives—3–9

BSAD courses not previously applied

Group B electives—0–6

Electives may be selected from ACCT, ECON, FNCE, INFS or MKTG courses

Business Major Course/GPA Requirements

Students must complete the required and elective major courses (27 credits) with a minimum GPA of 2.33 (C+). The GPA is figured including all courses attempted—even those in which a D is received and which, therefore, do not apply towards the 27 credits of the major.

All management majors must obtain a C (2.00) minimum grade in ACCT 121, ACCT 122 and a C (2.00) minimum grade in BSAD 355.

Cognates—3

- STAT 285 – Elementary Statistics Credits: 3

General Electives—11

Sufficient credits to complete the 124 credits required for graduation.

General Education—44

See professional program requirements and note the following **specific** requirements:

Religion

- RELT 100 – God and Human Life Credits: 3
- RELT 340 – Religion and Ethics in Modern Society Credits: 3 **OR** RELT 390 – Christian Business Ethics Credits: 3
- and two courses

Mathematics

- MATH 166 – College Algebra for Business Credits: 3

Computer Literacy

Required as part of the Business Core.

Service

See BA/BS degree requirements.

Social Sciences

- PSYC 101 – Introduction to Psychology Credits: 3
- SOCI 119 – Principles of Sociology Credits: 3

Other Requirements

Transfer Work

The School of Business Administration does not accept 100–200 level courses (i.e. lower division) as transfer work to replace 300–400 level courses (i.e. upper division).

Residence Requirement

Students must complete in residence in the School of Business Administration at Andrews University a minimum of 50% (33 credits) of the course work for the BBA degree (66 credits=39 credits in the BBA core + 27 credits in BBA required/elective major courses).

English Language Proficiency

The School of Business Administration does not permit undergraduate students to register for courses in the School of Business Administration unless they are at the Advanced Level in ELI.

Marketing BBA

Organizations from every area of business are driven by marketing and its concepts. Marketing monitors and investigates the changing needs of businesses and non-profit organizations. Marketers then create a product/service designed to meet these needs including determining the price, distribution pattern and promotional plan. Marketing provides a well-rounded business education for those considering opening their own business or for careers in areas such as advertising and promotion, retail or marketing management, marketing research, sales, or international business. The marketing curriculum helps students attain general marketing skills as well as those needed for developing marketing strategies and policies.

Total Credits: 124

Business Core—39

- ACCT 121 – Fundamentals of Accounting Credits: 3
- ACCT 122 – Fundamentals of Accounting Credits: 3
- BSAD 341 – Business Law Credits: 3
- BSAD 355 – Management and Organization Credits: 3
- BSAD 365 – International Environment of Business Credits: 3

- BSAD 475 – Operations Management Credits: 3
- BSAD 494 – Business Strategy and Decisions Credits: 3
- ECON 225 – Principles of Macroeconomics Credits: 3
- ECON 226 – Principles of Microeconomics Credits: 3
- FNCE 317 – Business Finance Credits: 3
- INFS 120 – Foundations of Information Technology Credits: 3
- INFS 215 – Information Systems Theory and Application Credits: 3
- MKTG 310 – Principles of Marketing Credits: 3

Major Requirements

Major Core—12

- MKTG 320 – Consumer Behavior Credits: 3
- MKTG 368 – Advertising and Promotion Credits: 3
- MKTG 440 – Marketing Management Credits: 3
- MKTG 456 – Marketing Research Credits: 3

Major Electives—15

Group A electives—12

Choose four courses from the following:

- MKTG 375 – Direct Marketing Credits: 3
- MKTG 435 – Marketing Ethics and Contemporary Issues Credits: 3
- MKTG 444 – Not-for-Profit Marketing Credits: 3
- MKTG 450 – Retailing Credits: 3
- MKTG 465 – International Marketing Credits: 3
- BSAD 410 – Entrepreneurship Credits: 3
- BSAD 487 – Internship in _____ Credits: 3

Group B elective—3

One appropriate upper division elective approved by advisor.

Business Major Course/GPA Requirements

Students must complete the required and elective major courses (27 credits) with a minimum GPA of 2.33 (C+). The GPA is figured including all courses attempted—even those in which a D is received and which, therefore, do not apply towards the 27 credits of the major.

All marketing majors must obtain a C (2.00) minimum grade in ACCT 122 and MKTG 310.

Cognates—3

- STAT 285 – Elementary Statistics Credits: 3

General Electives—11

Sufficient credits to complete the 124 credits required for graduation.

General Education—44

See professional program requirements and note the following **specific** requirements:

Religion

- RELT 100 – God and Human Life Credits: 3
- RELT 340 – Religion and Ethics in Modern Society Credits: 3 **OR** RELT 390 – Christian Business Ethics Credits: 3
- and two courses

Mathematics

- MATH 166 – College Algebra for Business Credits: 3

Computer Literacy

Required as part of the Business Core.

Service

See BA/BS degree requirements.

Social Sciences

- PSYC 101 – Introduction to Psychology Credits: 3
- SOCI 119 – Principles of Sociology Credits: 3

Other Requirements

Transfer Work

The School of Business Administration does not accept 100–200 level courses (i.e. lower division) as transfer work to replace 300–400 level courses (i.e. upper division).

Residence Requirement

Students must complete in residence in the School of Business Administration at Andrews University a minimum of 50% (33 credits) of the course work for the BBA degree (66 credits=39 credits in the BBA core + 27 credits in BBA required/elective major courses).

English Language Proficiency

The School of Business Administration does not permit undergraduate students to register for courses in the School of Business Administration unless they are at the Advanced Level in ELI.

Undergraduate Minors

Information Systems Minor

Total Credits: 21

Minor Core—15

- INFS 215 – Information Systems Theory and Application Credits: 3
- INFS 226 – Information Technology Hardware and Software Credits: 3
- INFS 235 – Business Programming Credits: 3
- INFS 310 – Networks and Telecommunications Credits: 3
- INFS 318 – Business Systems Analysis and Design Credits: 3

Minor Electives—6

Choose two courses from the following:

- INFS 397 – Topics in _____ Credits: 1–3
- INFS 428 – Database Systems Design and Development Credits: 3
- INFS 457 – Certification Support Credits: 3

Management Minor

Total Credits: 21

Minor Core—15

- BSAD 345 – Business and Society Credits: 3
- BSAD 355 – Management and Organization Credits: 3
- BSAD 384 – Human Resource Management Credits: 3
- BSAD 410 – Entrepreneurship Credits: 3
- MKTG 310 – Principles of Marketing Credits: 3

Note:

A minimum of a “C” letter grade must be earned in BSAD 355.

Minor Electives—6

Choose two courses from any courses in the School of Business Administration.

Marketing Minor

Total Credits: 21

Minor Core—12

- MKTG 310 – Principles of Marketing Credits: 3
- MKTG 320 – Consumer Behavior Credits: 3
- MKTG 368 – Advertising and Promotion Credits: 3
- MKTG 440 – Marketing Management Credits: 3

Note:

A minimum of a “C” letter grade must be earned in MKTG 310.

Minor Electives—9

Choose three courses from the following:

- MKTG 375 – Direct Marketing Credits: 3
- MKTG 435 – Marketing Ethics and Contemporary Issues Credits: 3
- MKTG 444 – Not-for-Profit Marketing Credits: 3
- MKTG 450 – Retailing Credits: 3
- MKTG 456 – Marketing Research Credits: 3 (with statistics background)
- MKTG 465 – International Marketing Credits: 3
- BSAD 410 – Entrepreneurship Credits: 3

Business Administration

BSAD 104 – Introduction to Business

Credits: 2–3

Introduction to business subjects and business functions within an enterprise. Overview of topics includes basic principles and career opportunities within each field of business. Students will learn how to write a resume and compile a portfolio. Does not apply towards management major during junior and senior years. **Grade Mode:** Normal (A–F,I,W) **College Code:** SBA

BSAD 210 – Small Business Management

Credits: 3

A practical course on the principles and problems of organizing and operating a small business. Topics include a procedural system for establishing a new business, providing physical facilities, financing, organizing, and management of the small business. Does not apply towards a management major during junior and senior years. **Grade Mode:** Normal (A–F,I,W) **Offering:** Fall **College Code:** SBA

BSAD 297 – Special Topics in: _____

Credits: 1–3

Study of selected topics of current interest in the sub-discipline area noted and not ordinarily covered in-depth in other courses. **Grade Mode:** Normal (A–F,I,W)

Repeatable: Repeatable with different topics **Special Approval:** Instructor permission required. **College Code:** SBA

BSAD 341 – Business Law

Credits: 3

Introduction to general legal principles focusing on business organizations, property laws, employment regulation, agency laws, business torts and crimes, regulation of negotiable instruments and contracts, and the Uniform Commercial Code. **Grade Mode:** Normal (A–F,I,W) **College Code:** SBA

BSAD 345 – Business and Society

Credits: 3

A study of how business operates within the political, legal, and social environment, its relationship to government agencies and government controls, and how business relates its activities to various social problems. Ethical considerations of business decisions as related to this environment. **Grade Mode:** Normal (A–F,I,W) **Offering:** Fall **College Code:** SBA

SAD 355 – Management and Organization

Credits: 3

Introduces concepts of effective management in organizational settings. Primary emphases include the organizational processes necessary for organizational effectiveness (planning, organizing, leading, and controlling), the nature of individual and group behavior, and the role of management in facilitating a mutually satisfying fit between employee needs and organizational requirements.

Grade Mode: Normal (A–F,I,W) **College Code:** SBA

BSAD 365 – International Environment of Business

Credits: 3

A survey of the world environment in which international business is conducted, including both economic relations among nations and environmental factors that affect business operations within different nations. Topics include international trade and trade restrictions, the balance of payments, the international monetary systems, and the multinational corporation. **Grade Mode:** Normal (A–F,I,W)

College Code: SBA

BSAD 384 – Human Resource Management

Credits: 3

A survey of the objectives and issues associated with personnel management in organizations. Topics include studies in human resources planning and forecasting, job analysis and evaluation, personnel recruitment, selection and assessment, training and development, performance evaluation, compensation and benefits, grievance procedures and disciplinary actions. **Grade Mode:** Normal (A–F,I,W)

Prerequisite(s): BSAD 355. **Offering:** Spring **College Code:** SBA

BSAD 397 – Topics in _____

Credits: 1–3

Intensive study of selected topics of current interest in the sub-discipline area noted and not ordinarily covered in depth in other courses. **Grade Mode:** Normal (A–F,I,W) **Repeatable:** Repeatable with different topics **Special Approval:**

Instructor permission required. **College Code:** SBA

BSAD 410 – Entrepreneurship

Credits: 3

A systematic study of entrepreneurship, with an emphasis on contemporary trends. The creation, assessment, development, and operation of new and emerging ventures, including home-based businesses, franchises, and existing business purchases. Addresses entrepreneurial profiles and elements required to write a business plan. **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** BSAD 355 and MKTG 310. **Offering:** Spring **College Code:** SBA

BSAD 436 – Motivation and Work Behavior

Credits: 3

Advanced topics dealing with individual and organizational factors affecting employee motivation, performance, and satisfaction. Areas may include the work climate, organizational attachment, job design, goal-setting, emotional intelligence, group dynamics, and reward systems. Cases and projects. **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** BSAD 355. **Offering:** Spring **College Code:** SBA

BSAD 438 – Workshop

Credits: 0

Grade Mode: Normal (A–F,I,W) **Repeatable:** Repeatable **College Code:** SBA

BSAD 450 – Multicultural Business Relations

Credits: 3

A study of globalization and the increasing ethnic and cultural diversity in the workplace that requires managers to become more aware of and sensitive to the role of culture in business relations. Communication, negotiation, principles and practices of management in a cross-cultural context is the focus of study. **Grade Mode:** Normal (A–F,I,W) **Offering:** Fall, alternate years **College Code:** SBA

BSAD 467 – International Management

Credits: 3

Among the subjects considered are the decision process in making investments abroad, relationships with host governments, and organizational and operating problems of the multinational corporation including setting strategic goals, personnel management, planning, communication, and control. Assumes a background in management and in the international environment of business. **Grade Mode:** Normal (A–F,I,W) **Prerequisite/Corequisite:** BSAD 355 **Offering:** Fall **College Code:** SBA

BSAD 470 – Quality Management

Credits: 3

Examines the history, theory and management of quality programs in business organizations. Topics include the quality management guiding principles of leadership commitment, customer focus, employee involvement, teamwork, continuous process improvement, and the systematic use of measurement data.

Grade Mode: Normal (A–F,I,W) **Prerequisite(s):** BSAD 355 **College Code:** SBA

BSAD 475 – Operations Management

Credits: 3

Analysis of problems and issues faced by production/operations managers in manufacturing and service industries. Concepts and techniques include operations scheduling, quality control, plant layout, facility location, line balancing, queues, production and inventory controls, forecasting and linear programming. **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** STAT 285. **College Code:** SBA

BSAD 487 – Internship in _____

Credits: 3

A program of business experience. Student must be a Junior and have at least a B–cumulative GPA. A total of 225 hours of work experience is required. Full arrangements for a structured program must be made in advance. **Grade Mode:** Satisfactory w/DG (S,U,I,W,DG) **Repeatable:** Repeatable with a different major, but no more than 3 credit hours per major **College Code:** SBA

BSAD 494 – Business Strategy and Decisions

Credits: 3

The goal of this interdisciplinary course is to enable students to develop and/or fine tune skills in the analysis of strategic and organizational problems and issues.

Grade Mode: Normal (A–F,I,W) **Prerequisite(s):** BSAD 355 previously completed. All other core BBA courses must be completed or concurrently enrolled. **College Code:** SBA

BSAD 497 – Advanced Topics in _____

Credits: 1–3

Topics of current interest in the sub–discipline area noted not ordinarily covered in depth in other courses. **Grade Mode:** Normal (A–F,I,W) **Repeatable:** Repeatable with different topics **Special Approval:** Instructor permission required. **College Code:** SBA

BSAD 498 – Independent Readings/Study in _____

Credits: 1–3

Directed study or readings under the guidance of the instructor. Oral and reading reports may be required. **Grade Mode:** Satisfactory w/DG (S,U,I,W,DG) **Prerequisite(s):** Previous upper–division work in the discipline; minimum cumulative GPA of 2.75 and minimum GPA of 3.00 in business subjects **Repeatable:** Repeatable **Special Approval:** Dean permission required. **College Code:** SBA

BSAD 499 – Independent Research in _____

Credits: 1–3

Study under the supervision of the instructor. **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **Prerequisite(s):** Previous upper division work in the discipline; minimum cumulative GPA of 2.75 and a minimum GPA of 3.00 in business subjects. **Repeatable:** Repeatable **Special Approval:** Dean permission required. **College Code:** SBA

BSAD 500 – Survey of Management

Credits: 2

Introduces concepts of effective management in organizational settings. Not available for MBA program. **Grade Mode:** Normal (A–F,I,W) **College Code:** SBA

BSAD 505 – Survey of Operations Management

Credits: 2

Quantitative and computer–based methods of planning and controlling operations in manufacturing and service organizations are explored. Topics covered include forecasting, production planning, quality, operations scheduling, layout, inventory control, queuing, decision theory, and linear programming. A foundation course for the MBA and other graduate programs. Grade not included in the MBA GPA calculation. **Delivery:** Interactive online option available **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** STAT 285 **College Code:** SBA

BSAD 506 – Survey of Business Law

Credits: 2

This course examines basic legal principles that govern business conduct. Topics include the legal environment, contracts, commercial transactions, business organizations, and major legal problems encountered by business managers. A foundation course for the MBA and other graduate programs. Grade not included in the MBA GPA calculation. **Grade Mode:** Normal (A–F,I,W) **College Code:** SBA

BSAD 515 – Organizational Behavior & Leadership

Credits: 3

Application of behavioral sciences to management. The examination of contemporary theories and principles of human behavior. Topics include perception, personality, attitudes, emotions, motivation, leadership, decision–making, communication, group processes, diversity, organizational change, self–awareness, and stress management. A research paper and case analyses are required. **Delivery:** Interactive online option available **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **Offering:** Fall **College Code:** SBA

BSAD 526 – Emergency Management

Credits: 3

Study of the ideas and concepts of emergency management. Expands basic principles covered in FEMA Independent Study (IS) modules, giving attention to leadership issues in managing change and making sound policy decisions and communicating during crisis incidents. Includes attention to specific hazards, laws, and standards of state government and federal requirements. Relationships between community preparedness and local emergency management programs will be emphasized. Emphasis will be given to the Integrated Command Systems (ICS) and Emergency Operations Center models of emergency management operations. Required course for Michigan PEM certification. Includes satisfactory completion of FEMA–provided modules in Professional Development Series. **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** SOWK 401 or IS modules IS–100 and IS–244 **College Code:** SBA

BSAD 530 – Leadership & Management of Not–for–Profit Organizations

Credits: 3

Issues facing managers in third–sector organizations. Studies of the mission and objectives pursued, strategic leadership and board composition, organizational structure and operation, marketing and fund–raising, financial management, training and motivation of volunteers, assessment of stakeholder satisfaction and overall operating effectiveness. A major field project and a library research project are required. **Delivery:** Interactive online option available **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **Offering:** Spring **College Code:** SBA

BSAD 545 – International Business Management

Credits: 3

Understanding the global enterprise and how management concepts, principles, and practice transcend national boundaries. Focus on global strategies, the importance of cultural differences to organizational effectiveness, management of people in international organizations, personnel selection and repatriation, political risks, ethics and social responsibility. **Grade Mode:** Normal (A–F,I,W) **Offering:** Alternate years **College Code:** SBA

BSAD 556 – Topics in _____

Credits: 1–3

Topics of current interest in the business area not ordinarily covered in–depth in regular courses. **Grade Mode:** Normal (A–F,I,W) **Repeatable:** Repeatable up to 15 credits **College Code:** SBA

BSAD 560 – Intercultural Business Relations

Credits: 3

Study of the role of culture in business, aims to develop skills in cross–cultural communication and negotiations; and prepares the student for the increasing cultural diversity in the workplace. A research paper and a project are required. **Grade Mode:** Normal (A–F,I,W) **College Code:** SBA

BSAD 615 – Management of Quality

Credits: 3

Provides a strategic and structured approach to the design and development of quality programs in manufacturing and service organizations. Addresses the analytical and behavioral aspects of quality and its strategic importance to organizational success. **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** BSAD 515 and STAT 285. **College Code:** SBA

BSAD 620 – Christian Ethics, Service & Society

Credits: 3

An exploration of the interrelationship among business, government and society. Stakeholder management, the analysis of the legal and regulatory environment, and the responsiveness of business in its service to society. A study of ethical problems encountered in business and the management of moral dilemmas.

Delivery: Interactive online option available **Grade Mode:** Normal (A–F,I,W)

Offering: Spring **College Code:** SBA

BSAD 648 – Workshop

Credits: 1–4

Grade Mode: Satisfactory w/DG (S,U,I,W,DG) **Repeatable:** Repeatable **College Code:** SBA

BSAD 650 – MBA Extension Program Continuation

Credits: 0

Grade Mode: Noncredit (NC,W) **Repeatable:** Repeatable **College Code:** SBA

BSAD 670 – Management of Human Resources

Credits: 3

Topics may include human resources planning, job analysis and design, recruitment, screening and selection, training and career development, performance evaluation, compensation and rewards, affirmative action, discipline, unions, grievances, and conflict resolution. Emphasis on cases, projects, and research. **Delivery:** Interactive online option available **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** BSAD 515 or permission of instructor. **College Code:** SBA

BSAD 689 – Strategic Management

Credits: 3

Requires that students integrate relevant knowledge gleaned from previous core business–course experiences. Extensive case work and library research are demanded. Students work with a real organization to develop a comprehensive strategic plan. **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** Assumes that the student has completed all MBA core requirements or is currently enrolled in the remaining courses **Offering:** Summer **College Code:** SBA

BSAD 690 – Independent Readings

Credits: 1–3

Designed for the individual needs of a student. Oral/written reports may be required. **Grade Mode:** Satisfactory w/DG (S,U,I,W,DG) **Prerequisite(s):** Completion of 24 graduate business credits with a cumulative GPA of at least 3.25 **Repeatable:** Repeatable **Special Approval:** Dean permission required. **College Code:** SBA

BSAD 694 – Independent Research

Credits: 2–3

Designed to fit the individual needs of the student. **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **Prerequisite(s):** Completion of 24 graduate business credits with a cumulative GPA of at least 3.25 **Repeatable:** Repeatable **Special Approval:** Dean permission required. **College Code:** SBA

Information Systems

INFS 120 – Foundations of Information Technology

Credits: 3

Explores computing history, software, web technologies, basic network security, ethics, and future trends in information technology. Labs are modularly designed to meet specific academic program needs which include Windows, Mac OSX, presentations, word–processing, spreadsheets, databases, use of online resources and basic web development. Weekly: two 1–hour lectures & two 2–hour labs **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** Familiarity with word–processing and typing speed of at least 20 wpm **Recommended:** Recommended math placement exam score of M0 or better, or MATH 092 or higher **College Code:** SBA

INFS 215 – Information Systems Theory and Application

Credits: 3

Focuses on extending the students skills in applications and explores information systems theory. Applications focused on include advanced spreadsheet, PC database usage, and the development of interactive web pages. Students also gain an understanding of organizational systems, planning, the decision process, and decision support technologies. **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** INFS 120. **Offering:** Fall, Spring **College Code:** SBA

INFS 226 – Information Technology Hardware and Software

Credits: 3

Provides the hardware/software technology background to enable systems development personnel to understand tradeoffs in computer architecture of effective use in a business environment. Single–user, central, and networked computing systems; single and multi–user operating systems are all examined.

Grade Mode: Normal (A–F,I,W) **Offering:** Spring **College Code:** SBA

INFS 235 – Business Programming

Credits: 3

Explores programming, computer concepts and the design of business applications using both object–oriented and procedural methodologies. Covers the logical and physical structures of both programs and data. Emphasizes data and file processing. **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** INFS 120. **Offering:** Spring **College Code:** SBA

INFS 310 – Networks and Telecommunications

Credits: 3

Covers data communications and networking, covering hardware and software. Emphasis upon the analysis and design of PC networking applications. Management of telecommunications networks, cost–benefit analysis, and evaluation of connectivity options are also covered. Students learn to evaluate, select, and implement different communication options within an organization. **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** INFS 226. **Offering:** Fall **College Code:** SBA

INFS 318 – Business Systems Analysis and Design

Credits: 3

Provides an understanding of the system development, modification, decision process, and choices in business process development and reengineering methodology. Emphasizes integration with users and user systems. Encourages interpersonal skill development, operations and maintenance of the system, and covers quality and decision theory, information theory, and practice. **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** INFS 215. **Offering:** Fall **College Code:** SBA

INFS 397 – Topics In _____

Credits: 1–3

Intensive study of selected topics of current interest in the sub–discipline area noted and not ordinarily covered in depth in other courses. **Grade Mode:** Normal (A–F,I,W) **Repeatable:** Repeatable with different topics **Special Approval:** Instructor permission required. **College Code:** SBA

INFS 428 – Database Systems Design and Development

Credits: 3

Covers information systems design, theory, and implementation within a database management system environment. Students demonstrate their mastery of the design process acquired in earlier courses by designing and constructing a physical system using database software to implement the logical design. **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** INFS 235, INFS 318 or CPTR 460. **Offering:** Spring **College Code:** SBA

INFS 436 – Web–Based Business Systems

Credits: 3

Explores the technologies and strategies of current and emerging trends in e–business. Looks at electronic commerce system design and implementation, and the interaction between web pages and databases. Security and legal concerns are also addressed. **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** INFS 310 **Prerequisite/Corequisite:** INFS 428 **Offering:** Fall **College Code:** SBA

INFS 447 – Project Management

Credits: 3

Covers the factors necessary for successful management of system development or enhancement projects. Both technical and behavioral aspects of project management are discussed. Focus is on management of development for enterprise–level systems. **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** INFS 428. **Offering:** Fall **College Code:** SBA

INFS 457 – Certification Support

Credits: 3

Provides background and support necessary for students to pursue various software certification exams such as the MCSE series and the CNE exams. **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** INFS 310. **Offering:** Spring **College Code:** SBA

INFS 497 – Advanced Topics In _____

Credits: 3

Topics of current interest in the sub–discipline area noted not ordinarily covered in depth in other courses. **Grade Mode:** Normal (A–F,I,W) **Repeatable:** Repeatable with different topics **Special Approval:** Instructor permission required. **College Code:** SBA

INFS 510 – Management Information Systems

Credits: 3

Covers current issues that effective managers must address as their organizations grow increasingly dependent on information technologies. Topics include hardware, software, telecommunications, networking and the management challenges involving these technologies. Extensive use of case studies. Word processing and spreadsheet skills are assumed. **Grade Mode:** Normal (A–F,I,W) **Repeatable:** Repeatable **College Code:** SBA

Marketing

MKTG 310 – Principles of Marketing

Credits: 3

A general survey of the major marketing methods, institutions, and practices examined from the viewpoint of their effects on exchange transactions linking producers with consumers. Assumes a working knowledge of micro–economics. **Grade Mode:** Normal (A–F,I,W) **Offering:** Fall, Spring **College Code:** SBA

MKTG 320 – Consumer Behavior

Credits: 3

An integration of the various disciplines in the behavioral sciences with marketing theory to understand, explain, and predict consumer decisions. Explores both the theoretical and practical implications of individual behavioral variables, group influences, and consumer decision processes. **Grade Mode:** Normal (A–F,I,W) **Prerequisite/Corequisite:** MKTG 310 **Offering:** Fall **College Code:** SBA

MKTG 368 – Advertising and Promotion

Credits: 3

Focuses on the role of promotion and communication in the marketing mix. Explores the nature and types of promotion, including advertising and point–of–purchase display, the steps in developing an advertising campaign, and measures of advertising effectiveness. Explores the management of the promotion and advertising functions in an organization. **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** MKTG 310. **Offering:** Spring **College Code:** SBA

MKTG 375 – Direct Marketing

Credits: 3

Marketing goods and services directly to consumers, marketing through e–commerce, catalogs, direct–mail, telemarketing, kiosk shopping, TV and radio direct response, magazine and newspaper direct response. **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** MKTG 310. **Offering:** Spring, alternate years **College Code:** SBA

MKTG 435 – Marketing Ethics and Contemporary Issues

Credits: 3

Emphasizes the ethical challenges that confront the decision maker and their impact on society at large as well as ethically–based contemporary issues. Marketing ethics topics include: survey of ethical decision–making theories, organizational processes, ethics research, and case histories. Contemporary issues are constantly updated. **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** MKTG 310. **Offering:** Alternate Years **College Code:** SBA

MKTG 440 – Marketing Management

Credits: 3

An integrative capstone course for marketing majors. Emphasizes process by which marketing managers seek solutions to marketing problems and considers marketing opportunities. Field studies provide students with opportunities to apply knowledge gained in marketing course work to concrete situations. Assumes completion of majority of courses in marketing major. **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** MKTG 310, MKTG 320, MKTG 368 and MKTG 456, or permission of instructor. **College Code:** SBA

MKTG 444 – Not–for–Profit Marketing

Credits: 3

Examines the meaning and role of marketing concepts and tools in nonprofit institutions such as hospitals, schools, public agencies, foundations, and churches. The role of activities such as marketing research, product development, pricing, advertising, publicity, personal selling, and marketing control are examined in the non–profit sector. **Course Attribute:** Service course **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** MKTG 310. **College Code:** SBA

MKTG 450 – Retailing

Credits: 3

Designed to help students increase awareness of the retailing process, understand the changes in customer needs, demographics, and shopping behaviors, assess the emerging technologies which have a dramatic effect on retail operations, and analyze the strategic long–term plans which retailers are using for creating advantages in this rapidly changing environment. **Grade Mode:** Normal (A–F,I,W) **Prerequisite/Corequisite:** MKTG 310 **Offering:** Alternate Years **College Code:** SBA

MKTG 456 – Marketing Research

Credits: 3

Focuses on the systematic collection of business and marketing–related data to provide information to decision makers. Emphasis on translating management problems into research questions, developing a research design to address these questions, and analyzing research results with recommendations to management. **Course Attribute:** Service course **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** STAT 285, MKTG 310. **Offering:** Fall **College Code:** SBA

MKTG 465 – International Marketing

Credits: 3

Marketing problems arising from various degrees of foreign involvement. Includes marketing research, project planning and development, pricing, promotion, distribution, and organization. Emphasis on management of these marketing functions in a multinational context where the parameters differ from those in domestic marketing. **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** MKTG 310. **Offering:** Fall **College Code:** SBA

MKTG 500 – Survey of Marketing

Credits: 2

A general survey of the major marketing methods, institutions, and practices. Not available for the MBA program. **Grade Mode:** Normal (A–F,I,W) **College Code:** SBA

MKTG 540 – Marketing Management in Not–for–Profit Organizations

Credits: 3

Examines the meaning and role of marketing concepts and tools agencies, foundations, and churches. The role of activities such as marketing research, product development, pricing, advertising, publicity, personal selling, and marketing control are examined in the non–profit sector. **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** MKTG 680 or permission of instructor **College Code:** SBA

MKTG 680 – Strategic Marketing Management

Credits: 3

Designed to help students think like a marketing strategist—to recognize marketing problems, analytically evaluate possible alternatives, and creatively institute strategic solutions. Analysis of contemporary marketing problems, currently corporate marketing strategies and case analysis are used to achieve course objectives. **Delivery:** Interactive online option available **Grade Mode:** Normal (A–F,I,W) **Offering:** Spring **College Code:** SBA

School of Distance Education

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Alayne D. Thorpe, *Dean*

Mission Statement

The School of Distance Education extends access to Adventist education beyond campus, community and national boundaries. We support our faculty and students around the world by promoting best practices in distance education and international partnerships, and by creating a virtual community designed to nurture learning.

The School of Distance Education serves Andrews University by providing leadership, faculty and student support, and professional resources in the following areas: educational technology, distance education, compliance and off-campus programs. The School of Distance Education also operates Griggs University and Griggs International Academy.

Core Values

To accomplish our mission, the School of Distance Education is committed to these core values:

Excellence: We view each student as a special creation, endowed by God with individual talents and abilities that we encourage them to develop by providing a quality, academically rigorous Seventh-day Adventist Christian education at all levels.

Respect: We believe that it is our responsibility to uplift one another by demonstrating respect and consideration for all parents, students, and educators through learning that is student-centered and redemptive, and customer service that is helpful and friendly.

Integrity: We recognize that mutual trust rests upon a foundation of honesty and transparency. We are honest and straightforward in our dealings, both business and academic, and expect no less from our parents, students, and faculty.

Community: We believe that a safe learning environment and an accepting community are important to effective learning, especially in distance education. We strive to create a learning community where all participants (parents, students, faculty, and administrators) feel valued and understand that they are part of a team by providing opportunities for constructive interaction, and sharing of experiences.

History

Griggs University/Griggs International Academy began its work in 1909, when the General Conference of Seventh-day Adventists voted to offer correspondence courses to meet the needs of its members and workers who were unable to attend a traditional campus-based school or college. GU/GIA was originally called Fireside Correspondence School and was founded by Frederick Griggs, one of the pioneer educational leaders of the Seventh-day Adventist Church.

In 2009, the Seventh-day Adventist Church leadership formed a Commission on Distance Education Models and Structure. The intent of the commission was to conduct an in-depth investigation of current best practices for distance education and make recommendations to the Church on the possibility to using distance education to meet the needs of the worldwide constituency.

In 2010, the Commission brought a recommendation to the General Council and to Niels-Erik Andreasen, president of Andrews University, that ownership of Griggs University be transferred to Andrews University. During the summer of 2010, Andrews University faculty and administration met and deliberated on the impact that ownership of Griggs would make upon the University structure.

Andrews University and Griggs University had enjoyed a long-term partnership offering distance education degree programs and, through its academic schools, the university had also been offering a number of online courses and programs. Furthermore, the Andrews University Board indicated an interest in bringing Griggs to Andrews University in its entirety and began to include in its planning consideration of Griggs University and Griggs International Academy.

At the October 26, 2010, meeting of the Andrews University Board, it was voted to accept the gift of Griggs University and Griggs International Academy. After analyzing the housing challenges on campus, Andrews University purchased a building on the edge of its campus that had been owned by the Lake Union

Conference of Seventh-day Adventists. The Lake Union has relocated into one wing of the building, and the entire first floor of the other wing, as well as five offices on the second floor, now houses the School of Distance Education/Griggs University. Renovations were completed by the end of June to allow for a physical relocation of Griggs in July 2011. In a nod to both a shared history (Frederick Griggs, the founder of GU/GIA was also an important person in the development of Andrews University) and the establishment of Griggs University on Andrews' campus, the building has been named Griggs Hall.

Distance Education Definitions

Andrews University definitions of distance education are based on the 2009 federal distance education definitions and the North Central Association Higher Learning Commission definitions of distance education.

Distance Education Programs are defined by the total package delivery of learning experiences included in the degree. Distance education includes any learning experiences that are not located at any Andrews campus, such as online courses, dissertations, independent studies, clinicals, etc. Distance programs have limited learning time on campus.

Distance Education Courses are defined by the NCA-HLC Definition: "Distance-delivered courses are those in which all or the vast majority (typically 75% or more) of the instruction and interaction occurs via electronic communication, correspondence, or equivalent mechanisms, with the faculty and students physically separated from each other."

Distance Students are accepted into Distance programs.

Andrews University offers three types of distance education course formats:

- **Self-paced courses** are offered where instructional materials and examinations are provided by mail or electronic transmission to students who are separated from the instructor. Interaction between the instructor and the student is limited and is primarily initiated by the student. Self-paced courses may be delivered via paper; via electronic means such as email or a learning management system, or via DVDs, podcasts, streaming or similar one-way media transmission. *(This definition aligns with the federal definition for correspondence courses.)*
- **Interactive online courses** use the Internet to deliver instruction to students who are separate from the instructor. Interactive online courses use the Internet to support regular and substantive interaction between the students and the instructor. This regular substantive interaction includes a significant amount of interaction initiated by the instructor. Interactive online courses may use synchronous (real-time) meetings, or an asynchronous paced format. Technologies may include: The Internet, satellite or room-based videoconferencing, web-conferencing, audio-conferencing, or web-based videoconferencing. DVDs, podcasts, streaming and similar one way media may be used only if they are used in conjunction with another technology that facilitates regular and substantive interaction between students and the instructor. *(This aligns with the federal definition for distance education.)*
- **Blended learning courses** include some time where the faculty and students are physically separated from each other and additional time where the faculty and students are in the same location. Blended learning scenarios include a face-to-face class that has reduced face-to-face time replaced with extended online assignments or a short intense face-to-face time supplemented with online learning activities. The blended learning course format uses the online activities to ensure that the course meets the credit hour definition requirements. The online portion of this type of course must meet the description of interactive online courses listed above. *(This aligns with the federal definition for distance education.)*

Distance Degrees at Andrews University

Andrews University offers two types of online degrees: "interactive online" and "self-paced." (See Definitions section above.)

Interactive Online Degrees

These programs are comprised of courses offered via the interactive online format. Courses have specific start and end dates. Some programs include minimal on-campus components, while some programs are entirely online. See the individual degree pages for more details.

- **School of Business**
 - Business Administration MBA Interactive Online

- **School of Education**
 - Education, Curriculum and Instruction Emphasis MA
 - Curriculum and Instruction EdS
 - Curriculum and Instruction EdD
 - Curriculum and Instruction PhD
 - Educational Leadership Certificate, Principal
 - Educational Leadership Certificate, Superintendent of Schools
 - Educational Leadership Certificate, Supervisor of Instruction
 - Educational Leadership MA
 - Curriculum and Instruction EdS
 - Curriculum and Instruction EdD
 - Curriculum and Instruction PhD
 - Higher Education Administration MA
 - Higher Education Administration EdS
 - Higher Education Administration EdD
 - Higher Education Administration PhD
 - Leadership MA
 - Leadership EdS
 - Leadership EdD
 - Leadership PhD
- **School of Health Professions**
 - Nursing, (Completion) BS
 - Nursing, (Education) MS
 - Nursing, (Certificate) Post–MS
 - Nutrition and Wellness MPH

Self–Paced Online Degrees

These programs are comprised of programs offered via the self–paced online course format. Individual courses can be started at any time and must be completed within six months.

- Liberal Arts BA (Distance Ed)
- Liberal Arts BS (Distance Ed)
- Liberal Arts, Behavioral Sciences Cross–Cultural Studies Emphasis BS (Distance Ed)
- Liberal Arts, Behavioral Sciences Human Organization and Behavior Emphasis BS (Distance Ed)
- Liberal Arts, Humanities Emphasis BA (Distance Ed)
- Personal Ministries, Distance Education, AA
- Religion, Distance Education, BA

Distance Courses at Andrews University

General Education Requirements and Courses Available via Distance

For information about general education requirements for all Andrews undergraduate degrees, please see the General Education Program section of this bulletin. The courses that are available via distance to meet these requirements are listed below.

- **Religion:** RELB 111V, RELB 112V, RELB 210V, RELB 216V, RELB 245V, RELB 304V, RELB 305V, RELB 335V, RELB 374V, RELB 375V, RELG 225V, RELG 350V, RELH 316V, RELH 317V, RELH 400V, RELP 290V, RELP 320V, RELP 330V, RELP 335V, RELP 441V, RELT 100V, RELT 225V, RELT 250V, RELT 308V, RELT 340V, RELT 425V
- **Language / Communication:** COMM 104V, ENGL 115V, ENGL 215, FREN 171V, FREN 172V, FREN 275V
- **History:** HIST 117V HIST 118V
- **Fine Arts/Humanities:** ENGL 270V, ENGL 375V, ENGL 376V, MUHL 214V
 - Philosophy courses are available through Consortium Partners Oakwood University and Washington Adventist University.
- **Life/Physical Sciences:** FDNT 230V, FDNT 240, PHYS 110
- **Mathematics:** MATH 165V, MATH 168V, STAT 285V
- **Computer Literacy:** A computer literacy course is available through Consortium Partners Oakwood University and Washington Adventist University.
- **Service:** see Service Learning Requirements
- **Social Sciences:** PSYC 101V, PLSC 104V, SOCI 119V
- **Fitness Education:** HLED 120

Interactive Online Courses

These courses are offered via the interactive online format and have fixed registration periods with specific start and end dates. To find these courses in the Course Schedule, look for distance campus and 999 sections.

- **College of Arts and Sciences**
 - Department of English:
 - ENGL 115V, ENGL 215
 - Department of History & Political Science:
 - HIST 117, HIST 118
 - Department of Religion & Biblical Languages:
 - RELB 210, RELB 274, RELG 350, RELH 400, RELT 225
 - Department of Physics:
 - PHYS 110
- **School of Business Administration**
 - ACCT 501, ACCT 502, ACCT 610, ACCT 620, BSAD 505, BSAD 515, BSAD 530, BSAD 620, BSAD 670, ECON 505, ECON 506, ECON 525, ECON 530, FNCE 500, FNCE 675, MKTG 680
- **School of Education**
 - Department of Leadership:
 - EDAL 520, EDAL 560, EDAL 565, EDAL 570, EDAL 635, EDAL 640, EDAL 645, EDAL 655, EDAL 664, EDAL 665, EDAL 667, EDAL 670, EDAL 674, EDAL 675, EDAL 676, EDAL 680, LEAD 525, LEAD 530, LEAD 535, LEAD 615, LEAD 625, LEAD 635, LEAD 636, LEAD 637, LEAD 638, LEAD 645, LEAD 646, LEAD 647, LEAD 648, LEAD 675, LEAD 680, LEAD 689, LEAD 690, LEAD 696, LEAD 699, LEAD 698, LEAD 699, LEAD 756, LEAD 775, LEAD 789, LEAD 798, LEAD 880, LEAD 886, LEAD 899
 - Department of Teaching, Learning & Curriculum:
 - EDCI 545, EDCI 547, EDCI 607, EDCI 620, EDCI 647, EDCI 648, EDCI 650, EDCI 676, EDCI 680, EDCI 684, EDCI 685, EDCI 686, EDCI 690, EDCI 696, EDCI 699, EDCI 756, EDCI 795, EDCI 799, EDCI 870, EDCI 885, EDCI 886, EDCI 888, EDCI 889, EDCI 895, EDCI 899
- **School of Health Professions**
 - Department of Nursing:
 - NRSG 305, NRSG 315, NRSG 320, NRSG 366, NRSG 408, NRSG 414, NRSG 418, NRSG 438, NRSG 445, NRSG 450, NRSG 466, NRSG 480, NRSG 510, NRSG 515, NRSG 517, NRSG 530, NRSG 548, NRSG 555, NRSG 580, NRSG 655, NRSG 658, NRSG 660, NRSG 665, NRSG 668, NRSG 670, NRSG 675, NRSG 680, NRSG 690, NRSG 698
 - Department of Public Health and Wellness:
 - FDNT 230, FDNT 520, FDNT 545, FDNT 560, FDNT 565, FDNT 680, FDNT 698, FTES 510, HLED 120, PBHL 511, PBHL 521, PBHL 525, PBHL 531, PBHL 535, PBHL 575
 - Department of Physical Therapy
 - PTH 549, PTH 590, PTH 608, PTH 609, PTH 615, PTH 630, PTH 646, PTH 730, PTH 748, PTH 750, PTH 760
- **Seventh–day Adventist Theological Seminary**
 - Seminary Distance Learning Center
 - ANEA 510, GSEM 510, GSEM 530, GSEM 534, GSEM 539, GSEM 626, NTST 525, NTST 550, OTST 545, OTST 570, THST 510, THST 616, THST 639

Self Paced Online Courses

These courses are offered via the self–paced format. Courses can be started at any time and must be completed within six months (for most courses). To find these courses in the Course Schedule, look for distance campus and 901 sections.

- **College of Arts and Sciences**
 - Department of Behavioral Sciences:
 - PSYC 101V, SOCI 119V, GEOG 260V, PSYC 301
 - Department of Communication:
 - COMM 104V
 - Department of English:
 - ENGL 115V, ENGL 215, ENGL 270V, ENGL 375V, ENGL 376V
 - Department of Liberal Arts & Interdisciplinary Studies:
 - GNST 499V
 - Department of History & Political Science:
 - HIST 117V HIST 118V, HIST 204V, HIST 205V, HIST 316V, HIST 317V, HIST 404V, PLSC 104V
 - Department of International Language Studies:

- FREN 171V, FREN 172V, FREN 275V
 - Department of Mathematics: *Note: Students must pass a Math Placement Exam to be admitted into any distance mathematics course.*
 - MATH 165V, MATH 168V, STAT 285V
 - Department of Religion & Biblical Languages:
 - BIBL 204V, BIBL 205V, BIBL 304V, BIBL 305V, RELB 111V, RELB 112V, RELB 210V, RELB 216V, RELB 245V, RELB 304V, RELB 305V, RELB 335V, RELB 374V, RELB 375V, RELG 225V, RELG 350V, RELH 316V, RELH 317V, RELH 400V, RELP 290V, RELP 320V, RELP 330V, RELP 335V, RELP 441V, RELT 100V, RELT 225V, RELT 250V, RELT 308V, RELT 340V, RELT 425V
 - Department of Music:
 - MUHL 214V
- **School of Education**
 - Office of Distance Learning:
 - EDCI 631–635, 641–642
- **School of Health Professions**
 - Department of Medical Laboratory Sciences:
 - MLSC 110
 - Department of Public Health and Wellness:
 - FDNT 230V, FDNT 240, HLED 120

Self-Paced Media Courses

- **College of Arts and Sciences**
 - Department of Social Work:
 - SOWK 446, SOWK 475, SOWK 675

Digital Learning and Instructional Technology (DLiT)

Griggs Hall, Room 130

269–471–3960

www.andrews.edu/distance/dlit

www.andrews.edu/distance/consortium

dlit@andrews.edu

Janine Lim, *Associate Dean, Online Higher Education*

Marsha Beal, *Instructional Designer*

TBD, *Learning Systems Administrator*

Mission

The Department of Digital Learning and Instructional Technology provides instructional technology leadership, support and resources to the faculty, staff, and students of Andrews University. DLiT serves main campus, online campus, and off campus programs. DLiT also oversees the operations of the Consortium of Adventist Colleges and Universities.

Instructional Technology

The Department of Digital Learning and Instructional Technology researches and promotes new instructional technologies. DLiT provides technology support for enterprise level instructional technology tools such as Moodle, the campus learning management system; student response systems (clickers); Panopto, the video streaming and recording service; and Adobe Connect Pro, the webinar software. In addition, we offer workshops, training and one-on-one consultation for pedagogical use of technology. We work collaboratively with various entities across campus to provide excellent service through processes and procedures to support main campus, online campus, and off campus students and faculty.

Online Course Production

The Department of Digital Learning and Instructional Technology provides coordination and review for online program and course development, as well as technical support, instructional design advice and training, and materials design and conversion for course development for main campus, online campus, and off campus courses.

Consortium of Adventist Colleges and Universities

The Andrews University's School of Distance Education operates the Consortium of Adventist Colleges and Universities, which grew out of the Griggs University Consortium arrangements between Griggs University, Andrews University, Oakwood University, and Washington Adventist University. The Griggs University

Consortium began in 1969 with Griggs University and Columbia Union College (now Washington Adventist University).

The Consortium serves students around the world: students in partner colleges and universities within the North American Division, students in public universities wishing to take select courses from an Adventist perspective, and students at our partner institutions around the world.

Courses and Degrees

Full consortium course and degree information can be found online at andrews.edu/distance/consortium

Consortium Adjunct Faculty

- Behavioral Sciences
 - John Gavin, M.S.W.
 - Gladstone Gurubatham, Ph.D.
 - James Hammond, Ph.D.
 - Richard James, Sr., Ph.D.
 - Grant Leitma, Ph.D.
 - Lionel Matthews, Ph.D.
- Biology
 - Lee Roberts, Ph.D.
 - Melinda Villanueva, Ph.D.
- Business
 - Nadia Chevalier, M.B.A.
 - Elwin David, M.S.
 - Raul Nestares, B.S.
 - Quentin Sahly, M.A.
- Oliver Swaby, M.B.A.
 - Nadia Williams, M.S.
- Communication
 - Marsha Beal, M.A.
 - Delyse Steyn, D.Ed.
- Computer Science
 - Andrew Myaing, M.B.A.
- Education
 - Lyn Bartlett, Ph.D.
 - Bradley Sheppard, Ph.D.
 - David Waller, M.Ed.
- English
 - Bruce Closser, Ph.D.
 - Ethan Jones, J.D.
 - Dixil Rodriguez, Ph.D.
 - Janalee Shaw, Ph.D.
 - Jill Walker–Gonzalez, M.A.
- History
 - Jackie Gonzalez–Feezer, M.A.
 - Adam Fenner, Ph.D.
 - Joan Francis, D.A.
 - Gary Land, Ph.D.
 - Douglas Morgan, Ph.D.
- International Languages
 - Lily Odera, M.S.
 - Ruben Perez–Schulz, M.Ed.
- Mathematics
 - Jonathan Duncan, Ph.D.
 - Eric Funaski, Ph.D.
 - Shirleen Luttrell, M.A.T.
 - Jane Nesbit, M.A.
- Music
 - Karla Bucklew, M.Mus.
- Nutrition and Wellness
 - Winston Craig, Ph.D.
 - Stephanie Goddard, M.S.
 - Gretchen Krivak, M.S.
 - Terry Leitma, M.A.
 - Bob Paulson, Ph.D.
- Religion
 - Francy Duran, Ph.D.
 - Trisha Gallimore–Broy, M.A.
 - Helena Gregor, Ph.D.
 - Ian Kelly, D.Min.

- Sherry Manison, M.Div.
- Ernan Norman, D.Min.
- Glenn Russell, M.Div.
- Nikolaus Satelmajer, D.Min.
- Ray McAllister, Ph.D.
- Bertram Melbourne, Ph.D.
- Ruben Munoz, M.Div.
- Gerhard Pfandl, Ph.D.
- Jan Aage Sigvartsen, M.A.
- Physics
 - Mickey Kutzner, Ph.D.

Student Services

Griggs Hall, Room 124

269-471-6570

www.andrews.edu/distance/

Glynis Bradfield, *Director*

Scope of Service

The Office of Student Services supports students engaged in distance education through Griggs International Academy and Andrews University. Services include arranging student tutoring, K-12 parent coaching, disability accommodation, technology support, academic advising, complaints management, and communicating options for spiritual, physical and social development available to off-campus students.

Admission to Distance Degrees

Degree Students: Transfer and New Applicants

Students seeking an Andrews undergraduate or graduate degree through distance education must meet the same admission requirements as outlined in this bulletin for on-campus students:

- Undergraduate Academic Policies: Admissions
- Undergraduate Academic Policies: Admission of Transfer Students
- Graduate Academic Policies: Admissions

The student is responsible for providing all requested information, transcripts, and other documents needed to complete the process. Admission begins with completing the application at www.andrews.edu/apply for both undergraduate and graduate students.

Advising for Undergraduate Mature Students

Students can estimate how previous course work may apply toward an Andrews distance degree by reviewing the degree and general education requirements as listed in this bulletin. Prospective students may request an official evaluation of their transcripts using the online application process. Mature students may also use the Prior Learning Assessment (PLA) process to determine if their employment experiences or other life situations might translate to course or degree requirements. [Learn more.](#)

Permission to Take Classes (PTC)

Students wishing to take distance courses for personal growth, certification, or to supplement a program they are taking elsewhere need not meet the degree admission requirements. Guest or non-degree seeking students complete a Permission to Take Classes (PTC) application using the online form at www.andrews.edu/ptc. Please review the PTC Policies for Undergraduate and Graduate:

- Undergraduate Permission to Take Classes Policy
- Graduate Permission to Take Classes Policy

Registration for Distance Courses

Interactive Online Courses

Interactive online courses have a fixed start and end date and are usually instructor-paced. Interactive online courses are indicated in the in the course schedule with the section number of **999**. These courses follow on campus course registration policies.

Self-Paced Online Courses

Self-paced courses can be started at any time and are student-paced. *Students have six months from the student-selected start date to complete undergraduate self-paced courses.* Self-paced courses listed with the **901** section number indicate self-paced courses.

Registration for self-paced courses follows the Self-Paced Academic Calendar (Permalink). The student-selected start date determines the term (spring, summer, fall) in which the self-paced course is counted for census and financial aid purposes.

Andrews distance and on-campus degree-seeking students registering for self-paced courses can do so through Registration Central online. The student is fully responsible to:

1. Check with their academic advisor that distance courses will fulfill on-campus degree requirements,
2. Check with their financial advisor how registration in distance courses will impact their financial plan

For step-by-step instructions on how to register for self-paced courses, visit www.andrews.edu/distance/students/registration/rcsteps.pdf.

Registration Holds

Please note that there are several different types of holds on the registration process.

1. Holds for health, insurance, bookstore, and residence halls do not apply to distance degree or PTC students.
2. Holds for international deposits and visas do not apply to international students who are only taking courses off-campus.
3. International graduate students coming to campus for one month or less do not pay the international deposit, but will require visas and insurance as listed in this bulletin for on-campus programs.
4. If any difficulty is experienced in registering online for self-paced courses, contact the program advisor listed with each distance degree, or:
 1. Helena Gregor for Seminary Distance Learning Center courses sdlc@andrews.edu, 269-471-3962
 2. Diana DeGuzman for undergraduate distance courses enrollgu@andrews.edu, 269-471-6323

Financial Information

Fees and tuition are listed in the Financial Information section of this bulletin. Financial policies pertaining to distance education are summarized hereafter.

Tuition

The following table summarizes tuition discounts and fees for distance degree and guest or PTC students.

Tuition and Distance Fees for Distance Degree and Guest/PTC Students		
School and Program/Course	Tuition Per Credit	Distance Fee
Self-paced courses	Discounted ¹ rate \$375	<5credits \$30 ≥5credits \$112
SBA Masters in Business Administration	Discounted ² rate \$495	\$112
SDATS MA courses	\$964	\$112
SDATS MDiv courses	Discounted ² rate \$482	\$112
SED Ed Leadership Certificate Programs	Discounted ² rate \$514	\$112
SED Online Masters Programs	\$964	\$112
SED Online Doctoral Programs	\$1,122	\$112
SHP Masters of Public Health in Nutrition and Wellness	Discounted ² rate \$482	\$112
SHP Post-Masters of Science in Nursing	Discounted ² rate \$482	\$112
SHP Master of Science in Nursing	Discounted ² rate \$482	\$112
SHP BS in Nursing – distance completion, post associate degree students only	Discounted ² rate \$514	<5credits \$30 ≥5credits \$112
See Financial Information for other service fees	¹ Full price per undergraduate credit: \$1,028 ² Full price per masters credit: \$964	

Distance Fee

A distance general fee of \$112 per semester/registration period is charged to all distance graduate degree students, as well as distance undergraduate students and transfer credit/PTC students taking 5 or more credits. Undergraduate students taking less than 5 credits pay a \$30 distance fee. See the Financial Information section of this bulletin for full details.

Other Fees

Additional fees apply to both main campus and distance students for specific services elected, or related to specific course registrations. See the Financial Information section of this bulletin.

Withdrawals and Refunds

This table summarizes the policy for withdrawing from self-paced courses. *Deadlines are based on the number of calendar days from the student's selected course start date.* These dates differ from the on-campus semester deadlines.

Calendar Day	Tuition	Distance Fee	Drop/Add Fee	Transcript Grade
1–15	Full refund	Full refund	No charge	No grade assigned
16–27	70% refund	No refund	Charged	"W" grade assigned
28–38	40% refund	No refund	Charged	"W" grade assigned
39–150 Prior to final exam	No refund	No refund	Charged	"W" grade assigned
151+	No refund	No refund	Cannot drop	"A–F" grade earned

Withdrawal Procedure

For students taking self-paced courses:

- All withdrawals after 15 days, within the semester registered, require advisor-signed drop/add forms submitted to the Office of Academic Records.
- To withdraw after the semester has ended, students must submit a withdrawal form to Enrollment Management.

Course Load

A course load is the same for students studying on-campus, online or some combination of both. 12–16 credits is a full load for undergraduate students, and 8–12 semester credits is a full semester load for graduate students (learn more in the Undergraduate and Graduate academic sections of this bulletin). Permission to take more credits requires advisor and/or dean approval.

Mixed Load

When a mix of course types are taken, financial aid is based on the number of on-campus or interactive online credits plus a match of self-paced credits. A minimum of 6 total credits, of which 3 must be on-campus or interactive online, are required to qualify for federal financial aid. Andrews Partnership Scholarship applies to a registration for at least six full-priced credits and would be pro-rated accordingly.

When the total cost of 12–16 credits exceeds the tuition package price, the amount will be adjusted to the tuition package price. This means that:

- To qualify for the package price, a minimum of 12 full-priced credits must be taken. A mix of discounted and full-priced credits can be added thereafter.
- There is no additional tuition charge when the total number of full-priced and discounted credits is between 13 and 16.
- When full-priced credits are added above 16 credits, the overload tuition rate will apply; when discounted credits are added above 16 credits, the discounted rate will apply.

Self-Paced Degree Load

Federal regulations define students enrolled in self-paced degrees as half-time students. For Federal PELL grant, 6 credits is half-time, but any load of 6 or more self-paced courses will be considered half-time only and PELL will be pro-rated to half of a full award. PELL grants are not disbursed until 50% of self-paced course assignments are completed.

Federal loans can be applied at half-time enrollment. Federal regulations limit any financial aid to the cost of tuition and fees only for self-paced courses.

Course Repeat Policy

If you use Federal financial aid and need to repeat a course, see your Student Financial Services advisor before registering. See the Repeating Classes section of the General Academic Policies.

Federal Financial Aid

Federal financial aid may be available to Andrews degree-seeking students if the following conditions are met:

- A student must be admitted to a program that leads to an associate's, bachelor's or graduate degree. If the program leads to a certificate or credits are taken for transfer to another university degree, the student is not eligible for aid for that course.
- The courses are registered by the drop/add date for the on-campus Fall or Spring semester.
- A minimum of 6 credits are registered.
- The courses are completed within the semester they are registered.

When registering for self-paced courses as a degree-seeking student, it is important to speak to your Financial Aid Advisor regarding your plans. Your course load determines your Financial Aid eligibility.

Financial aid from sources other than Andrews University may be applied toward the costs of self-paced courses as long as the student is taking an equivalent number of credits on-campus. Federal financial aid is not available to guest/PTC students.

Financial Assistance

See the following sections of the bulletin for further information about tuition discounts and scholarships:

- Undergraduate Financial Assistance
- Graduate Financial Assistance

General Academic Information

General academic policies covering course loads, grading scale, credit by examination, repeat courses, issuance of transcripts, and graduation described elsewhere in this bulletin apply to distance degree programs. Self-paced courses are not subject to the main campus deadlines and late fees.

Proctored Examinations

Many distance courses require exams be taken under supervision. School/college registrars, testing center personnel, librarians, or other official (who is not a family member or friend) where the student resides could be requested to serve as exam proctor or supervisor. Students in the Armed Forces may take their examinations under the supervision of the education officer. Students should make the necessary arrangements and then fill in the required information about the proctor using the exam request form provided with course materials.

Main-campus students taking self-paced courses need to take their exams at the School of Distance Education. If all assignments have been turned in, and an exam request is brought to the office at least two hours before closing, the exam can be taken on the same day.

Library Access

Registered students of Andrews University have full and free access to the resources and services of the James White Library via phone, fax, e-mail or the Internet. Such services include:

- Access to the James White Library Catalog (JeWeL)
- Access to James White Library's Online Databases which include full-text articles from many thousands of periodicals
- Online Instruction, Tutorials and Research Guides
- Interlibrary Loan and Document Delivery Services
- Reference and Consultation Services
- Download software, such as Endnote
FAQs and Ask-a-Librarian—
www.andrews.edu/library/RefDesk/services/ask.html

Online access to these services is available through Andrews username and password supplied during the admission process. Off-campus program students, staff and faculty may apply for Andrews University username and password through the Off-Campus Library Services Web page:

www.andrews.edu/library/ocls/offcamp.html

Phone: 269-471-3283

Advisors

Graduate and undergraduate students studying at a distance can contact the School of Distance Education Office of Student Services for help in navigating admissions and registration, connecting with main-campus services, and student success support. Financial advisors are assigned based on student last name. Undergraduate students are assigned academic advisors, based on the major chosen, by the Student Success Center (see Academic & Campus Resources and Undergraduate Academic Policies). Graduate students are assigned academic advisors by the department offering their selected program of study.

Other Distance Student Services

Students studying at a distance are included in an increasing number of services available through technology:

- The current Andrews University Bulletin at www.andrews.edu/academics/bulletin/ communicates policies and procedures, and key contact information for all campus services.
- The Andrews Agenda at www.andrews.edu/agenda/ provides weekly news, announcements and updates.
- The Andrews Directory at www.andrews.edu/directory/ includes contact information for all current faculty, staff and students.
- Departmental updates are emailed to students registered in specific programs of study.
- Weekly worship services and chapels are streamed online. In addition, two radio stations and an online chaplain provide spiritual life opportunities for all studying at a distance (see links at www.andrews.edu/distance/students/spiritual-life.html).
- Access to counseling, tutoring, degree planning and accommodation for learning disabilities while studying at a distance can be arranged through the School of Distance Education Student Services Director (learn more at www.andrews.edu/distance/students/student-services.html).

Consortium of Adventist Colleges and Universities

The Andrews University's School of Distance Education operates the Consortium of Adventist Colleges and Universities. Additional courses are available for transfer credit from Washington Adventist University and Oakwood University. Information about all Consortium partner course offerings, tuition rates, fees, payment information, and procedures is available online at www.andrews.edu/distance/consortium. Printed catalogs can be requested from the School of Distance Education.

Off-Campus Programs

Griggs Hall, Rooms 210, 212, 216
269-471-6590
FAX: 269-471-2804
affiliations@andrews.edu

Lyn Bartlett, *Director*
Stephen Rivers, *Associate Director*

Introduction

Andrews University has a long history with off-campus programs around the world. Partnering with Seventh-day Adventist educational and church institutions, the university delivers these programs in 16 different locations, primarily outside the United States. Currently, nearly 4,000 students are enrolled in off-campus programs.

When Andrews University assumed ownership of Griggs University in 2011 the number of off-campus programs increased. While the Griggs University programs will be absorbed into the fabric of Andrews University over the coming years, both entities will continue to operate individual off-campus programs for the duration of the 2012-2013 school year.

Accreditation

Many of the Andrews University schools have partnerships with educational institutions in North America and abroad, authorized by the North Central Association of Colleges and Schools and other controlling organizations. The types of partnerships include academic monitoring of existing institutional programs, extension campuses, and examination centers for graduate and undergraduate education. The programs of study vary from individual courses in a variety of disciplines to full degree programs.

Details of specific courses, approved curricula and programs are available from the Office of Off-Campus Programs. The Off-Campus Programs Committee authorizes and reviews all University policies related to such affiliations and

extensions. Once accepted into an Andrews University program, students may transfer between home and extension campuses.

Off-Campus Program Definitions

Additional Location. An *Additional Location* is a location distinct from the campus of Andrews University, at which students can complete an Andrews University degree, or 50% or more of courses leading to an Andrews University degree or certificate.

Course Location. A *Course Location* is a location distinct from the campus of Andrews University, at which students can complete credit bearing courses, which total less than 50% of an Andrews University degree or certificate. This does not include Study Abroad locations unless they provide 25-50% of an Andrews University degree or certificate program.

Other Classifications

- In-State—The location is within the state of Michigan
- Out-of-State—The location is outside of the state of Michigan
- Out of USA—The location is outside of the 50 United States, and includes U.S. territories

Undergraduate Off-Campus Programs

Undergraduate off-campus programs are offered at Washington Adventist University, Maryland; Hong Kong Adventist College, Hong Kong; Newbold College, England; Tyrifjord Videregående Skole, Norway; and University of the Southern Caribbean, Trinidad. Andrews University confers approved associate and baccalaureate degrees on those students who have fulfilled admission, academic and program requirements at these centers.

Undergraduate students may study abroad in the Andrews University Year in England at Newbold College. The purpose of this program is to allow students to participate in a culturally enriching academic experience. Information about this program can be secured by writing Newbold College or contacting the director of Off-Campus Programs at Andrews University. Students should make application directly to the Admissions Office, Newbold College, Binfield, Bracknell, Berkshire, England RG42 4A.

Graduate Off-Campus Programs

Graduate off-campus programs are offered in a number of disciplines by the various schools of Andrews University.

The College of Arts & Sciences offers the MA-TESOL in Seoul, Korea. The School of Education offers the MA (Education) and the MEd degrees at Spicer Memorial College, India. It also offers the MA (Leadership) at Brazil Adventist University in São Paulo, Brazil.

The Seventh-day Adventist Theological Seminary offers the MA (Religion) at Middle East University, Lebanon; Romanian Adventist Theological Institute, Romania; Spicer Memorial College, India; and Zaoksky Adventist Seminary, Russia. It offers the Doctor of Ministry at Adventist University of Africa, Kenya; Spanish Adventist Seminary, Spain; and Zaoksky Adventist University, Russia. In North America, the Seminary offers the MA in Pastoral Ministry degree and courses toward the Master of Divinity and Doctor of Ministry degrees at several locations. In addition, the University offers the interdisciplinary, interschool MIDA degree (International Development) at seven sites: Canada, Chile, Ghana, Italy, Japan, Kenya, South Africa, and South Sudan.

Governance

All off-campus programs for Andrews University, Griggs University and Griggs International Academy are administered by the Office of Off-Campus Programs. The director of Off-Campus Programs reports to the dean of the School of Distance Education. The director of Off-Campus Programs works with other academic deans and department chairs to maintain quality control of specific courses and to ensure that off-campus program requirements are equivalent to on-campus program requirements.

Periodic audits are conducted at each Off-Campus Program site. The length of time between audits is determined by the audit team. Each audit team reviews the programs, facilities, and various academic processes; interviews administrators, faculty, and students; and makes recommendations of improvements needed to enhance the quality of the off-campus programs.

Current Programs

Andrews University offers off-campus programs on five continents: Africa (Ghana, Kenya, Rwanda, South Africa); Asia (India, Japan, Korea, Lebanon); Europe (England, Italy, Norway, Romania, Russia); North America (Canada, Mexico, and all North American Division Union Conferences); Central America (Trinidad: in teach-out); South America (Brazil, Chile, Trinidad).

Griggs University (GU) & Griggs International Academy (GIA) offer off-campus programs on five continents: Africa (GIA: Botswana, Cote d'Ivoire, Ghana); Asia (GIA: China, Korea, Taiwan; GU: Hong Kong, India, Korea, Lebanon, Saudi Arabia, Taiwan, Thailand, Vietnam); Europe (GU: Latvia, Russia); North America (GIA: APLE schools, Cooperative arrangements with selective North American Division schools, Job Corps Centers; GU: Select independent Seventh-day Adventist institutions); Central America (GIA: Inter-America Division); South America (GIA: Brazil).

Other International Educational Opportunities

Andrews University co-sponsors Adventist Colleges Abroad—a program in which qualified students study overseas while completing requirements for graduation at Andrews. This language and cultural immersion is available in ten locations: Argentina, Austria, Brazil, England, France, Greece, Italy, Singapore, Spain and Taiwan. Participation is not limited to language majors. Contact the chair of the Department of International Language Studies for further information.

Compliance

Griggs Hall, Room 208

269-471-6515

ethanj@andrews.edu

Ethan Jones, *Compliance Officer*

The Compliance Officer assists the School of Distance Education to carry out its academic mission with integrity and in accordance with the policies of Andrews University and our accrediting bodies, and in compliance with federal, state and international regulations.

Accreditation

Griggs University and Griggs International Academy, operated by the School of Distance Education, are accredited by:

- The Accrediting Commission of the Distance Education and Training Council
- The Accrediting Association of Seventh-day Adventist Schools, Colleges, and Universities
- Middle States Association for Colleges and Schools (K-12 program)
- The Southern Association of Colleges and Schools Council on Accreditation and School Improvement (K-12 program)

Griggs International Academy (GIA)

Griggs Hall, Room 124

269-471-6570; FAX 269-471-2804

griggs@andrews.edu

www.griggs.edu

La Ronda Forsey, *Associate Dean K-12/GIA Principal*

The School of Distance Education operates Griggs International Academy (GIA), which offers an accredited K-12 Adventist distance education program that serves students in North America and internationally. There are a variety of delivery styles offered through GIA: online courses, paper-based courses, school sites—adapting to the needs of individuals or supplementing a school program. The mission of GIA is to provide educationally sound, values-based, guided independent study and distance education programs that build a foundation for service to God, church and society. These programs and courses respond to learner needs in the context of a lifetime learning experience.

School of Education

Bell Hall, Room #105
269–471–3481; FAX: 269–471–6374
sed@andrews.edu
www.andrews.edu/sed
James R. Jeffery, *Dean*

History

The School of Education has its roots in the Normal Department of Battle Creek College, the progenitor of Andrews University established in 1874 in Battle Creek, Michigan.

In 1901, Battle Creek College moved to Berrien Springs and became Emmanuel Missionary College (EMC). The Department of Education at EMC took on formal structure in the early 1900s. The preparation of church–school teachers gained importance as the church placed greater emphasis on Christian elementary and secondary schools. During those years it was not unusual for onethird of the college graduates to complete programs qualifying them to teach elementary or secondary school.

In 1956, responding to the need for graduate education within the church, the Autumn Council of the Seventh–day Adventist General Conference authorized the organization of a university type educational institution. In 1958 the School of Graduate Studies and the Seventh–day Adventist Theological Seminary merged with EMC in Berrien Springs to become Andrews University.

By 1960 the Education Department offered master's degree programs. Curriculum development was rapid with frequent changes in the course offerings and programs to keep up with the demands of students, society, and the church.

During the late 1960s, Andrews University began to consider application for National Council for the Accreditation of Teacher Education (NCATE) accreditation. The council considered and approved the university's request for accreditation of its elementary and secondary teacher–education programs at both the baccalaureate– and master's–degree levels beginning September 1, 1970. The North Central Association of Colleges and Schools approved the introduction of doctoral programs (1973) and granted accreditation to Andrews University as a doctoral–degree granting institution in 1979.

In 1981, the department reorganized into three areas: Educational Leadership and Management, Educational and Psychological Services, and Teacher Education. The following year the PhD degree was introduced with approval of the North Central Association. In June 1983 the various undergraduate and graduate programs merged into a School of Education.

The School of Education currently consists of three academic departments:

- Graduate Psychology & Counseling (GPC)
- Leadership (LEAD)
- Teaching, Learning & Curriculum (TLC)

Accreditation

Andrews University is accredited by the North Central Association of Colleges and Schools to confer degrees at the bachelor's, master's, specialist, and doctoral levels.

The teacher–preparation and school–service personnel programs, which include teacher education programs, MAT programs, the elementary and secondary principals' programs, and programs to prepare school psychologists, are accredited by the National Council for the Accreditation of Teacher Education (NCATE) and approved by the Michigan Board of Education and the North American Division Board of Education.

The Council for Accreditation of Counseling and Related Educational Programs (CACREP), a specialized accrediting body recognized by the Council on Post–secondary Accreditation (COPA), has conferred accreditation to the following program areas in the Department of Graduate Psychology & Counseling at Andrews University: Clinical Mental Health Counseling (MA) and School Counseling (MA). The National Association of School Psychologists (NASP) has approved the EdS program in School Psychology.

Faculty

The School of Education has selected a faculty based on diversity of experience and professional expertise. Equipped with advanced degrees, all have extensive experience in the areas in which they teach. They have authored books and published in professional journals. They are regularly sought as researchers, lecturers and consultants.

Conceptual Framework

Andrews University was founded as Battle Creek College in 1874.

One of the founders, Ellen G. White, presented a compelling vision for education.

“True education means more than the pursual of a certain course of study. It means more than a preparation for the life that now is. It has to do with the whole

being, and the whole period of existence possible to man. It is the harmonious development of the physical, mental, and spiritual powers. It prepares the student for the joy of service in this world and the higher joy of wider service in the world to come.

In the highest sense the work of education and the work of redemption are one.” Ellen G. White (1903), *Education*, Mountain View, CA; Pacific Press 13, 30.

The Andrews University School of Education embraces this vision as the organizing theme for its conceptual framework and mission.

A *conceptual framework* is a way of looking at the world that affects our values, goals and practices. It influences our work and how we think about what we do.

The School of Education, as part of Andrews University, has developed its conceptual framework by considering the University's mission statement—*Seek Knowledge. Affirm Faith. Change the World.*—with respect to our specific task in training educational professionals.

Our conceptual framework helps us to clarify our purpose and mission—serving as a continual reminder of what we consider important and of how we approach our goals.

Dispositions

Dispositions are the personal characteristics our graduates will display, making them exceptional educators committed to fairness and learning for all students.

Elements

The six elements of our conceptual framework outline the principles driving our instruction and articulate particular dispositions and skills our graduates will take with them into the workplace. The elements are incorporated into all our courses and activities.

Element One: Worldview

We appreciate the perspectives of others and value the development of a personal philosophy from which action and service arise.

Our graduates will:

- Explain worldviews and trace their historical development
- Critique worldviews from a Christian perspective
- Integrate principles of a Christian worldview into their chosen fields of study

Disposition: We value fairness, service and diversity.

Element Two: Human Growth and Change

We want to see growth, development and learning used to effect positive change.

Our graduates will:

- Describe human development
- Apply current theories of learning

Disposition: We believe that all students can learn.

Element Three: Groups, Leadership and Change

We want to encourage principles of group behavior that effect positive change for individuals and organizations.

Our graduates will:

- Facilitate change in groups and organizations
- Relate effectively with various cultural, racial and special interest groups
- Identify political and legal issues
- Manage human, financial and material resources
- Demonstrate servant leadership

Disposition: We recognize personal leadership responsibility.

Element Four: Communication and Technology

We want to use technology to enhance communication, whether oral, written, intrapersonal or interpersonal.

Our graduates will:

- Communicate effectively in written, verbal, and non–verbal forms
- Use electronic tools effectively for professional communication, teaching and research

Disposition: We value respectful communication.

Element Five: Research and Evaluation

We both conduct and value disciplined inquiry for decision–making.

- Our graduates will:
- Read and evaluate research
- Conduct research
- Report research findings

Disposition: We are committed to inquiry.

Element Six: Personal and Professional Growth

We believe in holistic personal and professional growth.

Our graduates will:

- Demonstrate continuing professional development

- Demonstrate ethical behavior in all professional activities
 - Demonstrate balanced physical, mental, spiritual and social development
- Disposition: We value personal and professional growth.

Mission Statement
To educate is to redeem
Educar Es Redimir

Philosophy

We believe that God is the ultimate reality and that He has chosen to reveal Himself through His created universe and through His Word. God created human beings in His image and for relationship with Him. When they rebelled against Him, they entered a state of brokenness that extends to every dimension of life. Through His love and mercy, God has provided in His son Jesus Christ the means to redeem human beings from their brokenness, to restore in them His image, and to reestablish their relationship with Him.

As Christian educators supporting the world mission of the Seventh-day Adventist Church, we conceptualize the task of education to be a partnership with God in His work of redemption and restoration. Our role in this partnership is to facilitate the spiritual, mental, physical, and social development of our students through modeling and exhortation.

Accordingly, we hold that:

- God calls students to recognize Jesus Christ as Savior and Lord and through His Spirit to use principles of Scripture as a guide in their relationships with others.
- God calls students to be worthy scholars in their chosen academic discipline and to contribute to that discipline as responsible practitioners and researchers.
- God calls students to live by principles of good health as stewards of His gift of life.
- God calls students to develop and maintain supportive personal and professional relationships and to use their talents in generous service to the church and society in a culturally diverse world. To these ends, we work for the glory of God.

Academic Calendar

In addition to the campus-wide calendar in the front of this bulletin, the following dates are specific to the School of Education.

2013

June

6, 7	Thu, Fri	Edd/PhD comps (8:30 a.m.–2:30 p.m.)
7	Fri	MA comps (8:30–11:30 a.m.; 1–3 p.m.)
7, 10	Fri, Mon	EdS comps (8:30 a.m.–12:30 p.m.)
10, 11	Mon, Tue	Edd/PhD comps (8:30 a.m.–2:30 p.m.)

July

15–19	Mon–Fri	Leadership Orientation
19–21	Fri–Sun	Leadership Pre–Session
21–24	Sun–Wed	Leadership Roundtable Conference

August

5–23		First Days of School Experience (Register for credit summer of 2013 or in the semester of student teaching)
19		RMES & AA begin

October

17, 18	Thu, Fri	Edd/PhD comps (8:30 a.m.–2:30 p.m.)
18	Fri	MA comps (8:30–11:30 a.m.; 1–3 p.m.)
18, 21	Fri, Mon	EdS comps (8:30 a.m.–12:30 p.m.)
21, 22	Mon, Tue	Edd/PhD comps (8:30 a.m.–2:30 p.m.)

November

5	Tues	Spring semester student teacher orientation assembly
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Spring Semester—2014

March

27, 28	Thu, Fri	Edd/PhD comps (8:30 a.m.–2:30 p.m.)
28	Fri	MA comps (8:30–11:30 a.m.; 1–3 p.m.)
28, 31	Fri, Mon	EdS comps (8:30 a.m.–12:30 p.m.)
31, Apr. 1	Mon, Tues	Edd/PhD comps (8:30 a.m.–2:30 p.m.)

April

9	Tues	2014–2015 Student teacher orientation assembly
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May

2

Fri

Teacher Dedication Ceremony (5 p.m.)

Undergraduate Programs

The undergraduate programs offered by the School of Education are described under Teaching, Learning & Curriculum.

Graduate Programs

The School of Education offers master's, specialist, and doctoral degrees. A general description of each degree is provided below. Admission for any graduate degree offered in the School of Education is based on the total profile of the student and includes the analysis of admission documents as well as the professional judgment of the program faculty. Requirements for specific degrees offered in the three departments of the School of Education are described under the departmental headings.

MAT: Master of Arts in Teaching. The MAT program is an interdepartmental curriculum for teachers who desire a combination of professional preparation and subject-matter specialization in their graduate study. A teaching certificate is required for graduation. Degrees are offered in the Department of Teaching, Learning & Curriculum.

MA: Master of Arts. The MA program is a one- or two-year program beyond the bachelor's degree and is offered in all three departments of the School of Education.

MS: Master of Science. The MS program is a one- or two-year program beyond the baccalaureate degree for certified teachers who desire an endorsement in Special Education/Learning Disabilities. The degree is offered in the Department of Graduate Psychology & Counseling.

EdS: Educational Specialist. The EdS program builds upon the master's degree in providing a more focused program of study, generally taking a minimum of one year beyond the master's level.

Edd: Doctor of Education and PhD: Doctor of Philosophy. The doctorate consists of course work and a dissertation, usually taking a minimum of two years of work beyond the master's level.

Admission

Time to Apply. While early applications are recommended, the deadlines for application to the School of Education are as follows:

- For North American students: three months prior to the anticipated starting date.
- For non-North American students: four months prior to the anticipated starting date.
- For students applying to the Department of Graduate Psychology & Counseling: students are encouraged to apply by March 1.

Application Procedure. In addition to meeting the general requirements for graduate admission (see School of Graduate Studies & Research), applicants to the School of Education should note the following GRE requirements.

- Official scores from the Graduate Record Examination (GRE) General Test taken within the last five years must be submitted. MA, MAT, and EdS students may be considered for provisional admission without these scores. School Psychology Program students must submit GRE scores before they are considered for any type of admission.

Scholarships/Financial Aid

Named scholarships are allocated in the spring semester for the following school year. Students wishing to apply for scholarships should obtain an application form from the School of Education Dean's Office. The deadline for submitting applications is February 1. Application forms for regular grants are also available from the Dean's Office. Applications for graduate assistantships should be submitted to the Dean's Office. Applications for loans must be made through the Student Financial Services Office by April. See the Financial Information section for further information.

General Academic Information

Academic Advisement. A student's initial contact is with the department chair/program coordinator. Normally during the first semester of registration, a permanent advisor is selected. The advisor's major tasks are to counsel with the student about academic requirements and expectations, and to help develop a course plan which meets these requirements.

Student Responsibilities. Students are expected to know the regulations governing academic matters. This bulletin covers general questions relating to academic

policies. Although the policies in this bulletin have the weight of faculty action, practice, and precedent, special circumstances may occasionally warrant an exception. In such circumstances, students may use the petition process coordinated by the Graduate Programs Office, Room 151.

Procedures to follow in meeting the degree requirements are detailed in the handbooks which have been prepared for the master's, specialist, and doctoral programs. Responsibility for meeting degree requirements and following the specified procedures rests with the student. Each student is expected to be aware of the various requirements and procedures as published in both the bulletin under which he/she proposes to graduate and the handbook for the program in which he/she is studying. A student may choose to meet the requirements of any bulletin in force while he/she is continuously enrolled as defined for each degree program.

Student Grievance Procedure. Andrews University has a grievance (appeal) procedure for students who may oppose or question any practice, decision, and/or policy. The details of this procedure are found in each of the School of Education graduate handbooks and in the undergraduate *Student Handbook*.

Continuous Registration–Active Status. (Educational Leadership and Leadership students, please see the Leadership section regarding continuous registration). Graduate students are expected to make continuous progress in their graduate program from admission through graduation. Continuous registration (except during the summer session) is required.

Continuous registration will be required beginning the first semester of taking classes following admission to the graduate program. Continuous registration allows students to remain active in the graduate program while physically absent from the campus.

Students must be continuously registered in at least one graduate credit applicable to the graduate program for every fall and spring semester until they complete all requirements for their degree or certificate. Students must also register for the summer session if they use university facilities or consult with faculty during the summer session. Students pursuing a degree during summer sessions only must be enrolled every summer in order to maintain active status in the program.

Leave of Absence. While graduate students are expected to make continuous progress toward completion of their graduate programs, there are instances where continuous registration is not possible. Students who need to temporarily suspend their studies must apply for a leave of absence through their advisor and committee chair. If the leave is approved, the student is placed on inactive status. Inactive status does not negate the policy which requires that all credits counted toward the degree or certificate, including transfer credits, be earned within appropriate period for a given degree prior to graduation. Students who fail to make continuous progress (see Continuous Registration above) or to obtain an approved leave of absence may be removed from active status.

Inactive Status. Graduate students who do not have continuous registration or an approved leave of absence will be placed on inactive status. Students who fail to request reactivation within the allowed time for program completion will be removed from a graduate program.

Doctoral students who do not make any progress on their dissertations for a period of 12 months may be asked to revise the composition of their dissertation committees. The dissertation chair and committee may reconsider their commitment to the student's dissertation.

After being inactivated, students must make a request for reinstatement to a graduate program through the department. (See Graduate Academic Policies—inactive status)

Reactivation Process. Graduate students who have been removed from active status for failing to meet academic standards may apply for reactivation to a graduate program. When re-applying to the School of Education graduate program, it is the student's responsibility to demonstrate his or her ability to succeed in the graduate program.

Graduate students who have been removed from active status for not making continuous progress (see Continuous Registration above) must re-apply to the department for reactivation into the graduate program and pay a reactivation fee of \$541. Students must follow the bulletin in force upon reactivation. (see General Academic Policies) Students seeking reactivation must register for EDUC 560 – Degree Reactivation course for “0” credits.

Upon approval of department chair, registration, and payment of the reactivation fee, a graduate student is considered active for the current semester. Reactivated graduate students must reapply for candidacy and may or may not be required to meet the program requirements which are in effect at the time of reactivation. Doctoral students may be required to select a new dissertation committee and/or topic.

Standards of Scholarship

- To remain in regular standing and to graduate, students must maintain the minimum GPA (on a 4.00 system) required below:
 - The MAT/MA: a minimum GPA of 3.00 in all courses for the degree and in all courses applied to the major/emphasis.
 - The EdS: a minimum GPA of 3.20 in all post-master's courses for the degree and in all courses applied to the major/emphasis.
 - The EdD/PhD: a minimum GPA of 3.30 in all post-master's courses (or post-specialist courses if EdS was received before admission to the doctoral program) for the degree and in all courses applied to the major/emphasis.
- Students whose cumulative GPA drops below the minimum in any given semester are placed on academic probation. Such students must work with their advisors to develop a schedule of courses that ensures raising the cumulative GPA above the required minimum in a timely manner (normally the following semester). The Graduate Programs Office must approve the plan. Students who fail to meet the terms of such a plan are asked to withdraw.
- No grade of D or F or U may count toward a degree. Courses with a grade less than a B– do not count toward the major or emphasis.
- If a student receives an unsatisfactory grade (normally a D or F), the course may be repeated once. The credits and quality points earned in the most recent course will be used to calculate the GPA. Course grades may be replaced only by grades for course work repeated on campus.
- Any student who receives a grade below B– (including U) in more than four courses in an MA program and in more than three courses (in addition to the four from the MA) in an EdS/EdD/PhD program is asked to withdraw.
- Students may not apply credits earned by examination toward a graduate degree.
- Candidates for the MA degree must pass comprehensive examinations and (if thesis option is chosen) formally defend a master's thesis. Candidates for EdS degrees must pass comprehensive examinations. Candidates for PhD/EdD degrees must pass comprehensive examinations and formally defend a dissertation.

Satisfactory Academic Progress (SAP). See the section on SAP Policy for Graduate Students with Financial Aid, Financial Information.

Transfer Credits. General requirements for transfer credits are found in the School of Graduate Studies and Research section. In addition, graduate course work taken at any Seventh-day Adventist college in the United States offering an MA degree may transfer up to 50% of the minimum credits required. Graduate credits taken in the MDiv program may be transferred into MA, EdS or doctoral programs in the School of Education. However, 1 Master of Divinity credit will be marked down to .75 School of Education credits. Transfer credits from other Seminary programs need to be evaluated on a case-by-case basis.

Time Limits. A student must complete the requirements for a master's degree normally within six years, but no more than ten years from the beginning of the first semester of class work irrespective of admission classification. Leadership students please see Leadership program sections regarding program time limits. Course work taken more than six years but less than ten years prior to the graduation year must be updated in order to apply to the degree, if taken at Andrews University. Transfer courses for which advanced credit is requested must be taken within six years of the graduation year.

Master's Degrees (MA /MAT/MS)

The master's degrees (MA/MAT/MS) prepare personnel for leadership and specialized positions in education beyond the bachelor's degree. While additional specific departmental requirements are described under the different departments, some general requirements are indicated below. Students are responsible for reading the Academic Information section of this bulletin. Also, students should consult the *Handbook for Master's Students* or the *Handbook for Master of Arts in Teaching (MAT) Students and Faculty*.

Admission to MA/MAT/MS Programs. See the General Admission Requirements and the Minimum Academic Standards for Admission to Graduate Programs sections of this bulletin, School of Graduate Studies & Research.

General Requirements (MA/MAT/MS)

- Students are responsible to note the requirements in the School of Graduate Studies & Research section of this bulletin.
- The candidate's undergraduate background for advanced study must be approved by the department in which enrollment is sought. An applicant who receives provisional admission while having undergraduate deficiencies must remove these deficiencies with approved undergraduate or graduate credits before completing 50% of his/her course work. These credits do not apply to the degree program.

- Students must satisfactorily complete a minimum of 32–48 credits (as determined by the program chosen). One-half of these credits must be in courses numbered 500 or above.
- MAT students must satisfactorily complete at least 12 credits in the area of emphasis required by their chosen program.

General Requirements (MA/MS ONLY)

- The program must include EDFN 500 and EDRM 505.
- All MA students must pass a comprehensive examination after they are advanced to degree candidacy. The examination, which is scheduled on specific dates each semester (see the School of Education academic calendar), consists of one 3-hour session and one 2-hour session. An *Application for Advancement to Candidacy* form is filed upon completion of 50% of the student's course work.
- All MA students planning on taking comprehensive exams must register for the EDUC 670 – Master's Comprehensive Exam course for 0 credits of the term in which they will be taking the exam. Students who fail the master's comprehensive exam will have only one more opportunity to retake the exam. Students who fail the exam on their second attempt may be removed from the program.
- All MS students—If you want to add this endorsement to your Michigan Teaching Credential, you must successfully complete the Michigan Test for Teacher Certification (MTTC) subject area exam. In addition, you are required to pass a comprehensive examination after advancement to degree candidacy in order to obtain the Master of Science degree. The examination, which is scheduled on specific dates each semester (see the School of Education academic calendar above), consists of one 3-hour session and one 2-hour session.

Preparation and Presentation of a Thesis. To fulfill the thesis option for a master's degree, the student must write a thesis and successfully defend it in an oral examination at an officially designated time and place. See *Handbook for Master's Students*.

The format of the thesis must conform to the guidelines found in the *Andrews University Standards for Written Work*.

Students elect to take either a thesis or non-thesis option. Those who plan to take additional graduate study should elect to write a thesis. Students who do not plan to pursue a specialist degree or a doctoral degree may substitute 3 semester credits of course work in the major area of emphasis in place of the thesis.

Guidelines for Practicums. Students in the MAT program which requires certification endorsements must take a practicum in accordance with these guidelines:

- Students should take the practicum experience toward the end of their program after completing all required prerequisites.
- Students must submit an application to the Certification, Screening, and Petitions Committee before January 31 to be eligible to take the practicum experience the next academic year.
- The director of student teaching makes all arrangements for placement in schools.
- Students must make a pre-practicum visit to the school before placement is finalized.

Transfer From One Program to Another. Acceptance into an MA or MAT program in the School of Education does not include the option of automatic transfer to another program at a subsequent time. A student in one of the programs may be permitted to reapply for the other degree program until the last day of the second semester. Upon application for transfer, advisors re-evaluate the student's current program and make adjustments for the new degree requirements. Following that re-evaluation, those courses which are relevant to the second degree may be transferred.

Progression Through the MA/MAT/MS Degree Programs

Academic Advisement. Students initially contact the department chair or program coordinator. Then, during the first semester of registration, a permanent advisor is selected. The advisor's major tasks are to counsel with the student about academic requirements and expectations, and to help develop a course plan which meets these requirements.

Advancement to Degree Candidacy. For information regarding advancement to degree candidacy for master's degree students, see the General Academic Policies section of this bulletin.

Educational Specialist Degree (EdS)

The specialist degree prepares personnel for leadership and specialized positions in education. It builds upon the master's degree in providing a more focused program of study. In some cases the specialist program accommodates persons desiring

career shifts and advancement in certification. Because the educational specialist program emphasizes practice rather than research, a dissertation and advanced research course work are not required.

The specialist degree should be considered a terminal program. However, doctoral students may elect to complete the specialist degree as a component of the doctoral program. Such an arrangement should be made in consultation with the student's advisor and approved by the Graduate Programs Office no later than the first semester of course work.

Students are responsible for reading the Graduate Programs and Academic Information portions of the Admissions and Academics section of this bulletin. Also, students should consult the Handbook for Educational Specialist Students.

Admission to the EdS Program. Admission to a specialist program is based on the total profile of the student. To qualify for regular admission, the student must

- Have a master's degree or its equivalent from an accredited university (see Department of Graduate Psychology & Counseling for possible exceptions).
- Give evidence of ability to pursue advanced study in graduate level work with a cumulative graduate GPA of 3.20 (4.00 system).
- Meet all other admission standards listed in the Graduate Programs under the Admissions and Academic Information (School of Graduate Studies & Research) sections of this bulletin.

Transferring Specialist Degree Credits. Graduate credits received from institutions generally considered to be diploma/degree mills are not eligible to be transferred into a degree program.

General Requirements. General program requirements are indicated below. Additional program-specific requirements are described in the departmental sections which follow.

- The program requires a minimum of 64 semester credits of post-baccalaureate study.
- At least 24 semester credits must be completed within the EdS program at Andrews University. This course plan must include at least two-thirds of the required minimum of credits in course work numbered 500 and above.
- Major requirements for the completion of the program are determined by the individual department offering the degree.
- A cognate in an appropriate supportive area may be required.
- Two educational foundations courses:
EDFN 500 – Philosophical Foundations for Professionals —3
and one of the following:
Historical
EDFN 517 – History of Seventh-day Adventist Education —2
Philosophical
EDFN 610 – History and Philosophy of Education —3
Psychological
GDPC 514 – Psychology of Learning —3
GDPC 520 – Life Span Development —2–3
GDPC 615 – Advanced Human Development —3
GDPC 625 – Biopsychology —3
GDPC 626 – Cognitive Psychology —3
Sociological
EDFN 689 – Seminar in Foundations: —2–3
Theological
EDFN 688 – Integration of Faith and Learning —1–2
- The student must submit evidence of competence in understanding and conducting investigations in his/her field of study. Depending on the particular program, a student may fulfill this requirement by doing one or more of the following:
 - A. Course work in research and/or statistics.
 - B. An advanced project featuring the systematic development of a significant educational product.
 - C. A research study.
- The minimum GPA required for completion of the program is 3.20 figured on all course work included as a part of the EdS program.
- A minimum of two years work experience in the field of education or appropriate clinical experience is required before the degree is granted. The individual department determines the appropriateness of the experience.

Time Limits. A student must complete the requirements for a specialist degree within six calendar years from the beginning of the first semester of class work irrespective of admission classification.

Bulletin Requirements. A student may choose to meet the requirements of any bulletin in force after acceptance into the specialist program, as long as he/she maintains active status. If a break of enrollment occurs, the student must meet the requirements of a bulletin in effect after enrollment resumes.

Transfer of Degree Program

From One Specialist Program to Another. Acceptance into a specialist program in the School of Education does not include the option of automatic transfer to another specialist program at a subsequent time. A student in one of the specialist programs may be permitted to reapply for the other program up to the last day of the second semester. On such application for transfer, advisors reevaluate the current program of the student and make adjustments for the new requirements. Following that reevaluation, those courses which are relevant to the second degree may be transferred.

From Doctoral to Specialist Program. Students already accepted into a doctoral program who wish to transfer to the specialist degree program in the same department are transferred by a petition which is approved by the department chair and the Graduate Programs Office. The student must follow the current bulletin and submit a new Statement of Purpose and may be required to submit new recommendations. After receiving the specialist degree, the student may return to the doctoral program by either of the following two options:

1. By petition with all previous doctoral requirements (course plan, time limits, etc.) in effect
2. By application to the Graduate Educational Programs Committee with all new requirements

Progression Through the EdS Degree Program

Course Plan. Normally, during the first semester the student and advisor work out a proposed course plan to complete degree requirements. This is submitted to the Graduate Programs office.

Advancement to Candidacy. Students must file an *Application for Advancement to Degree Candidacy* form which can be obtained from the Dean's office or the Graduate Programs office.

- Students must make application for advancement to degree candidacy before registering for the last 16 credits of course work.
- Before filing an *Application for Advancement to Degree Candidacy* form, the student must
 1. Remove all deficiencies
 2. Demonstrate English Language proficiency (where required)
 3. Achieve regular admission status
 4. Have a cumulative GPA of 3.20 or higher.

After being advanced to degree candidacy, students may request to take the comprehensive examinations.

Comprehensive Examination. A written comprehensive examination is scheduled for specific dates each semester as noted in the academic calendar. Normally the *Application for the Comprehensive Examination* form and the *Application for Advancement to Degree Candidacy* form are filed together during the semester prior to the comprehensive examination. Students are not permitted to sit for the examination until they have been advanced officially to degree candidacy. All course work and the comprehensive examination must be completed within six years of initial registration for Andrews University specialist course work. Students applying for comprehensive examination must register for EDUC870 – Specialist Comprehensive Exam. Students who fail the specialist comprehensive exam will have only one more opportunity to retake the exam. Students who fail the exam on their second attempt may be removed from the program.

Preparation and Presentation of a Project. A department may require a project. Students should consult the *Handbook for Educational Specialist Students* for further information regarding the preparation, scheduling, and presentation of a project.

Doctoral Degrees (EdD/PhD)

The doctoral degree prepares personnel for leadership and specialized positions in education beyond the master's or specialist degree. This program requires advanced research course work and the writing of a dissertation. While additional specific departmental requirements are described under the individual departments, some general requirements are indicated below. Students are responsible for reading the Graduate Programs and the Admissions and Academic Information sections of this bulletin School of Graduate Studies & Research. Also, students should consult the *Handbook for Doctoral Students*.

Admission to a Doctoral Program. Admission is based on the total profile of the student. To qualify for admission, the student must meet all the admissions standards listed in the Graduate Admissions section of this bulletin, including:

- Earned master's degree or its equivalent from an accredited university with adequate preparation for the proposed doctoral specialization (see the Department of Graduate Psychology & Counseling and the Leadership program for possible exceptions).

- Evidence of ability for doctoral-level work as demonstrated by superior undergraduate- and graduate-level work and an adequate score on a Graduate Record Examination (GRE) General Test taken within five years of admission.
- Presenting a report that demonstrates adequate ability to undertake research. Students seeking admission to a doctoral program who cannot present evidence of research ability must register for appropriate course work which provides research experience as prescribed by the departments the students are entering.

Transferring Doctoral Degree Credits. Graduate credits received from institutions generally considered to be diploma/degree mills are not eligible to be transferred into a degree program.

General Requirements

Leadership students should see the Leadership Program section. All others students note the requirements below.

- The student must successfully complete the minimum required semesters of study and research beyond the bachelor's degree which may include formal courses, seminars, independent study, field work, and internships to a minimum of 74 credits of graduate work, plus 16 credits for the dissertation. At least two thirds of the requirements must be met by courses, seminars, and other learning experiences numbered 500 and above with a minimum of 6 credits numbered 700 and above.
- The student may be required to complete a cognate or equivalent which includes a planned sequence of courses outside the major (see individual departmental requirements).
- A minimum of 32 credits in approved on-campus doctoral course work (not including the dissertation) must be completed after acceptance into the doctoral program at Andrews University. *A minimum of 24 credits is required for students with an EdS degree from another institution and a minimum of 16 credits for students with an AU EdS degree.*
- Students must have a 3.30 cumulative GPA for all course work included in the degree program; a 3.30 GPA must be maintained in all post-master's course work (or post-specialist if a specialist degree was received before admission to the doctoral program) included in the degree program.
- Students must take the following educational foundations courses: EDFN 500 – Philosophical Foundations for Professionals—3 and one course from two of the following areas:
 - Psychological*
 - GDPC 514 – Psychology of Learning—3
 - GDPC 520 – Life Span Development—3
 - GDPC 615 – Advanced Human Development—3
 - GDPC 625 – Biopsychology—3
 - GDPC 626 – Cognitive Psychology—3
 - Sociological*
 - EDFN 689 – Seminar in Foundations:—2–3
 - Theological*
 - EDFN 688 – Integration of Faith and Learning—1–2
- Students must follow specific program requirements in the area of research (see *Research Requirements* below).
- Students must establish residency as follows:
 1. **PhD Residency.** A sequence of two out of three consecutive terms (semester or summer) at a full-time load.
 2. **EdD Residency.** A sequence of any three out of seven consecutive terms (semester or summer) at a full-time load. This requirement may be met by enrolling for three consecutive summers.
- Students must successfully pass the comprehensive examination.
- Students are required to take a minimum of 16 dissertation credits and write and defend a dissertation.
- Students who have registered for the minimum of 16 dissertation credits and have not graduated and are still within the program time limit will register for dissertation continuation until graduation.
- Students who registered for the total required minimum of 16 dissertation credits but have not graduated within the program time limit must register for one (1) dissertation credit each semester until graduation.

Time Limits

- Time limits are determined by the specific program and the time length is counted from the first registration for AU doctoral course work. Students in the Department of Teaching, Learning & Curriculum must complete all requirements, including dissertation, within 10 years. Students in the Department of Graduate Psychology & Counseling must complete all requirements, including dissertation, within seven years. Students from the Department of Leadership must complete all requirements, including dissertation, within seven years.

- All course work and the comprehensive examination must be completed within 5 years of first registration for AU doctoral course work.
- The dissertation must be completed within 7 years of first registration for AU doctoral course work.

Full-time Status. For students who have completed all classes for the degree except dissertation and/or internship, full-time status requires the following:

- Registering for one or more credits of dissertation, dissertation continuation, or internship every semester until graduation
- Doing “full-time” work on the dissertation or internship as defined by at least 24 hours a week or 720 hours per year
- Receiving confirmation by the dissertation chair or internship supervisor that full-time work is being done

For students who have not completed all classes for the degree, full time status requires one of the following options:

- Registering for 8 or more credits of course work and/or dissertation and/or internship
- Registering for 4 or more credits of dissertation
- Registering for one or more credits of dissertation or internship; doing “full-time” work on the dissertation or internship as defined by at least 24 hours a week or 720 hours per year; and having approval by the dissertation chair or internship supervisor that full-time work is being done. Students may not take more than 16 credits during a semester.
- Registering for LEAD600 allows a student to be considered a full-time student

Bulletin Requirements. A student may choose to meet the requirements of any bulletin in force after acceptance into the doctoral program, as long as he/she maintains active status. If a break of enrollment occurs and the student is placed on inactive status, he/she must meet the requirements of a bulletin in effect after enrollment resumes. **Transferring from one doctoral program to another within a department.** Transfers between EdD and PhD degrees within the same department shall be by petition to the Graduate Educational Programs Committee and can be made at any time during the student's program. Original time limits are maintained.

Transfer of Degree Program

Transferring between departments. Students who wish to transfer between departments must submit new applications to the Graduate Educational Programs Committee.

Returning to doctoral-degree program from a specialist program. After receiving the specialist degree, students who had previously been admitted to a doctoral program may return to the program by either of the following two options:

- By petition with all previous requirements (such as doctoral course plan and time limits) in effect
- By application to the Graduate Educational Programs Committee (GEPC) on the basis of the requirements of the current bulletin

Progression Through the EdD/PhD Degree Program

Leadership students should see the Leadership Program section.

Course Plan. Normally within the first 16 credits, the student and advisor work out a proposed course plan to complete degree requirements. This must be approved by the department chair and the Graduate Programs office.

Research Requirements. Research requirements for the doctoral degrees include breadth, depth, and flexibility. Requirements are designed to enable doctoral students to critique journal articles that use common methodologies, statistics, and techniques; conduct research using appropriate methodologies; write research reports, including the dissertation; and continue scholarly research activity beyond the dissertation.

Comprehensive Examination. A written comprehensive examination is scheduled for specific dates each semester as noted in the academic calendar. Normally the *Application for the Comprehensive Examination* form and the *Application for Advancement to Degree Candidacy* form are filed together during the semester prior to the comprehensive examination. All course work and the comprehensive examination must be completed within six years of initial registration for Andrews University doctoral course work. Students applying for comprehensive examination must register for **EDUC870 Doctoral Comprehensive Exam**. Students who fail the doctoral comprehensive exam will have only one more opportunity to retake the exam. Students who fail the exam on their second attempt may be removed from the program.

Advancement to Degree Candidacy. An *Application for Advancement to Degree Candidacy* form is filed after the student

- Applies for the comprehensive examination
- Completes all course requirements or registers for them
- Removes all curriculum deficiencies
- Removes any language deficiency

The student is advanced to degree candidacy when the comprehensive examination is passed.

Preparation and Presentation of a Dissertation. Students should consult the School of Graduate Studies & Research section of this bulletin and the *Handbook for Doctoral Students* for information regarding the preparation, scheduling, and presentation of dissertations.

Distance Education

Office of Distance Learning/School of Education
Bell Hall, Suite 205
1-800-471-6210 option #1
odl@andrews.edu
www.andrews.edu/pdc

Faculty and Staff

Heidi Labbe, *Supervisor*

Partnership Courses

Courses have been designed especially for K–12 practicing teachers who are not on campus but who want to take a course for professional development, personal enrichment or continuing education credit. Students must have **prior approval** from a state regional teacher certification board or from the university which is providing their advanced degree or planned program to include these courses in their planned program.

New courses are added during the year. Please refer to our website for a complete list and partner contact information.

EDCI631 (Partner is Performance Learning)

EDCI632 (Partner is Quality Education)

EDCI633 (Partner is Teacher Online Education)

EDCI634 (Partner is Teachscape)

EDCI635 (Partner is Virtual Education)

EDCI641 (Partner is Learners Edge)

EDCI642 (Partner is Continuing Education for Teachers)

Education—General

EDUC 560 – Degree Reactivation

Credits: 0

Students who have 2 semesters of break in enrollment must register for this reactivation course.

\$ – Course or lab fee

Grade Mode: Noncredit (NC,W)

Repeatable: Repeatable

College Code: SED

EDUC 670 – Master's Comprehensive Exam

Credits: 0

Grade Mode: Satisfactory w/DG (S,U,I,W,DG)

Repeatable: Repeatable

College Code: SED

EDUC 870 – Doctoral Comprehensive Exam

Credits: 0

Grade Mode: Satisfactory w/DG (S,U,I,W,DG)

Repeatable: Repeatable

College Code: SED

Teaching, Learning & Curriculum

Bell Hall, Room 014
269–471–3465
www.andrews.edu/sed/tlc/

Faculty
R. Lee Davidson, *Chair*
Nancy Agnetta
Michelle Bacchiocchi
Larry D. Burton
Faith–Ann McGarrell
Raymond J. Ostrander
Tammy B. Overstreet

Emeriti
M. Louise Moon
Millie U. Youngberg

Programs of Study

The Department of Teaching, Learning, & Curriculum (TLC) offers the following degrees and programs:

Undergraduate Programs leading to BA or BS degrees programs/degrees:

- BSLED – Bachelor of Science Elementary Education
- BS – Bachelor of Science
- Programs leading to Secondary Certification

Graduate Programs:

- Master of Arts in Teaching
 - Elementary Education Specialization MAT
 - Secondary Education Specialization MAT
 - Content Area Specialization MAT – (permission of the TLC Department required)
- Master of Arts: Education with an emphasis in Curriculum and Instruction
- EdS: Curriculum & Instruction
- EdD/Phd: Curriculum & Instruction

Teacher Certification

- Seventh–day Adventist Teaching Credentials
- State of Michigan Teacher Certification

Undergraduate Programs

Teacher Preparation Mission

The primary aim of Andrews University teacher preparation programs (BA, BS, MAT & MA) is to prepare teachers who are competent, compassionate and committed to quality education. Upon completion of the professional education program, the preservice teacher demonstrates knowledge and skill in the following areas:

- Worldview
- Human growth and change
- Groups, leadership, and change
- Communication and technology
- Research and evaluation
- Personal and professional growth
- Content knowledge

Undergraduate Academic Programs

BSELED – requires a content major or two minors

- Emphasis Areas:
 - Integrated Science – 36 cr. major/29 cr. minor
 - Language Arts – 36 cr. major/24 minor
 - Social Studies – 44 cr. major
 - Reading (K–8) – 20 cr. minor

BS with Secondary Certification

- Emphasis Areas:
 - Integrated Science (minor included) – 64 cr.
 - Social Studies (minor included) – 56 cr

BS in Elementary Education

The Bachelor of Science in Elementary Education degree is a professional degree with emphasis in the curriculum and methodology of teaching in the elementary school.

TEACHING, LEARNING & CURRICULUM UNDERGRADUATE PROGRAMS

Students in the Elementary Education program must include the Planned Program minor and one subject content major or two minors. When two minors are chosen,

they should be chosen from different groups and at least one should be a subject area commonly taught in elementary schools (indicated with a *).

The required courses for an approved major or minor in Integrated Science, Language Arts, Reading, and Social Studies are listed in the chart below. All other approved majors and minors are listed and described under the appropriate department in the College of Arts & Sciences, School of Architecture, Art & Design and School of Health Professions sections of this bulletin.

Majors and Minors for Elementary Education Certification

Subject Content Areas		BA	BS	Minors
Group A:	Language Arts			
	Language Arts BSLED, Language Arts Minor *		36	24
	Reading Minor *			20
Group B:	Social Studies			
	Social Studies *		44	
Group C:	Integrated Science			
	Integrated Science BSLED, Integrated Science Minor *		36	29
Group D:	Mathematics			
	Mathematics Education BS, Mathematics minor *		36	20
Group E:	Supporting Areas			
	ESL			21
	French (K–12) BA French Education minor	36#		24
	Spanish (K–12) BA Spanish Education minor	36#		21
Group F:	Religion minor			
	Religion Minor (for Seventh–day Adventist certification only)			20
* Indicates a major/minor commonly taught in the Elementary School.				
# K–12 Endorsement in major area only				

Note: It is the responsibility of all students seeking teacher certification to verify that they are meeting the current requirements which have been submitted to the State of Michigan. This includes requirements for General Education, content major, minor, planned program minor and Professional Education. These requirements may differ from what is listed in the content department.

General Education Core Requirements

The School of Education philosophy of general education is to give the prospective teacher the balance, perspective, and understanding of a well–educated person—to free him/her from bias, intolerance, and ignorance about humanity's world environment. Such education should acquaint the student with the basic knowledge and skills necessary for independent and reflective thought so essential for successful living in today's complex world.

Elementary Education General Education Requirements —58+

Religion—12

RELT 100 RELT 225 RELH 400

An additional 3–credit Biblical Studies class chosen in consultation with your SED advisor.

Language/Communication—9–13

ENGL 115 ENGL 215 COMM 450

Foreign Language (BA only) Intermediate Language (4)

History—6

HIST 204 HIST 205

Fine Arts/Humanities—5

ENGL 407

Plus one course from:

MUHL 214 PHTO 115 PHTO 210 Studio Art (3), Ensemble Music (3)

Life/Physical Sciences—8

Students must take BIOL 110 and choose one from PHYS 110 or PHYS 115

Mathematics – 3

MATH 220

Computer Literacy – 2

requirement met in EDTE 476

Service—4

EDTE 165

Social Sciences—3

PLSC 104

Fitness Education—3

HLED 120 plus two Fitness Education courses

The Planned Program Minor (20) (all courses must be completed – this minor consists of a group of courses related to teaching in the elementary school and is required by the State of Michigan. All courses listed must be completed either in the Planned Program minor or in other areas of the degree requirements. The total credits in the planned program minor must be at least 20.)

- EDTE 228 – Strategies for Educating Exceptional and Diverse Learners – 3
- EDTE 418 – Methods for Teaching Beginning Reading – 3
- EDTE 420 – Literacy Intervention Strategies – 3
- EDTE 424 – Classroom Testing and Evaluation – 2
- EDTE 448 – Methods for Integrating Arts & Movement in Elementary Curriculum – 3
- EDTE 476 – Methods for Integrating Instructional Technology – 2
- EDTE 480 – First Days of School Experience – 2
- EDTE 484 – Developmental Reading Methods – 2
- ENGL 407 – Literature for Children – 2,3
- MATH 220 – Geometry and Numbers – 3
- GEOG 110 – Survey of Geography – 3 or
- GEOG 475 – Regional Geography: _____ – 3

Professional Elementary Education Requirements

- GDPC 302 – Educational Psychology – 3
- EDTE 165 – Philosophical and Social Foundations of Education – 4
- EDTE 408 – Principles of Teaching and Learning – 3
- EDTE 425 – Multi-grade/Multi-age Education – 1
- EDTE 444 – Elementary Language Arts Methods – 2
- EDTE 445 – Elementary Mathematics Methods – 3
- EDTE 446 – Elementary Science and Health Methods – 3
- EDTE 447 – Elementary Social Studies and Character Education Methods – 3
- EDTE 487 – Student Teaching Seminar – 1
- EDTE 488 – Student Teaching (Level) – 1–15

Bachelor of Arts (BA) Option

Students may choose the Bachelor of Arts degree with Elementary Certification. The degree is granted by the College of Arts and Sciences. Requirements for General Education, professional education courses and the planned program minor are the same as for a Bachelor of Science in Elementary Education.

Bachelor of Science (BS)—Individualized Program

This degree may be planned for students who have career goals and/or special interests in the area of education not requiring K–12 teaching credentials or for individuals planning on earning certification in a five-year program ending with an MAT degree.

The degree includes two main parts:

- an appropriate general education component, and
- an interdepartmental area of concentration totaling at least 66 credits, 20 of which must be education course credits. Admission to the program or transfer from another program must be granted by program faculty before any education courses may be taken.

Secondary Certification with a BA or BS Degree

Students preparing for teaching in secondary schools (grades 6–12) may choose from either the Bachelor of Arts or the Bachelor of Science degree programs. These degrees are granted by the College of Arts & Sciences, School of Architecture, Art & Design, and School of Education. Students must have a subject major and a subject minor, which Andrews University has approved with the State of Michigan for certification purposes, in addition to their Professional Education courses. In order for Andrews University to recommend a student for certification the Michigan Test for Teacher Certification (MTTC) subject area exams must be passed in both the major and minor, and have current certification in First Aid & CPR.

Descriptions of the Integrated Science and Social Studies majors are listed in the School of Education. All other approved majors and minors are described under their respective departments in other sections of this bulletin.

CONTENT MAJORS AND MINORS FOR SECONDARY CERTIFICATION

Subject Major	BA	BS	Minor
Biology, Secondary Education Emphasis BS, Biology Minor		42	22
Chemistry BS (Secondary Education Emphasis), Chemistry Minor (Secondary Education Emphasis)		40	24

Computing, Software Systems Emphasis BS, Computing Minor		40#	20
English, English Education Emphasis BA, English Minor		42	21
ESL			21
French for K–12 Education BA, French for Education Minor	36#		24
History BA	54		39
Secondary Certification, Integrated Science Emphasis BS (minor included)		64	
Mathematics BS		39	20
Mathematics Education BS, Mathematics Minor		36	
Music Education, Teacher Certification BMus (includes a minor)+	82		
Physics BS, Physics Minor		40	20
Physics Education BS		30	
Political Science BS, Political Science Minor	42		33
Secondary Certification, Social Studies Emphasis BS (minor included)		56	
Spanish for K–12 Education BA, Spanish for Education Minor	36#		21
Religion, Religion for Secondary Education BA, Religion Minor			
Visual Arts Education Secondary (K–12), BS (minor included)		53	
+ pending State of Michigan approval			
# K–12 Endorsement is major area only			

Note: It is the responsibility of all students seeking teacher certification to verify that they are meeting the current requirements which have been submitted to the State of Michigan. This includes requirements for General Education, content major, minor, planned program minor and Professional Education. These requirements may differ from what is listed in the content department.

Secondary Certification General Education Requirements—63–66

Religion—12

RELT 100 RELT 225, RELH 400

An additional 3-credit Biblical Studies class chosen in consultation with your SED advisor.

Language/Communication—9–13

ENGL 115 ENGL 215 COMM 450

Foreign Language (BA only) Intermediate Language (4)

History—6

HIST 117 HIST 118

Fine Arts/Humanities—3

Choose one course from:

MUHL 214 ENGL 255 MUHL 214 PHIL 224 PHTO 210, Studio Art (3), or Ensemble Music (3)

Life/Physical Sciences—8

Take one course from Life Science and one from Physical Science

Mathematics—3

MATH 145 or higher-level course

Computer Literacy:

INFS 120 or competency exam

Service—4

EDTE 165

Social Sciences—6

GDPC 302 and EDTE 228

Fitness Education—3

HLED 120 plus two activity courses

Secondary Professional Education Courses

- GDPC 302 – Educational Psychology —3
- EDTE 165 – Philosophical and Social Foundations of Education – 4
- EDTE 228 – Strategies for Educating Exceptional and Diverse Learners – 3
- EDTE 408 – Principles of Teaching and Learning – 3

- EDTE 417 – Teaching Reading in the Secondary Content Areas – 3
- EDTE 424 – Classroom Testing and Evaluation – 2
- EDTE 459 – Methods for Teaching Secondary School: Area – 3
- EDTE 476 – Methods for Integrating Instructional Technology – 2
- EDTE 480 – First Days of School Experience – 2
- EDTE 487 – Student Teaching Seminar – 1
- EDTE 488 – Student Teaching (Level) – 1–15

Admission to the Teacher Preparation/Student Teaching Program

An application for admission to the Teacher Preparation Program and Student Teaching must be completed during the semester EDTE 408 – Principles of Teaching and Learning is being taken. This must be completed at least a year before a student plans to do Student Teaching. Applications will be considered at the end of each semester once all requirements have been completed. To be admitted to the teacher education program, students must meet the criteria listed below:

- Satisfactorily complete EDTE 165, EDTE 228, GDPC 302 and EDTE 408. (to be completed in order)
- Choose appropriate teaching major and/or minor(s).
- Pass the MTTC Professional Readiness Examination (PRE), formally known as the Basic Skills Test (students are only allowed to take this test three times).
- Have a cumulative GPA of 2.75.
- Obtain a recommendation from three sources: a professor from an education course, and a professor from your major and minor.
- Demonstrate clearance as in regard to felony or misdemeanor conviction as an adult.
- Submit an acceptable plan for completing all required course work. (You must notify the Director of Student Teaching and the Certification Registrar if this plan changes). All prerequisites for student teaching as stated in the University Bulletin must be met prior to the student-teaching semester.
- Submit a plan for completing the required MTTC Michigan Subject Area Exam(s).

Applications will be processed as they are received and completed. It is the student's responsibility to see that all paperwork is in for the application to be processed in a timely manner.

Once admitted to the Teacher Education/Student Teaching Program students must:

- Maintain good and regular status.
- Maintain a 2.50 GPA in each of the following areas:
 - Major(s)*,
 - Minor(s)*,
- Professional education courses*, and
- Overall course work.

*A course with a grade less than a C in a major, minor or professional education class must be repeated. All courses taken at Andrews University or transferred to Andrews University are included in calculating the GPA.

- Continue working on their professional teaching portfolio (begun in EDTE 165).
- Demonstrate the professional disposition of an educator.

Special Requirements for School of Education Students.

Applicants who do not qualify for regular or provisional admission to the School of Education due to low GPA may apply to the School of Education to take classes on a semester by semester basis.

Student Teaching Placement Process. Elementary and secondary student-teaching placements are available in private or public schools. Specific assignments are made after consultation with the Director of Student Teaching who makes all contacts and arrangements with the schools.

The placement interview with prospective student teachers and admission to the student teaching program take place at least one semester before student teaching begins, though preferably in February of the preceding year. It is the student's responsibility to make contacts with the Director of Student Teaching and cooperate in the placement process during this placement semester. An official pre-student-teaching visit to the school is required before placement is finalized. If the school personnel do not accept the student, the Director of Student Teaching will make a maximum of two additional attempts to place the student at other schools.

Student Teachers will be placed within a one-hour radius of Andrews University. Exceptions will be made on a case-by-case basis. Any additional cost for supervision, beyond the one hour distance, will be borne by the student.

The First Days of School Experience is a concentrated, full-time laboratory program which begins prior to the beginning of the University's fall semester. First Days of School Experience is taken in August before Student Teaching.

The experience focuses on the critical weeks preceding and following the first day of school. It provides specific answers to the pre-service teacher's question, "What do I actually do during the first days and weeks of school?" The program includes practical application of classroom-management theories. Emphasis is placed on the tasks teachers must perform in the weeks before school opens, organizing and conducting the all-important first day, and the tasks teachers encounter during the first weeks of school. These tasks include:

Short- and long-range planning
Constructing units of instruction
Selecting materials and supplies
Organizing and managing the classroom
Establishing discipline procedures
Record keeping (including the daily register)

Student Teaching Semester. The student-teaching semester consists of a minimum of 14 weeks of full-time observation, participation and teaching under supervision in an elementary or secondary school. If the beginning and ending dates do not coincide with the university semester calendar, the student-teaching calendar takes precedence over the university calendar.

Orientation for student teaching is conducted before the students go to their assigned schools. The time and date of orientation are announced by the Director of Student Teaching. During orientation, each student receives a packet of materials containing information about student-teaching requirements and evaluation procedures.

A weekly student-teaching seminar meets after school hours during the semester. The specific time is announced by the Director of Student Teaching.

The student may not take other courses during the student teaching semester (including courses from Griggs University). Work for remuneration should be suspended. Full attention to teaching responsibilities helps ensure students' success, which in turn is vital to receiving a positive recommendation from the supervising teacher and university supervisor.

The exact number of credits for student teaching is determined by the Department of TLC. A minimum of 9 semester credits is required for graduate students and a minimum of 12 for undergraduate students.

Undergraduate Graduation Requirements

In addition to meeting the general requirements for a baccalaureate degree, students who seek baccalaureate degrees with elementary or secondary certification must do the following:

- Complete requirements for approved major, minor(s), and professional education courses as described under each specific degree. (Due to scheduling complexities, students seeking certification may take more than four years to complete a degree.)
- Have a minimum GPA of 2.50 overall, and a 2.50 in the following:
 - major(s)*,
 - minor(s)*,
 - area of concentration*, and
 - professional education courses*

(*The averages include all courses taken at Andrews University and those transferred from other institutions.)

- Earn a 2.00 minimum GPA in all other credits at Andrews University
- Complete the Senior Exit examination, and major field exam if required, which serves as the senior-level evaluation
- Take a minimum of 30 of the final 36 semester credits in residence (permission must be given by the dean to take up to 10 credits anywhere other than Andrews University.)
- Qualify for either Michigan Teacher Certification or an Adventist Basic Teaching Credential (This item applies to BS Elementary Education majors and BS Secondary Integrated Science and Social Studies majors.)
- Submit a formal request for graduation, approved by the student's advisor, the Certification Registrar, and a designated records officer.
- Verify that all official transcripts have been received by the Teacher Certification Registrar.
- Apply for a MEIS Account with the Michigan Department of Education.

Certification Exemption Petition. Students planning to qualify for a teaching certificate at Andrews University are expected to meet both Seventh-day Adventist and State of Michigan certification requirements. Exceptions to this requirement

are considered only after a student submits a formal petition to the Department of TLC Certification, Screening, and Petitions Committee.

Application for a Teaching Certificate. In their final year, while applying for graduation, students must also apply to the Department of Teaching, Learning and Curriculum for a teaching certificate, as well as apply on MOECS for a MEIS Account and their MI Teaching Certificate. The certificate is approved after graduation. The certification application is filed on forms available at the Teacher Certification Office located in the Department of TLC. Students are responsible to see that official transcripts are sent directly to the Certification Registrar in the Department of Teaching, Learning & Curriculum for all schools attended other than Andrews University. Andrews University approves recommendations of applicants who apply to the Michigan Department of Education and qualify for certification. Students qualifying for Seventh-day Adventist certification receive a Verification of Eligibility Certificate that is honored by the union (an Adventist jurisdiction) in which they first accept a teaching position.

Further information on teaching credentials, Adventist certification, State of Michigan certification, updating original certificates, and adding endorsements check the information below.

The Consortium for Outstanding Achievement in Teaching with Technology
Andrews University is a founding member of the Michigan based Consortium for Outstanding Achievement in Teaching with Technology (COATT). This consortium of higher education institutions and supporting P-12 organizations exists to promote the use of technology in P-12 schools.

Note: It is the responsibility of all students seeking teacher certification to verify that they are meeting the current requirements which have been submitted to the State of Michigan. This includes requirements for General Education, content major, minor, planned program minor and Professional Education. These requirements may differ from what is listed in the content department.

Bachelors

Elementary Education, Integrated Science Emphasis BSELED

Integrated Science Major (36)

Advising for this major is done by the Department of TLC.

Required courses:

Life Science/Biology – 16 credits

- BIOL 165 – Foundations of Biology Credits: 5 or 4
- BIOL 208 – Environmental Science Credits: 4
- BIOL 221 – Anatomy and Physiology I Credits: 4
- BIOL 222 – Anatomy and Physiology II Credits: 4

Physical Science – 8 credits

- CHEM 110 – Introduction to Inorganic and Organic Chemistry Credits: 4
- PHYS 115 – Mythbusting Credits: 4

Earth/Space Science 8 credits

- BIOL 330 – History of Earth and Life Credits: 4
- PHYS 110 – Astronomy Credits: 4

Integrated Science – 4 credits

- IDSC 456 – Integrated Science Credits: 4

Electives may be chosen from BIOL, CHEM and PHYS under advisement

General Education Requirements

Religion – 12

- RELT 100 – God and Human Life Credits: 3

- RELT 225 – Doctrines of the Adventist Faith Credits: 3
- RELH 400 – SDA History and Prophetic Heritage Credits: 3–4
- Plus one 3 credit Biblical Studies course.

Language/Communication – 9

- ENGL 115 – English Composition I Credits: 3
- ENGL 215 – English Composition II Credits: 3
- COMM 450 – Communication in the Classroom Credits: 3
- Foreign Language (BA only) – Intermediate Language – 4

History

- HIST 204 – American Experience I Credits: 3
- HIST 205 – American Experience II Credits: 3

Fine Arts/Humanities – 5

- ENGL 407 – Literature for Children Credits: 2–3

Choose one from the following:

- MUHL 214 – Enjoyment of Music Credits: 3
- PHTO 115 – Photography I Credits: 3
- PHTO 210 – History of Photography Credits: 3
- Studio Art credits: 3
- Ensemble Music Credits: 3

Life/Physical Sciences – 8

- BIOL 110 – Principles of Biology Credits: 4

Choose one from the following:

- PHYS 110 – Astronomy Credits: 4
- PHYS 115 – Mythbusting Credits: 4

Mathematics – 3

- MATH 220 – Geometry and Numbers Credits: 3

Computer Literacy – 2

- EDTE 476 – Methods for Integrating Instructional Technology Credits: 2–3

Social Science – 3

- PLSC 104 – American Government Credits: 3

Fitness Education – 3

- HLED 120 – Fit for Life Credits: 1
- Plus two Fitness Education courses

Service – 4

- EDTE 165 – Philosophical and Social Foundations of Education Credits: 4

The Planned Program Minor: 20 Credits

The planned program minor consists of a group of courses related to teaching in the elementary school and is required by the State of Michigan. All courses listed must be completed either in the Planned Program minor or in other areas of the degree requirements. The total credits in the planned program minor must be at least 20.

- EDTE 228 – Strategies for Educating Exceptional and Diverse Learners Credits: 3 ***
- EDTE 418 – Methods for Teaching Beginning Reading Credits: 3
- EDTE 420 – Literacy Intervention Strategies Credits: 3
- EDTE 424 – Classroom Testing and Evaluation Credits: 2
- EDTE 448 – Methods for Integrating Arts & Movement in Elementary Curriculum Credits: 3
- EDTE 476 – Methods for Integrating Instructional Technology Credits: 2–3
- EDTE 480 – First Days of School Experience Credits: 2

- EDTE 484 – Developmental Reading Methods Credits: 2
- ENGL 407 – Literature for Children Credits: 2–3
- GEOG 110 – Survey of Geography Credits: 3
- GEOG 475 – Regional Geography: _____ Credits: 3
- MATH 220 – Geometry and Numbers Credits: 3

Professional Elementary Education Requirements

- GDPC 302 – Educational Psychology Credits: 3
- EDTE 165 – Philosophical and Social Foundations of Education Credits: 4
- EDTE 408 – Principles of Teaching and Learning Credits: 3
- EDTE 425 – Multi–grade/Multi–age Education Credits: 1
- EDTE 444 – Elementary Language Arts Methods Credits: 2
- EDTE 445 – Elementary Mathematics Methods Credits: 3
- EDTE 446 – Elementary Science and Health Methods Credits: 3
- EDTE 447 – Elementary Social Studies and Character Education Methods Credits: 3
- EDTE 487 – Student Teaching Seminar Credits: 1 *
- EDTE 488 – Student Teaching (Level) Credits: 1–15 *

Note(s):

* (Exact number of credits for student teaching is determined by the Department of TLC. A minimum of 9 semester credits is required. Students needing full time status will take additional credits.)

Elementary Education, Language Arts Emphasis BSELED

Language Arts Major (36)

Advising for this major is done by the Department of TLC.

Required courses:

- COMM 280 – Voice and Diction Credits: 3
- COMM 450 – Communication in the Classroom Credits: 3
- EDTE 418 – Methods for Teaching Beginning Reading Credits: 3
- EDTE 420 – Literacy Intervention Strategies Credits: 3
- EDTE 436 – Writing K–8 Credits: 2
- EDTE 484 – Developmental Reading Methods Credits: 2
- ENGL 267 – Approaches to Literature Credits: 3
- ENGL 300 – Modern English Grammar Credits: 3–4
- ENGL 407 – Literature for Children Credits: 2–3
- SPPA 435 – Communication Development and Disorders for Classroom Teachers Credits: 3

Two courses from:

- ENGL 273 – American Literature to 1865 Credits: 3
- ENGL 274 – American Literature 1865–1914 Credits: 3
- ENGL 371 – English Literature to 1600 Credits: 3
- ENGL 372 – English Literature 1600–1800 Credits: 3
- ENGL 373 – English Literature 1800–1914 Credits: 3
- ENGL 403 – 20th–century English and American Literature Credits: 3

One from:

- ENGL 430 – Topics in _____ Credits: 1–4
- ENGL 437 – Teaching and Tutoring Writing Credits: 3
- ENGL 438 – Advanced Composition Credits: 3
- ENGL 454 – The Writing Life Credits: 3
- ENGL 467 – Creative Writing Credits: 3

Remaining credits from:

- COMM 320 – Interpersonal Communication Credits: 3

- COMM 436 – Intercultural Communication Credits: 3
- COMM 456 – Group Dynamics and Leadership Credits: 3
- COMM 475 – Professional Presentations Credits: 3
- ENGL 404 – New Global Literature Credits: 3
- ENGL 460 – Linguistics Credits: 3
- SPPA 234 – Introduction to Speech–Language Pathology and Audiology Credits: 3
- SPPA 321 – Normal Language Development Credits: 3

General Education Requirements

Religion – 12

- RELT 100 – God and Human Life Credits: 3
- RELT 225 – Doctrines of the Adventist Faith Credits: 3
- RELH 400 – SDA History and Prophetic Heritage Credits: 3–4
- Plus one 3 credit Biblical Studies course.

Language/Communication – 9

- ENGL 115 – English Composition I Credits: 3
- ENGL 215 – English Composition II Credits: 3
- COMM 450 – Communication in the Classroom Credits: 3
- Foreign Language (BA only) – Intermediate Language – 4

History

- HIST 204 – American Experience I Credits: 3
- HIST 205 – American Experience II Credits: 3

Fine Arts/Humanities – 5

- ENGL 407 – Literature for Children Credits: 2–3

Choose one from the following:

- MUHL 214 – Enjoyment of Music Credits: 3
- PHTO 115 – Photography I Credits: 3
- PHTO 210 – History of Photography Credits: 3
- Studio Art credits: 3
- Ensemble Music Credits: 3

Life/Physical Sciences – 8

- BIOL 110 – Principles of Biology Credits: 4

Choose one from the following:

- PHYS 110 – Astronomy Credits: 4
- PHYS 115 – Mythbusting Credits: 4

Mathematics – 3

- MATH 220 – Geometry and Numbers Credits: 3

Computer Literacy – 2

- EDTE 476 – Methods for Integrating Instructional Technology Credits: 2–3

Social Science – 3

- PLSC 104 – American Government Credits: 3

Fitness Education – 3

- HLED 120 – Fit for Life Credits: 1
- Plus two Fitness Education courses

Service – 4

- EDTE 165 – Philosophical and Social Foundations of Education Credits: 4

The Planned Program Minor: 20 Credits

The planned program minor consists of a group of courses related to teaching in the elementary school and is required by the State of Michigan. All courses listed must be completed either in the Planned Program minor or in other areas of the degree requirements. The total credits in the planned program minor must be at least 20.

- EDTE 228 – Strategies for Educating Exceptional and Diverse Learners Credits: 3 ***
- EDTE 418 – Methods for Teaching Beginning Reading Credits: 3
- EDTE 420 – Literacy Intervention Strategies Credits: 3
- EDTE 424 – Classroom Testing and Evaluation Credits: 2
- EDTE 448 – Methods for Integrating Arts & Movement in Elementary Curriculum Credits: 3
- EDTE 476 – Methods for Integrating Instructional Technology Credits: 2–3
- EDTE 480 – First Days of School Experience Credits: 2
- EDTE 484 – Developmental Reading Methods Credits: 2
- ENGL 407 – Literature for Children Credits: 2–3
- GEOG 110 – Survey of Geography Credits: 3
- GEOG 475 – Regional Geography: _____ Credits: 3
- MATH 220 – Geometry and Numbers Credits: 3

Professional Elementary Education Requirements

- GDPC 302 – Educational Psychology Credits: 3
- EDTE 165 – Philosophical and Social Foundations of Education Credits: 4
- EDTE 408 – Principles of Teaching and Learning Credits: 3
- EDTE 425 – Multi–grade/Multi–age Education Credits: 1
- EDTE 444 – Elementary Language Arts Methods Credits: 2
- EDTE 445 – Elementary Mathematics Methods Credits: 3
- EDTE 446 – Elementary Science and Health Methods Credits: 3
- EDTE 447 – Elementary Social Studies and Character Education Methods Credits: 3
- EDTE 487 – Student Teaching Seminar Credits: 1 *
- EDTE 488 – Student Teaching (Level) Credits: 1–15 *

Note(s):

** (Exact number of credits for student teaching is determined by the Department of TLC. A minimum of 9 semester credits is required. Students needing full time status will take additional credits.)*

Elementary Education, Major in Social Studies BSLED

This degree is only open to students taking Elementary Education Certification. See Department of Teaching, Learning & Curriculum section under School of Education for teaching certification requirements.

Total Credits: 44

Degree Requirements

- ECON 225 – Principles of Macroeconomics Credits: 3
- ECON 226 – Principles of Microeconomics Credits: 3
- FNCE 206 – Personal Finance Credits: 2–3
- GEOG 110 – Survey of Geography Credits: 3
- GEOG 260 – Cultural Geography Credits: 3
- HIST 117 – Civilizations and Ideas I Credits: 3
- HIST 118 – Civilizations and Ideas II Credits: 3
- HIST 204 – American Experience I Credits: 3
- HIST 205 – American Experience II Credits: 3
- HIST 290 – Research Seminar Credits: 3
- PLSC 104 – American Government Credits: 3
- PLSC 120 – Analyzing Politics Credits: 3
- PLSC 237 – The Individual, State, and Marketplace Credits: 3
- PLSC 435 – Public Policy Credits: 3

- PLSC 225 – Comparative Politics Credits: 3 **or**
- PLSC 230 – International Relations Credits: 3

General Education Requirements

Religion – 12

- RELT 100 – God and Human Life Credits: 3
- RELT 225 – Doctrines of the Adventist Faith Credits: 3
- RELH 400 – SDA History and Prophetic Heritage Credits: 3–4
- Plus one 3 credit Biblical Studies course.

Language/Communication – 9

- ENGL 115 – English Composition I Credits: 3
- ENGL 215 – English Composition II Credits: 3
- COMM 450 – Communication in the Classroom Credits: 3
- Foreign Language (BA only) – Intermediate Language – 4

History

- HIST 204 – American Experience I Credits: 3
- HIST 205 – American Experience II Credits: 3

Fine Arts/Humanities – 5

- ENGL 407 – Literature for Children Credits: 2–3

Choose one from the following:

- MUHL 214 – Enjoyment of Music Credits: 3
- PHTO 115 – Photography I Credits: 3
- PHTO 210 – History of Photography Credits: 3
- Studio Art credits: 3
- Ensemble Music Credits: 3

Life/Physical Sciences – 8

- BIOL 110 – Principles of Biology Credits: 4
- Choose one from the following:
- PHYS 110 – Astronomy Credits: 4
- PHYS 115 – Mythbusting Credits: 4

Mathematics – 3

- MATH 220 – Geometry and Numbers Credits: 3

Computer Literacy – 2

- EDTE 476 – Methods for Integrating Instructional Technology Credits: 2–3

Social Science – 3

- PLSC 104 – American Government Credits: 3

Fitness Education – 3

- HLED 120 – Fit for Life Credits: 1
- Plus two Fitness Education courses

Service – 4

- EDTE 165 – Philosophical and Social Foundations of Education Credits: 4

The Planned Program Minor: 20 Credits

The planned program minor consists of a group of courses related to teaching in the elementary school and is required by the State of Michigan. All courses listed must be completed either in the Planned Program minor or in other areas of the degree requirements. The total credits in the planned program minor must be at least 20.

- EDTE 228 – Strategies for Educating Exceptional and Diverse Learners Credits: 3 ***
- EDTE 418 – Methods for Teaching Beginning Reading Credits: 3
- EDTE 420 – Literacy Intervention Strategies Credits: 3
- EDTE 424 – Classroom Testing and Evaluation Credits: 2
- EDTE 448 – Methods for Integrating Arts & Movement in Elementary Curriculum Credits: 3
- EDTE 476 – Methods for Integrating Instructional Technology Credits: 2–3
- EDTE 480 – First Days of School Experience Credits: 2
- EDTE 484 – Developmental Reading Methods Credits: 2
- ENGL 407 – Literature for Children Credits: 2–3
- GEOG 110 – Survey of Geography Credits: 3
- GEOG 475 – Regional Geography: _____ Credits: 3
- MATH 220 – Geometry and Numbers Credits: 3

Professional Elementary Education Requirements

- EDTE 165 – Philosophical and Social Foundations of Education Credits: 4
- EDTE 408 – Principles of Teaching and Learning Credits: 3
- EDTE 425 – Multi–grade/Multi–age Education Credits: 1
- EDTE 444 – Elementary Language Arts Methods Credits: 2
- EDTE 445 – Elementary Mathematics Methods Credits: 3
- EDTE 446 – Elementary Science and Health Methods Credits: 3
- EDTE 447 – Elementary Social Studies and Character Education Methods Credits: 3
- EDTE 487 – Student Teaching Seminar Credits: 1
- EDTE 488 – Student Teaching (Level) Credits: 1–15
- GDPC 302 – Educational Psychology Credits: 3

Elementary Education, Social Studies Emphasis BSELED

Social Studies Major (44)

Advising for this major is done by the Department of History & Political Science.

Required courses:

- ECON 225 – Principles of Macroeconomics Credits: 3
- ECON 226 – Principles of Microeconomics Credits: 3
- FNCE 206 – Personal Finance Credits: 2–3
- GEOG 110 – Survey of Geography Credits: 3
- GEOG 260 – Cultural Geography Credits: 3
- HIST 117 – Civilizations and Ideas I Credits: 3
- HIST 118 – Civilizations and Ideas II Credits: 3
- HIST 204 – American Experience I Credits: 3
- HIST 205 – American Experience II Credits: 3
- HIST 290 – Research Seminar Credits: 3
- PLSC 104 – American Government Credits: 3
- PLSC 120 – Analyzing Politics Credits: 3
- PLSC 225 – Comparative Politics Credits: 3
- PLSC 230 – International Relations Credits: 3
- PLSC 237 – The Individual, State, and Marketplace Credits: 3
- PLSC 435 – Public Policy Credits: 3
- Remaining credits may be chosen from history, political science, geography, and economics.

General Education Requirements

Religion – 12

- RELT 100 – God and Human Life Credits: 3
- RELT 225 – Doctrines of the Adventist Faith Credits: 3
- RELH 400 – SDA History and Prophetic Heritage Credits: 3–4
- Plus one 3 credit Biblical Studies course.

Language/Communication – 9

- ENGL 115 – English Composition I Credits: 3
- ENGL 215 – English Composition II Credits: 3
- COMM 450 – Communication in the Classroom Credits: 3
- Foreign Language (BA only) – Intermediate Language – 4

History

- HIST 204 – American Experience I Credits: 3
- HIST 205 – American Experience II Credits: 3

Fine Arts/Humanities – 5

- ENGL 407 – Literature for Children Credits: 2–3

Choose one from the following:

- MUHL 214 – Enjoyment of Music Credits: 3
- PHTO 115 – Photography I Credits: 3
- PHTO 210 – History of Photography Credits: 3
- Studio Art credits: 3
- Ensemble Music Credits: 3

Life/Physical Sciences – 8

- BIOL 110 – Principles of Biology Credits: 4

Choose one from the following:

- PHYS 110 – Astronomy Credits: 4
- PHYS 115 – Mythbusting Credits: 4

Mathematics – 3

- MATH 220 – Geometry and Numbers Credits: 3

Computer Literacy – 2

- EDTE 476 – Methods for Integrating Instructional Technology Credits: 2–3

Social Science – 3

- PLSC 104 – American Government Credits: 3

Fitness Education – 3

- HLED 120 – Fit for Life Credits: 1
- Plus two Fitness Education courses

Service – 4

- EDTE 165 – Philosophical and Social Foundations of Education Credits: 4

The Planned Program Minor: 20 Credits

The planned program minor consists of a group of courses related to teaching in the elementary school and is required by the State of Michigan. All courses listed must be completed either in the Planned Program minor or in other areas of the degree requirements. The total credits in the planned program minor must be at least 20.

- EDTE 228 – Strategies for Educating Exceptional and Diverse Learners Credits: 3 ***
- EDTE 418 – Methods for Teaching Beginning Reading Credits: 3
- EDTE 420 – Literacy Intervention Strategies Credits: 3
- EDTE 424 – Classroom Testing and Evaluation Credits: 2
- EDTE 448 – Methods for Integrating Arts & Movement in Elementary Curriculum Credits: 3
- EDTE 476 – Methods for Integrating Instructional Technology Credits: 2–3
- EDTE 480 – First Days of School Experience Credits: 2
- EDTE 484 – Developmental Reading Methods Credits: 2
- ENGL 407 – Literature for Children Credits: 2–3
- GEOG 110 – Survey of Geography Credits: 3
- GEOG 475 – Regional Geography: _____ Credits: 3

- MATH 220 – Geometry and Numbers Credits: 3

Professional Elementary Education Requirements

- GDPC 302 – Educational Psychology Credits: 3
- EDTE 165 – Philosophical and Social Foundations of Education Credits: 4
- EDTE 408 – Principles of Teaching and Learning Credits: 3
- EDTE 425 – Multi–grade/Multi–age Education Credits: 1
- EDTE 444 – Elementary Language Arts Methods Credits: 2
- EDTE 445 – Elementary Mathematics Methods Credits: 3
- EDTE 446 – Elementary Science and Health Methods Credits: 3
- EDTE 447 – Elementary Social Studies and Character Education Methods Credits: 3
- EDTE 487 – Student Teaching Seminar Credits: 1 *
- EDTE 488 – Student Teaching (Level) Credits: 1–15 *

Note(s):

** (Exact number of credits for student teaching is determined by the Department of TLC. A minimum of 9 semester credits is required. Students needing full time status will take additional credits.)*

Secondary Certification, Integrated Science Emphasis BS

Secondary Certification with a BA or BS Degree

Students preparing for teaching in secondary schools (grades 6–12) may choose from either the Bachelor of Arts or the Bachelor of Science degree programs. These degrees are granted by the College of Arts & Sciences, School of Architecture, Art & Design, School of Education and School of Health Professions. Students must have a subject major and a subject minor, which Andrews University has approved with the State of Michigan for certification purposes, in addition to their Professional Education courses. In order for Andrews University to recommend a student for certification the Michigan Test for Teacher Certification (MTTC) subject area exams must be passed in both the major and minor.

Total Credits: 64

Integrated Science Emphasis

(This major includes a built-in minor in Biology)

Advising for this major is done by the Department of TLC. The Integrated Science major requires 64 semester credits.

Required Courses:

Life Science/Biology—23 credits

- BIOL 165 – Foundations of Biology Credits: 5 or 4
- BIOL 166 – Foundations of Biology Credits: 5 or 4
- BIOL 208 – Environmental Science Credits: 4
- BIOL 348 – General Ecology Credits: 3
- BIOL 371 – Genetics Credits: 3
- BIOL 372 – Cell and Molecular Biology Credits: 3

Chemistry—minimum 12 credits

- CHEM 131 – General Chemistry I Credits: 4
- CHEM 132 – General Chemistry II Credits: 4
- CHEM 231 – Organic Chemistry I Credits: 3
- CHEM 241 – Organic Chemistry Laboratory I Credits: 1

Physics—minimum 8 credits

Choose one of the following sets:

- PHYS 141 – General Physics I Credits: 4
 - PHYS 142 – General Physics II Credits: 4
- or
- PHYS 241 – Physics for Scientists and Engineers I Credits: 4
 - PHYS 242 – Physics for Scientists and Engineers II Credits: 4

Earth/Space Science—minimum 15 credits

- BIOL 330 – History of Earth and Life Credits: 4
- GEOG 240 – Physical Geography Credits: 3
- IDSC 456 – Integrated Science Credits: 4
- PHYS 110 – Astronomy Credits: 4

Required Cognates—6 credits

- MATH 191 – Calculus I Credits: 4
- EDTE 456 – Secondary Science Methods Credits: 2

Electives

- Electives chosen by advisement from the above areas to complete the requirements.

Note:

The State of Michigan recommends that students pass MTTC subject exams in biology, physics and chemistry.

Secondary Certification General Education

Requirements—63–66

See professional program requirements and note the following **specific** requirements:

Religion—12

- RELT 100 – God and Human Life Credits: 3
- RELT 225 – Doctrines of the Adventist Faith Credits: 3
- RELH 400 – SDA History and Prophetic Heritage Credits: 3–4
- Plus one additional 3 credit class chosen in consultation with your SED advisor.

Language/Communication—9–13

- ENGL 115 – English Composition I Credits: 3
- ENGL 215 – English Composition II Credits: 3

Foreign Language (BA only)

- Intermediate Language Credits: 4

History—6

- HIST 117 – Civilizations and Ideas I Credits: 3
- HIST 118 – Civilizations and Ideas II Credits: 3

Fine Arts/Humanities—3

Choose one course from:

- ARTH 220 – Language of Art Credits: 3
- PHTO 210 – History of Photography Credits: 3
- Studio Art Credits: 3
- ENGL 255 – Studies in Literature Credits: 3
- PHIL 224 – Introduction to Philosophy Credits: 3
- MUHL 214 – Enjoyment of Music Credits: 3
- Ensemble Music Credits: 3

Life/Physical Sciences—8

- Take one course from Life Science and one from Physical Science

Mathematics—3

- MATH 145 – Reasoning with Functions Credits: 3 or higher–level course

Computer Literacy:

- INFS 120 – Foundations of Information Technology Credits: 3 or competency exam

Service—4

- EDTE 165 – Philosophical and Social Foundations of Education Credits: 4

Social Sciences—6

- GDPC 302 – Educational Psychology Credits: 3

- EDTE 228 – Strategies for Educating Exceptional and Diverse Learners Credits: 3

Fitness Education—3

- HLED 120 plus two activity courses

Secondary Professional Education Courses

- GDPC 302 – Educational Psychology Credits: 3
- EDTE 165 – Philosophical and Social Foundations of Education Credits: 4
- EDTE 228 – Strategies for Educating Exceptional and Diverse Learners Credits: 3
- EDTE 417 – Teaching Reading in the Secondary Content Areas Credits: 3
- EDTE 424 – Classroom Testing and Evaluation Credits: 2
- EDTE 459 – Methods for Teaching Secondary School: Area Credits: 3
- EDTE 476 – Methods for Integrating Instructional Technology Credits: 2–3
- EDTE 480 – First Days of School Experience Credits: 2
- EDTE 487 – Student Teaching Seminar Credits: 1
- EDTE 488 – Student Teaching (Level) Credits: 1–15 *

Note:

* The exact number of credits for student teaching is determined by the Department of TLC. A minimum of 9 semester credits is required. Students needing full-time status will take additional credits.

Secondary Certification, Social Studies Emphasis BS

Secondary Certification with a BA or BS Degree

Students preparing for teaching in secondary schools (grades 6–12) may choose from either the Bachelor of Arts or the Bachelor of Science degree programs. These degrees are granted by the College of Arts & Sciences, School of Architecture, Art & Design, School of Education and School of Health Professions. Students must have a subject major and a subject minor, which Andrews University has approved with the State of Michigan for certification purposes, in addition to their Professional Education courses. In order for Andrews University to recommend a student for certification the Michigan Test for Teacher Certification (MTTC) subject area exams must be passed in both the major and minor.

Total Credits: 56

Social Studies Emphasis

(This major contains a built-in minor in History)

- BHSC 235 – Culture, Place and Interdependence Credits: 3
- ECON 225 – Principles of Macroeconomics Credits: 3
- ECON 226 – Principles of Microeconomics Credits: 3
- FNCE 206 – Personal Finance Credits: 2–3
- GEOG 110 – Survey of Geography Credits: 3
- GEOG 260 – Cultural Geography Credits: 3
- HIST 117 – Civilizations and Ideas I Credits: 3
- HIST 118 – Civilizations and Ideas II Credits: 3
- HIST 204 – American Experience I Credits: 3
- HIST 205 – American Experience II Credits: 3
- HIST 277 – History Colloquium Credits: 0
- HIST 290 – Research Seminar Credits: 3
- HIST 404 – Adventist Heritage Credits: 3
- HIST 459 – Special Methods in Teaching History and Social Studies Credits: 3
- PLSC 104 – American Government Credits: 3
- PLSC 120 – Analyzing Politics Credits: 3
- PLSC 225 – Comparative Politics Credits: 3
- PLSC 230 – International Relations Credits: 3
- PLSC 237 – The Individual, State, and Marketplace Credits: 3
- PLSC 435 – Public Policy Credits: 3

Note:

All students with this major will be expected to meet the requirements in effect for this major at the time of graduation. Contact your advisor for further details. Advising for this major is done by the Department of History & Political Science. The State of Michigan recommends that students pass MTTC subject exams in History, Geography, Economics and Political Science.

Secondary Certification General Education

Requirements—63–66

See professional program requirements and note the following **specific** requirements:

Religion—12

- RELT 100 – God and Human Life Credits: 3
- RELT 225 – Doctrines of the Adventist Faith Credits: 3
- RELH 400 – SDA History and Prophetic Heritage Credits: 3–4
- Plus one additional 3 credit class chosen in consultation with your SED advisor.

Language/Communication—9–13

- ENGL 115 – English Composition I Credits: 3
- ENGL 215 – English Composition II Credits: 3

Foreign Language (BA only)

- Intermediate Language Credits: 4

History—6

- HIST 117 – Civilizations and Ideas I Credits: 3
- HIST 118 – Civilizations and Ideas II Credits: 3

Fine Arts/Humanities—3

Choose one course from:

- ARTH 220 – Language of Art Credits: 3
- PHTO 210 – History of Photography Credits: 3
- Studio Art Credits: 3
- ENGL 255 – Studies in Literature Credits: 3
- PHIL 224 – Introduction to Philosophy Credits: 3
- MUHL 214 – Enjoyment of Music Credits: 3
- Ensemble Music Credits: 3

Life/Physical Sciences—8

Take one course from Life Science and one from Physical Science

Mathematics—3

- MATH 145 – Reasoning with Functions Credits: 3 or higher-level course

Computer Literacy:

- INFS 120 – Foundations of Information Technology Credits: 3 or competency exam

Service—4

- EDTE 165 – Philosophical and Social Foundations of Education Credits: 4

Social Sciences—6

- GDPC 302 – Educational Psychology Credits: 3
- EDTE 228 – Strategies for Educating Exceptional and Diverse Learners Credits: 3

Fitness Education—3

- HLED 120 plus two activity courses

Secondary Professional Education Courses

- GDPC 302 – Educational Psychology Credits: 3
- EDTE 165 – Philosophical and Social Foundations of Education Credits: 4
- EDTE 228 – Strategies for Educating Exceptional and Diverse Learners Credits: 3
- EDTE 417 – Teaching Reading in the Secondary Content Areas Credits: 3

- EDTE 424 – Classroom Testing and Evaluation Credits: 2
- EDTE 459 – Methods for Teaching Secondary School: Area Credits: 3
- EDTE 476 – Methods for Integrating Instructional Technology Credits: 2–3
- EDTE 480 – First Days of School Experience Credits: 2
- EDTE 487 – Student Teaching Seminar Credits: 1
- EDTE 488 – Student Teaching (Level) Credits: 1–15 *

Note:

* The exact number of credits for student teaching is determined by the Department of TLC. A minimum of 9 semester credits is required. Students needing full-time status will take additional credits.

Undergraduate Minors

Integrated Science Minor

All students with this minor will be expected to meet the requirements in effect for this minor at the time of graduation. Contact your advisor for further details. Advising for this minor is done by the Department of TLC.

Required courses:

Life Science/Biology—9 credits

- BIOL 165 – Foundations of Biology Credits: 5 or 4
- BIOL208 – Environmental Science Credits: 4

Physical Science—8 credits

- CHEM 110 – Introduction to Inorganic and Organic Chemistry Credits: 4
- PHYS 115 – Mythbusting Credits: 4

Earth/Space Science—8 credits

- BIOL 330 – History of Earth and Life Credits: 4
- PHYS110 – Astronomy Credits: 4

Integrated Science—4 credits

- IDSC 456 – Integrated Science Credits: 4

Language Arts Minor

Advising for this minor is done by the Department of TLC.

Required courses:

- COMM 450 – Communication in the Classroom Credits: 3
- EDTE 418 – Methods for Teaching Beginning Reading Credits: 3
- EDTE 420 – Literacy Intervention Strategies Credits: 3
- EDTE 436 – Writing K–8 Credits: 2
- EDTE 484 – Developmental Reading Methods Credits: 2
- ENGL 267 – Approaches to Literature Credits: 3
- ENGL 300 – Modern English Grammar Credits: 3–4
- ENGL 407 – Literature for Children Credits: 2–3

One course from:

- ENGL 273 – American Literature to 1865 Credits: 3
- ENGL 274 – American Literature 1865–1914 Credits: 3
- ENGL 403 – 20th-century English and American Literature Credits: 3

Select remaining courses from:

- COMM 280 – Voice and Diction Credits: 3
- COMM 436 – Intercultural Communication Credits: 3
- ENGL 404 – New Global Literature Credits: 3
- ENGL 460 – Linguistics Credits: 3
- SPPA 234 – Introduction to Speech–Language Pathology and Audiology Credits: 3
- SPPA 321 – Normal Language Development Credits: 3

- SPPA 435 – Communication Development and Disorders for Classroom Teachers Credits: 3

Total Credits: 24

Reading Minor

Advising for this minor is done by the Department of TLC.

Required courses:

- EDTE 417 – Teaching Reading in the Secondary Content Areas Credits: 3
- EDTE 418 – Methods for Teaching Beginning Reading Credits: 3
- EDTE 420 – Literacy Intervention Strategies Credits: 3
- EDTE 460 – Reading Practicum Credits: 1–4
- EDTE 484 – Developmental Reading Methods Credits: 2
- EDTE 485 – Advanced Methods for Elementary Classroom Literacy Credits: 3

Choose electives from:

- COMM 280 – Voice and Diction Credits: 3
- EDTE 160 – College Reading Efficiency Credits: 2
- EDTE 164 – Dynamic Reading Strategies Credits: 2
- ENGL 407 – Literature for Children Credits: 2
- ENGL 408 – Literature for Young Adults Credits: 2–3
- ENGL 460 – Linguistics Credits: 3
- SPPA 321 – Normal Language Development Credits: 3
- SPPA 435 – Communication Development and Disorders for Classroom Teachers Credits: 3

The Planned Program Minor

The planned program minor consists of a group of courses related to teaching in the elementary school and is required by the State of Michigan. All courses listed must be completed either in the Planned Program minor or in other areas of the degree requirements. The total credits in the planned program minor must be at least 20.

(all courses must be completed)

- EDTE 228 – Strategies for Educating Exceptional and Diverse Learners Credits: 3
- EDTE 418 – Methods for Teaching Beginning Reading Credits: 3
- EDTE 420 – Literacy Intervention Strategies Credits: 3
- EDTE 424 – Classroom Testing and Evaluation Credits: 2
- EDTE 448 – Methods for Integrating Arts & Movement in Elementary Curriculum Credits: 3
- EDTE 476 – Methods for Integrating Instructional Technology Credits: 2–3
- EDTE 480 – First Days of School Experience Credits: 2
- EDTE 484 – Developmental Reading Methods Credits: 2
- ENGL 407 – Literature for Children Credits: 2–3
- GEOG 110 – Survey of Geography Credits: 3 **or**
- GEOG 475 – Regional Geography: _____ Credits: 3
- MATH 220 – Geometry and Numbers Credits: 3

Total Credits: 20

Graduate Programs

Graduate Academic Programs in Teaching, Learning & Curriculum

- Master of Arts in Teaching – 32+ credits
 - Elementary Education Specialization MAT
 - Secondary Education Specialization MAT
 - Content Area Specialization MAT – (permission of the TLC Department required)
- Education, Curriculum and Instruction Emphasis MA – 32 credits
- Curriculum and Instruction EdS – 64 credits
- Curriculum and Instruction EdD – 92 credits
- Curriculum and Instruction PhD – 92 credits

- Non-Degree Graduate—Level Teacher Certification and Endorsements:
 - (Elem) Adventist and MI Certification – variable
 - (Sec) Adventist and MI Certification – variable

Mission

As companions in learning, faculty and students are committed to global Christian service through excellence in teaching, learning and research.

Program Description

The Curriculum & Instruction program is concerned with creating superior learning environments within learning organizations such as corporations, schools, colleges and universities. Curriculum & Instruction (C&I) degrees at Andrews University are interdisciplinary, involving a broad spectrum of content areas and educational levels. Graduates of the Andrews University Curriculum & Instruction program serve as classroom teachers, department heads, principals, superintendents, curriculum specialists, teacher educators, department chairs, researchers, academic vice presidents, and college presidents. Persons seeking initial teacher certification for K–12 schools at the master's level should pursue the MAT degree for elementary or secondary education (see the MAT program in the Teaching Learning Curriculum graduate section of the bulletin). The Curriculum & Instruction program is designed to meet the needs of our students. The majority of students maintain their current employment while completing their degrees online. We also have students who choose a traditional, residential program and move to Berrien Springs for full-time study.

Specialized study is offered within Curriculum & Instruction for school-based personnel at elementary, secondary and tertiary levels. Curriculum & Instruction cooperates with selected departments in offering advanced cognates for persons preparing to teach at the university level.

While degrees in Curriculum & Instruction are designed for experienced educators, provision is made for individuals desiring a career change. Such persons may be required to earn more than the minimum number of credits.

Interactive Online Delivery of Graduate Programs

Designed for three–four summers (4–8 weeks) on Andrews University campus and online courses during two–three school years, for working professionals. The interactive online master's, specialist and doctoral programs allow participants to meet program competencies within the context of their current career positions. This immediate application of learning strengthens authenticity, provides relevancy, and benefits the place of employment.

Interactive online programs are offered through a combination of summer intensives, regional group sessions, and Internet study.

With two exceptions (see below), all required courses are delivered via the Internet using both synchronous and asynchronous techniques. This allows candidates to advance their education while maintaining their current employment and residence. Learning–while–working also provides candidates with the opportunity to immediately apply new knowledge and skills in their workplace.

Program Characteristics

Face-to-face Orientation.

In order to create a vibrant learning community from the beginning, all new C&I students participate in a week-long orientation session. This is typically held on the Andrews University campus in Berrien Springs during the summer months.

Developing Instructional Expertise.

To change the way we teach, we need to experience new ways of teaching and learning ourselves. It is not enough to read about and discuss alternative methods of instruction. Mastery of a new teaching strategy requires understanding of the theory underlying the strategy, participation as a learner in the strategy, and feedback in shaping use of the strategy. For this reason all C&I students participate in one–or two–week face-to-face instructional institutes. As with the C&I Orientation these institutes are typically scheduled on the Berrien Springs campus during the summer months.

Admission Requirements

Admission decisions are based on an overall profile of each applicant. The applicant profile consists of information that indicates personal “fit” with the Curriculum and Instruction program and potential for success in the program. To ensure consideration for acceptance into the current year's summer cohort, completed applications must be on file at the Andrews University Office of Graduate Admissions by March 1.

- In addition to application materials required of all graduate school applicants the following items are of particular importance:
 - A 500–word statement of purpose explaining how your professional goals fit with the mission of the Curriculum and Instruction program.
 - Recommendation forms and letters from professionals. Do not submit recommendations from relatives or current students.

- A completed Professional Experience form.
- A current resume or vita.
- Official transcripts from all schools where undergraduate or graduate course were taken.
- Graduate Record Examination (GRE) general exam scores. Note: MA students may receive provisional acceptance without GRE scores, but will need to complete the exam within four months of course enrollment. Documentation of English proficiency. See University Graduate Programs General Admission Requirements for details.

Please consult the Graduate Programs Admission section of this bulletin for complete information regarding admissions requirements.

Prerequisites at the master's level include at least 9 semester credits of course work in educational philosophy, educational psychology, or instructional methods. Persons who seek admission without such a background may be required to include such courses in their course plan. These prerequisites may add to the total number of credits needed to complete the degree.

Accreditation

Andrews University teacher education programs are approved for certification by the following accrediting organizations:

- North American Division Office of Education of the General Conference of Seventh-day Adventists,
- State of Michigan Board of Education
- National Council for the Accreditation of Teacher Education (NCATE).

Students acquiring Michigan Certification at Andrews University are eligible through reciprocal agreements for teacher licensure in most other states and the Canadian provinces

Masters

Content Area Specialization MAT

Total Credits: 32**

* Students who enter the MAT program without teacher certification must qualify for a teaching certificate to complete the degree.

Required Courses

Educational Foundations – 3 Credits

- EDFN 500 – Philosophical Foundations for Professionals Credits: 2–3

Professional Education Core – 9–12 Credits

- GDPC 525 – Psychology and Education of Exceptional Children Credits: 3
- 3 credits of instructional methods by advisement
- EDTE 476 – Methods for Integrating Instructional Technology Credits: 2–3
- EDCI 696 – Project Implementation Credits: 1–3

Specialization and Electives — 17–20

Content Area Specialization

Students select courses in consultation with a content area advisor. Students should note the specific subject area requirements in the appropriate section of this bulletin. Requirements vary. Students seeking a subject endorsement must complete the equivalent of a minor in that area.

Master of Arts in Teaching (MAT)

This flexible, professional degree program is designed to meet the needs of a wide range of individuals. Typical MAT students belong to one of the following categories:

Persons who have earned a bachelor's degree and are now seeking teacher certification at the elementary or secondary level

- Persons who hold teacher certification at either the elementary or secondary level and seek certification at the other level.
- Persons who hold a teaching certificate and want to strengthen or add a specific subject area endorsement.
- Candidates for the MAT degree must hold or qualify for a Seventh-day Adventist or State of Michigan teaching certificate or its equivalent before the degree can be granted. The 32 credits listed for the completion of this degree

represent the minimum number of hours required for the MAT. Persons who enter the MAT program without a teaching certificate should expect to complete more than 32 credits. The Certification Registrar evaluates transcripts and identifies specific certification requirements for each student needing certification.

Three specialization options are available in the MAT program:

- An elementary education emphasis
- A secondary education emphasis
- A specific content area emphasis – (permission of the TLC department required)

(Biology, English, English as a second language, History, French, Spanish and Reading.) Specific requirements for these content area emphases are found in the departmental listings of this bulletin.

MAT Prerequisites

- An undergraduate degree with a major and/or a minor(s) in teaching area(s).
- Six semester credits, including a course in educational psychology, and other basic areas such as educational philosophy, instruction, or evaluation. If not previously taken at the undergraduate level, the 6 credits may be taken at the graduate level but do not necessarily apply toward the graduate degree program.

MAT Program Procedures

- Graduate Record Examination (GRE) general exam scores. Note: MAT students may receive provisional acceptance without GRE scores, but will need to complete the exam within four months of course enrollment.
- Apply for admission to the Andrews University School of Education
- Request evaluation of transcripts by the Certification Registrar
- Develop a course plan in collaboration with advisor
- Take initial classes during the first semester
- Maintain a 3.0 GPA
- Take the Professional Readiness Examination (PRE) section of the MTTC during first semester
- Students transferring in a major and/or minor must pass the relevant MTTC Subject Exams during their first semester of enrollment
- Apply for admission to the teacher preparation program and student teaching candidacy during EDTE 408 (see here)*
- Continue course work
- Take the Subject Area section(s) of the *MTTC*
- Complete course work, including EDTE 588 & EDCI 696.
- Apply for teaching certificate.
- Students should apply for Advancement to Candidacy at the time they begin First Days of School Experience or the summer prior to Student Teaching.

Field Work and Comprehensive Examinations. Field work and comprehensive examinations may be required at the discretion of the subject specialization advisor and/or the professional education advisor.

Notes:

*Course requirements for persons seeking their first teaching certificate vary slightly from those who already have a teaching certificate.

**A minimum of 12 credits must be 500–level or higher. Students who enter the MAT program without a teaching certificate typically must complete more than 32 to qualify for a teaching certificate.

***On the graduate level GDCP 525 replaces EDTE 228.

Education, Curriculum and Instruction Emphasis MA

Degree Requirements

Prerequisites:

- Nine semester credits of education courses including an undergraduate (or graduate equivalent) in educational psychology
- GDCP 514 – Psychology of Learning Credits: 3 This course will be required for those who did not meet the above prerequisite.

MA Core: 19 credits

- EDCI 525 – Master's Orientation Seminar Credits: 1
- EDCI 545 – Assessment & Evaluation of Learning Credits: 3

- EDCI 547 – Foundations of Curriculum Studies Credits: 3
- EDCI 565 – Improving Instruction Credits: 2–3
- EDCI 595 – Master's Portfolio Credits: 1
- EDCI 620 – Systems Concepts and Change Credits: 3
- EDCI 650 – Curriculum Design and Development Credits: 3
- EDCI 684 – International Perspectives on Curriculum Credits: 3

MA Foundations: 3 credits

- EDFN 500 – Philosophical Foundations for Professionals Credits: 2–3

MA Research: 4–8 credits

- EDCI 696 – Project Implementation Credits: 1–3
- EDCI 699 – Thesis Credits: 1–3
- EDRM 505 – Research Methods Credits: 3

MA Electives: 3–6 credits

- Course electives are selected by advisement to fit the student's professional goals.

Total MA degree Credits: 32

Elementary Education Specialization MAT

Total Credits: 32**

* Students who enter the MAT program without teacher certification must qualify for a teaching certificate to complete the degree.

Required Courses

Educational Foundations – 3 Credits

- EDFN 500 – Philosophical Foundations for Professionals Credits: 2–3

Professional Education Core – 9–12 Credits

- GDCP 525 – Psychology and Education of Exceptional Children Credits: 3
- 3 credits of instructional methods by advisement
- EDTE 476 – Methods for Integrating Instructional Technology Credits: 2–3
- EDCI 696 – Project Implementation Credits: 1–3

Specialization and Electives — 17–20

Elementary Education Specialization

Students select courses in consultation with their advisor from those required for certification.

Professional Education Courses

Listed below are the required graduate professional education courses for Michigan elementary–teaching credentials which must be taken. If students have taken the undergraduate–level course, they do not need to repeat the graduate–level course. Graduate–level students who are qualifying for certification and wish to apply credit to a graduate degree must select courses at the graduate level.

- EDTE 408 – Principles of Teaching and Learning Credits: 3
- EDTE 424 – Classroom Testing and Evaluation Credits: 2
- EDTE 444 – Elementary Language Arts Methods Credits: 2
- EDTE 445 – Elementary Mathematics Methods Credits: 3
- EDTE 446 – Elementary Science and Health Methods Credits: 3
- EDTE 447 – Elementary Social Studies and Character Education Methods Credits: 3
- EDTE 448 – Methods for Integrating Arts & Movement in Elementary Curriculum Credits: 3
- EDTE 480 – First Days of School Experience Credits: 2
- EDTE 487 – Student Teaching Seminar Credits: 1

- EDTE 588 – Graduate Student Teaching: Level Credits: 1–10
- EDTE 630 – Seminar: Philosophical and Social Foundations of Education Credits: 2
- GDPC 514 – Psychology of Learning Credits: 3

The Planned Program Minor: 20 Credits

The planned program minor consists of a group of courses related to teaching in the elementary school and is required by the State of Michigan. All courses listed must be completed either in the Planned Program minor or in other areas of the degree requirements. The total credits in the planned program minor must be at least 20.

- EDTE 228 – Strategies for Educating Exceptional and Diverse Learners Credits: 3 ***
- EDTE 418 – Methods for Teaching Beginning Reading Credits: 3
- EDTE 420 – Literacy Intervention Strategies Credits: 3
- EDTE 424 – Classroom Testing and Evaluation Credits: 2
- EDTE 448 – Methods for Integrating Arts & Movement in Elementary Curriculum Credits: 3
- EDTE 476 – Methods for Integrating Instructional Technology Credits: 2–3
- EDTE 480 – First Days of School Experience Credits: 2
- EDTE 484 – Developmental Reading Methods Credits: 2
- ENGL 407 – Literature for Children Credits: 2–3
- GEOG 110 – Survey of Geography Credits: 3
- GEOG 475 – Regional Geography: _____ Credits: 3
- MATH 220 – Geometry and Numbers Credits: 3

Master of Arts in Teaching (MAT)

This flexible, professional degree program is designed to meet the needs of a wide range of individuals. Typical MAT students belong to one of the following categories:

Persons who have earned a bachelor's degree and are now seeking teacher certification at the elementary or secondary level

- Persons who hold teacher certification at either the elementary or secondary level and seek certification at the other level.
- Persons who hold a teaching certificate and want to strengthen or add a specific subject area endorsement.
- Candidates for the MAT degree must hold or qualify for a Seventh-day Adventist or State of Michigan teaching certificate or its equivalent before the degree can be granted. The 32 credits listed for the completion of this degree represent the minimum number of hours required for the MAT. Persons who enter the MAT program without a teaching certificate should expect to complete more than 32 credits. The Certification Registrar evaluates transcripts and identifies specific certification requirements for each student needing certification.
- Three specialization options are available in the MAT program:
 - An elementary education emphasis
 - A secondary education emphasis
 - A specific content area emphasis – (permission of the TLC department required)

(Biology, English, English as a second language, History, French, Spanish and Reading.) Specific requirements for these content area emphases are found in the departmental listings of this bulletin.

MAT Prerequisites

- An undergraduate degree with a major and/or a minor(s) in teaching area(s).
- Six semester credits, including a course in educational psychology, and other basic areas such as educational philosophy, instruction, or evaluation. If not previously taken at the undergraduate level, the 6 credits may be taken at the graduate level but do not necessarily apply toward the graduate degree program.

MAT Program Procedures

- Graduate Record Examination (GRE) general exam scores. Note: MAT students may receive provisional acceptance without GRE scores, but will need to complete the exam within four months of course enrollment.
- Apply for admission to the Andrews University School of Education
- Request evaluation of transcripts by the Certification Registrar
- Develop a course plan in collaboration with advisor
- Take initial classes during the first semester
- Maintain a 3.0 GPA
- Take the Professional Readiness Examination (PRE) section of the MTTC during first semester

- Students transferring in a major and/or minor must pass the relevant MTTC Subject Exams during their first semester of enrollment
- Apply for admission to the teacher preparation program and student teaching candidacy during EDTE 408 (see here)*
- Continue course work
- Take the Subject Area section(s) of the MTTC
- Complete course work, including EDTE 588 & EDCI 696.
- Apply for teaching certificate.
- Students should apply for Advancement to Candidacy at the time they begin First Days of School Experience or the summer prior to Student Teaching.

Field Work and Comprehensive Examinations. Field work and comprehensive examinations may be required at the discretion of the subject specialization advisor and/or the professional education advisor.

Notes:

*Course requirements for persons seeking their first teaching certificate vary slightly from those who already have a teaching certificate.

**A minimum of 12 credits must be 500-level or higher. Students who enter the MAT program without a teaching certificate typically must complete more than 32 to qualify for a teaching certificate.

***On the graduate level GDPC 525 replaces EDTE 228.

Secondary Education Specialization MAT

Total Credits: 32**

* Students who enter the MAT program without teacher certification must qualify for a teaching certificate to complete the degree.

Required Courses

Educational Foundations – 3 Credits

- EDFN 500 – Philosophical Foundations for Professionals Credits: 2–3

Professional Education Core – 9–12 Credits

- GDPC 525 – Psychology and Education of Exceptional Children Credits: 3
- 3 credits of instructional methods by advisement
- EDTE 476 – Methods for Integrating Instructional Technology Credits: 2–3
- EDCI 696 – Project Implementation Credits: 1–3

Secondary Certification Requirements

Students must take sufficient course work in three areas to be eligible for Michigan secondary certification:

1. Professional education courses,
2. a content major, and
3. minor in a qualifying area of instruction.

Seventh-day Adventist and State of Michigan secondary certification require a major and minor teaching area. Seventh-day Adventist certification also recognizes additional majors and minors. See the list of approved majors and minors for secondary certification

Professional Education Courses

Listed below are the required graduate professional education courses for Michigan secondary-teaching credentials. If students have taken the undergraduate course, they do not need to repeat the graduate-level course. Graduate students who are qualifying for certification and wish to apply credit to a graduate degree must select courses at the graduate level.

- GDPC 514 – Psychology of Learning Credits: 3
- GDPC 525 – Psychology and Education of Exceptional Children Credits: 3
- EDTE 408 – Principles of Teaching and Learning Credits: 3
- EDTE 417 – Teaching Reading in the Secondary Content Areas Credits: 3
- EDTE 424 – Classroom Testing and Evaluation Credits: 2
- EDTE 459 – Methods for Teaching Secondary School: Area Credits: 3
- EDTE 476 – Methods for Integrating Instructional Technology Credits: 2–3
- EDTE 630 – Seminar: Philosophical and Social Foundations of Education Credits: 2

First Days of School Experience

- EDTE 480 – First Days of School Experience Credits: 2

Student Teaching*

- EDTE 487 – Student Teaching Seminar Credits: 1
- EDTE 588 – Graduate Student Teaching: Level Credits: 1–10

*For students with appropriate and verified teaching experience, some student-teaching credit by examination for student-teaching may be granted. Requests for such credit should be made after consultation with the Department of Teaching, Learning & Curriculum on forms available at that office. This should be done before applying for student teaching. All candidates qualifying for Adventist certification must have had significant structured experience in a multigrade Adventist school.

Master of Arts in Teaching (MAT)

This flexible, professional degree program is designed to meet the needs of a wide range of individuals. Typical MAT students belong to one of the following categories:

Persons who have earned a bachelor's degree and are now seeking teacher certification at the elementary or secondary level

1. Persons who hold teacher certification at either the elementary or secondary level and seek certification at the other level.
2. Persons who hold a teaching certificate and want to strengthen or add a specific subject area endorsement.
3. Candidates for the MAT degree must hold or qualify for a Seventh-day Adventist or State of Michigan teaching certificate or its equivalent before the degree can be granted. The 32 credits listed for the completion of this degree represent the minimum number of hours required for the MAT. Persons who enter the MAT program without a teaching certificate should expect to complete more than 32 credits. The Certification Registrar evaluates transcripts and identifies specific certification requirements for each student needing certification.

Three specialization options are available in the MAT program:

- An elementary education emphasis
- A secondary education emphasis
- A specific content area emphasis – (permission of the TLC department required)

(Biology, English, English as a second language, History, French, Spanish and Reading.) Specific requirements for these content area emphases are found in the departmental listings of this bulletin.

MAT Prerequisites

An undergraduate degree with a major and/or a minor(s) in teaching area(s). Six semester credits, including a course in educational psychology, and other basic areas such as educational philosophy, instruction, or evaluation. If not previously taken at the undergraduate level, the 6 credits may be taken at the graduate level but do not necessarily apply toward the graduate degree program.

MAT Program Procedures

- Graduate Record Examination (GRE) general exam scores. Note: MAT students may receive provisional acceptance without GRE scores, but will need to complete the exam within four months of course enrollment.
- Apply for admission to the Andrews University School of Education
- Request evaluation of transcripts by the Certification Registrar
- Develop a course plan in collaboration with advisor
- Take initial classes during the first semester
- Maintain a 3.0 GPA
- Take the Professional Readiness Examination (PRE) section of the MTTC during first semester
- Students transferring in a major and/or minor must pass the relevant MTTC Subject Exams during their first semester of enrollment
- Apply for admission to the teacher preparation program and student teaching candidacy during EDTE 408 (see here)*
- Continue course work
- Take the Subject Area section(s) of the MTTC
- Complete course work, including EDTE 588 & EDCI 696.
- Apply for teaching certificate.
- Students should apply for Advancement to Candidacy at the time they begin First Days of School Experience or the summer prior to Student Teaching.

Field Work and Comprehensive Examinations. Field work and comprehensive examinations may be required at the discretion of the subject specialization advisor and/or the professional education advisor.

Notes:

*Course requirements for persons seeking their first teaching certificate vary slightly from those who already have a teaching certificate.

**A minimum of 12 credits must be 500-level or higher. Students who enter the MAT program without a teaching certificate typically must complete more than 32 to qualify for a teaching certificate.

***On the graduate level GDPC 525 replaces EDTE 228.

Post-Masters

Curriculum and Instruction EdD

Doctor of Education (EdD)

As the more professionally-oriented degree, the EdD is designed for educational leaders who contribute to the field of education through their work in the field, developing curricula, supervising, and leading out in instructional improvement and school change. Additional program requirements for this degree include an internship (EDCI 799).

EdD Background Courses: 17 credits

- EDCI 545 – Assessment & Evaluation of Learning Credits: 3
- EDCI 547 – Foundations of Curriculum Studies Credits: 3
- EDCI 565 – Improving Instruction Credits: 2–3
- EDCI 620 – Systems Concepts and Change Credits: 3
- EDCI 650 – Curriculum Design and Development Credits: 3
- EDFN 500 – Philosophical Foundations for Professionals Credits: 2–3

EdD Core: 19–20 credits

- EDCI 606 – Teaching in Higher Education Credits: 2
- EDCI 686 – Curriculum Past and Present Credits: 3
- EDCI 725 – Doctoral Orientation Seminar Credits: 1
- EDCI 730 – Curriculum Theory Credits: 3
- EDCI 884 – Internationalizing Curriculum Studies Credits: 3
- EDCI 889 – Doctoral Seminar Credits: 1–3
- EDCI 895 – Doctoral Portfolio Credits: 1
- EDRM 636 – Program Evaluation Credits: 3
- LEAD 535 – Principles of Academic Writing Credits: 1–3

EdD Foundations: 5–6 credits

- GDPC 514 – Psychology of Learning Credits: 3
- One additional foundations course Credits: 2–3

EdD Research: 13–14 credits

- EDRM 505 – Research Methods Credits: 3
- EDRM 611 – Applied Statistical Methods I Credits: 3
- EDRM 710 – Seminar in Research Methodology Credits: 1

Two of the following:

- EDRM 605 – Qualitative Research Methods in Education and Psychology Credits: 3
- EDRM 704 – Design and Analysis of Educational and Psychological Surveys Credits: 3
- EDRM 712 – Applied Statistical Methods II Credits: 3
- EDRM 713 – Applied Statistical Methods III Credits: 3
- EDCI 885 – Applied Research: _____ Credits: 1–8

EdD Dissertation: 16+ credits

- EDRM 880 – Dissertation Proposal Development Credits: 2
- LEAD 880 – Dissertation Proposal Development Credits: 2
- EDCI 899 – Doctoral Dissertation Credits: 1–14

EdD Electives: 19–22 credits

Electives are selected by advisement to expand personal development within targeted outcomes. Examples of specializations and cognates for doctoral degrees are listed below. Please refer to the C&I Program Handbook for detailed information regarding electives.

Total EdD degree Credits: 92+

EdD Specializations and Cognates

Within the EdS, EdD, and PhD degree options, the following specializations or cognates are available:

Specializations

Teaching in Higher Education
Curriculum Leadership
Instructional Leadership
Teacher Education

Cognates

Educational Foundations
Educational Research
Religious Education
Educational Psychology
Educational Leadership
Special Education

* Beginning the semester after registering for EDRM 880/LEAD 880, candidates must register for at least 1 dissertation credit during each semester until their dissertation is successfully defended.

Curriculum and Instruction EdS

Degree Requirements

EdS Background Courses: 17 credits

- EDCI 545 – Assessment & Evaluation of Learning Credits: 3
- EDCI 547 – Foundations of Curriculum Studies Credits: 3
- EDCI 565 – Improving Instruction Credits: 2–3
- EDCI 620 – Systems Concepts and Change Credits: 3
- EDCI 650 – Curriculum Design and Development Credits: 3
- EDFN 500 – Philosophical Foundations for Professionals Credits: 2–3

EdS Core: 15 credits

- EDCI 606 – Teaching in Higher Education Credits: 2
- EDCI 665 – Advanced Instructional Models: _____ Credits: 1–2
- EDCI 686 – Curriculum Past and Present Credits: 3
- EDCI 725 – Doctoral Orientation Seminar Credits: 1
- EDCI 795 – Specialist Portfolio Credits: 1
- EDCI 884 – Internationalizing Curriculum Studies Credits: 3
- EDRM 636 – Program Evaluation Credits: 3

EdS Specialization: 8–12 credits

- Electives are selected by advisement to expand personal development within targeted roles. Examples of specializations and cognates for the EdS degree are listed below with those for the doctoral degrees.

EdS Foundations: 3 credits

- GDPC 514 – Psychology of Learning Credits: 3

EdS Research: 7–9 credits

- EDRM 505 – Research Methods Credits: 3
- EDRM 611 – Applied Statistical Methods I Credits: 3
- EDCI 799 – Advanced Project: _____ Credits: 1–6

EdS Electives: 8–14 credits

Total EdS degree Credits: 64

Curriculum and Instruction PhD

Doctor of Philosophy (PhD)

As the research-oriented degree, the PhD is designed for individuals who wish to be educational leaders. This is accomplished by original, theoretical and conceptual research along with immersion in the field. Individuals taking this degree typically enter higher education, government and/or advanced positions in K–12 education. Program requirements for this degree include an additional research course.

PhD Background Courses: 17 credits

- EDCI 545 – Assessment & Evaluation of Learning Credits: 3
- EDCI 547 – Foundations of Curriculum Studies Credits: 3
- EDCI 565 – Improving Instruction Credits: 2–3
- EDCI 620 – Systems Concepts and Change Credits: 3
- EDCI 650 – Curriculum Design and Development Credits: 3
- EDFN 500 – Philosophical Foundations for Professionals Credits: 2–3

PhD Core: 19–20 credits

- EDCI 606 – Teaching in Higher Education Credits: 2
- EDCI 686 – Curriculum Past and Present Credits: 3
- EDCI 725 – Doctoral Orientation Seminar Credits: 1
- EDCI 730 – Curriculum Theory Credits: 3
- EDCI 884 – Internationalizing Curriculum Studies Credits: 3
- EDCI 889 – Doctoral Seminar Credits: 1–3
- EDCI 895 – Doctoral Portfolio Credits: 1
- EDRM 636 – Program Evaluation Credits: 3
- LEAD 535 – Principles of Academic Writing Credits: 1–3

PhD Foundations: 5–6 credits

- GDPC 514 – Psychology of Learning Credits: 3
- One additional foundations course Credits: 2–3

PhD Research: 16 credits

- EDRM 505 – Research Methods Credits: 3
- EDRM 611 – Applied Statistical Methods I Credits: 3
- EDRM 710 – Seminar in Research Methodology Credits: 1

Three of the following:

- EDRM 605 – Qualitative Research Methods in Education and Psychology Credits: 3
- EDRM 704 – Design and Analysis of Educational and Psychological Surveys Credits: 3
- EDRM 712 – Applied Statistical Methods II Credits: 3
- EDRM 713 – Applied Statistical Methods III Credits: 3
- EDCI 885 – Applied Research: _____ Credits: 1–8

PhD Dissertation: 16+ credits

- EDRM 880 – Dissertation Proposal Development Credits: 2
- LEAD 880 – Dissertation Proposal Development Credits: 2
- EDCI 899 – Doctoral Dissertation Credits: 1–14

PhD Electives: 17–18 credits

Electives are selected by advisement to expand personal development within targeted outcomes. Examples of specializations and cognates for doctoral degrees are listed below. Please refer to the C&I Program Handbook for detailed information regarding electives.

Total PhD degree Credits: 92+

EdD and PhD Specializations and Cognates

Within the EdS, EdD, and PhD degree options, the following specializations or cognates are available:

Specializations

Teaching in Higher Education
Curriculum Leadership
Instructional Leadership
Teacher Education

Cognates

Educational Foundations
Educational Research
Religious Education
Educational Psychology
Educational Leadership
Special Education

* Beginning the semester after registering for EDRM 880/LEAD 880, candidates must register for at least 1 dissertation credit during each semester until their dissertation is successfully defended.

Certification

Post–Baccalaureate/Master's–Level Teacher Certification, Elementary Certification

Certification Requirements for Post–Baccalaureate/Master's–Level Students

Elementary Certification Requirements

Students must take sufficient course work in three areas to be eligible for Michigan elementary certification: (1) professional education courses, (2) subject content majors or minors, and (3) planned program minor.

Professional Education Courses

Listed below are the required graduate professional education courses for Michigan elementary–teaching credentials which must be taken. If students have taken the undergraduate–level course, they do not need to repeat the graduate–level course. Graduate–level students who are qualifying for certification and wish to apply credit to a graduate degree must select courses at the graduate level.

- GDPC 514 – Psychology of Learning Credits: 3
- EDTE 408 – Principles of Teaching and Learning Credits: 3
- EDTE 424 – Classroom Testing and Evaluation Credits: 2
- EDTE 444 – Elementary Language Arts Methods Credits: 2
- EDTE 445 – Elementary Mathematics Methods Credits: 3
- EDTE 446 – Elementary Science and Health Methods Credits: 3
- EDTE 447 – Elementary Social Studies and Character Education Methods Credits: 3
- EDTE 448 – Methods for Integrating Arts & Movement in Elementary Curriculum Credits: 3
- EDTE 480 – First Days of School Experience Credits: 2
- EDTE 630 – Seminar: Philosophical and Social Foundations of Education Credits: 2

Student Teaching*

- EDTE 487 – Student Teaching Seminar Credits: 1
- EDTE 588 – Graduate Student Teaching: Level Credits: 1–10

Note(s):

* For students with appropriate and verified teaching experience, some student–teaching credit by examination for student–teaching may be granted. Requests for such credit should be made after consultation with the Department of Teaching, Learning & Curriculum on forms available at that office. This should be done before applying for student teaching.

- All candidates qualifying for Adventist certification must have had significant structured experience in a multi–grade Adventist school.
- Have current First Aid & CPR Certification from the American Red Cross or the American Heart Association (must include infant, child and adult CPR in addition to First Aid).

Approved Majors and Minors for Elementary Certification

Seventh–day Adventist and State of Michigan elementary certification require a subject content major or two minors in addition to The Planned Program Minor . See the list of approved majors and minors for elementary education.

Planned Program Minor

For requirements, see the undergraduate teacher education section of the bulletin. Courses at the 400–level must be taken for graduate credit to count for MAT requirements.

Post–Baccalaureate/Master's–Level Teacher Certification, Secondary Certification

Certification Requirements for Post–Baccalaureate/Master's–Level Students

Secondary Certification Requirements

Students must take sufficient course work in three areas to be eligible for Michigan secondary certification: (1) Professional education courses, (2) a content major, and (3) minor in a qualifying area of instruction.

Professional Education Courses.

Listed below are the required graduate professional education courses for Michigan secondary–teaching credentials. If students have taken the undergraduate course, they do not need to repeat the graduate–level course. Graduate students who are qualifying for certification and wish to apply credit to a graduate degree must select courses at the graduate level.

- GDPC 514 – Psychology of Learning Credits: 3
- GDPC 525 – Psychology and Education of Exceptional Children Credits: 3
- EDTE 408 – Principles of Teaching and Learning Credits: 3
- EDTE 417 – Teaching Reading in the Secondary Content Areas Credits: 3
- EDTE 424 – Classroom Testing and Evaluation Credits: 2
- EDTE 459 – Methods for Teaching Secondary School: Area Credits: 3
- EDTE 476 – Methods for Integrating Instructional Technology Credits: 2–3
- EDTE 630 – Seminar: Philosophical and Social Foundations of Education Credits: 2

First Days of School Experience

- EDTE 480 – First Days of School Experience Credits: 2

Student Teaching*

- EDTE 487 – Student Teaching Seminar Credits: 1
- EDTE 588 – Graduate Student Teaching: Level Credits: 1–10

Note:

* For students with appropriate and verified teaching experience, some student–teaching credit by examination for student–teaching may be granted. Requests for such credit should be made after consultation with the Department of Teaching, Learning & Curriculum on forms available at that office. This should be done before applying for student teaching. All candidates qualifying for Adventist certification must have had significant structured experience in a multigrade Adventist school.

First Aid & CPR Certified

Have current First Aid & CPR Certification from the American Red Cross or the American Heart Association (must include infant, child and adult CPR in addition to First Aid).

Approved Majors and Minors for Secondary Certification

Seventh–day Adventist and State of Michigan secondary certification require a major and minor teaching area. Seventh–day Adventist certification also recognizes additional majors and minors. See content majors and minors for secondary education.

Teacher Certification

Seventh-day Adventist Certification – Information

State of Michigan Certification – Information and Procedures

Application for a Teaching Certificate. In their final year, while applying for graduation, students must also apply to the Department of Teaching, Learning and Curriculum for a teaching certificate, as well as apply on MOECS for a MEIS Account and their MI Teaching Certificate. The certificate is approved after graduation. The certification application is filed on forms available at the Teacher Certification Office located in the Department of TLC. Students are responsible to see that official transcripts are sent directly to the Certification Registrar in the Department of Teaching, Learning & Curriculum for all schools attended other than Andrews University. Andrews University approves recommendations of applicants who apply to the Michigan Department of Education and qualify for certification. Students qualifying for Seventh-day Adventist certification receive a Verification of Eligibility Certificate that is honored by the union (an Adventist jurisdiction) in which they first accept a teaching position.

Michigan Tests for Teacher Certification. All applicants for State of Michigan K–12 teaching credentials must pass the MTTC Subject Area Exams before a recommendation can be submitted to the Michigan Department of Education. For details on what the tests are and when they are offered, see the Department of TLC secretary.

Certification Exemption Petition. Students planning to qualify for a teaching certificate at Andrews University are expected to meet both Seventh-day Adventist and State of Michigan certification requirements. Exceptions to this requirement are considered only after a student submits a formal petition to the Department of TLC Certification, Screening, and Petitions Committee.

Residency Requirements for Certification. Non-Andrews University graduates must complete at least 9 credits in residence to qualify for a recommendation for a teaching certificate and/or endorsement.

Michigan Department of Education Definition of Program Completers

To qualify as a “Program Completer,” students seeking their initial Teaching certificate must satisfactorily complete the following:

Passing score on the MTTC Professional Readiness Examination (PRE) A bachelor's degree

Elementary:

- Professional education courses*
- Planned program minor*
- Approved subject content major or two minors*
- The MTTC Elementary Education Exam (subject area exams are optional)

Secondary

- Professional education courses*
- Approved subject content teaching major*
- Approved subject content teaching minor*
- The MTTC Subject Area Exams for both major and minor.
- Current First Aid & CPR Certification from the American Red Cross or the American Heart Association
- Recommendation for certification

*EACH of these areas must have a 2.50 GPA with no grade of C– or below, in addition to a minimum cumulative GPA of 2.75. Graduate students must maintain a 3.0 GPA at the graduate level.

Courses counted toward meeting the requirements for the planned program minor, the professional education courses, the subject content major, minors, area of concentration, or Adventist certification requirements must have a grade of C or above. Students are expected to meet all requirements for Seventh-day Adventist and State of Michigan certification before the degree can be granted. Degree candidates who are unable to qualify for Adventist certification may petition the dean of the School of Education to be exempted from meeting the requirements for one of the two types of certification.

Note: It is the responsibility of all students seeking teacher certification to verify that they are meeting the current requirements which have been submitted to the State of Michigan. This includes requirements for General Education, content major, minor, planned program minor and Professional Education. These requirements may differ from what is listed in the content department.

(SDA Certification & State of Michigan Certification)

Teacher Certification Information

All courses needed for Adventist certification or State of Michigan certification require a grade of C or above.

Seventh-day Adventist Teaching Credential Levels and Requirements

Seventh-day Adventist K–12 teacher credentialing is organized into three levels of certificates: Basic, Standard and Professional. The following section describes each level, points out specific requirements, and tells how they are met at Andrews University.

Adventist Basic Certificate. The Basic Teaching Certificate may be issued to the candidates presenting a "Verification of Eligibility" form from Andrews University. The certificate is issued by the union conference where the candidate takes his/her first teaching position.

Religion Requirements. A minimum of 12 semester hours in religion, taken at a Seventh-day Adventist college/university or through Consortium of Adventist Colleges and Universities, **to include the following areas:**
Doctrines of the Seventh-day Adventist Church

Biblical Studies. Courses such as: Jesus in His Time and Ours, Law & Writings of the New & Old Testament, Acts & Epistles, Prophets of Israel

Spirit of Prophecy. A study of the gift of prophecy revealed in the Bible and the writings of Ellen G. White.

RELH 400 – SDA History and Prophetic Heritage
Seventh day Adventist Church History.

Seventh-day Adventist Church History. Choose one:

- CHIS 504 – Adventist Heritage
- HIST 404 – Adventist Heritage
- EDFN 517 – History of Seventh-day Adventist Education
- RELH 400 – SDA History and Prophetic Heritage

Health Principles. A course in health based on the Bible and the writings of Ellen G. White. Choose one:

- CHMN 547 – The Ministry of Healing
- HLED 120 – Fit for Life

Adventist School Experience. All candidates for Adventist certification must have significant structured experiences in a Seventh-day Adventist school. To fulfill this certification requirement at Andrews University, any one of the following experiences are considered appropriate.

Full-semester student teaching in an approved Seventh-day Adventist school. A lab experience for EDTE 165 in a recognized Seventh-day Adventist school. Three weeks of pre- or post-student teaching experience in a recognized Seventh-day Adventist school. Other verified experiences may fulfill this requirement. Requests to have these considered must be made on a petition form available at the Department of Teaching, Learning & Curriculum office. Such petitions should be submitted at least one semester before student teaching begins.

Multi-grade/Multi-age Teaching Experience (Elementary only).

For the Elementary Teaching endorsement, multi-grade teaching experience is required. The unique curriculum, instructional strategies, and scheduling which characterize the multi-grade classroom are the focus of the course program and its 50-hour fieldwork experience. Arrangements to take EDTE 425 – Multi-grade/Multi-age Education should be made with the Director of Student Teaching immediately following admission to the teacher preparation program.

Renewal of Adventist Basic Certificate.

The Basic Teaching Certificate is valid for any three-year period (commencing when it is activated) during the first five years after it is issued. It can be re-validated by completing additional approved professional education/activities. See Manual for SDA Certification Requirements K–12 for specifics.

Adventist Standard Certificate

The Standard Teaching Certificate may be issued to an applicant who meets initial General Eligibility Requirements. Meets the requirements for a Basic Teaching Certificate, Completes a minimum of three years of full-time teaching or equivalent. Completes 6 credits of professional education or courses in area(s) of endorsements beyond the requirement of the Basic Teaching Credential.

Renewal of Adventist Standard Certificate.

The Standard Teaching Certificate is valid for five years. It can be renewed by completing 9 semester credits of advanced/graduate professional education or

approved subject–area courses. See Manual for SDA Certification Requirements K–12 for specifics.

Adventist Professional Certificate. Seventh–day Adventist teachers desiring Professional Certification must meet the following criteria:

Meet initial general eligibility requirements. Qualify for the Standard Teaching Certificate Meet one of the following: Hold a master's degree. Complete a prescribed fifth–year program for teachers. Earn 40 semester hours of graduate/post–baccalaureate upper–division credit. Have 30 semester credits in professional education courses and/or in no more than two areas of certification endorsement. Earn graduate/post–baccalaureate upper–division credit in at least two of the areas listed below: Curriculum Improvement of instruction Learning theory/style Education of the exceptional child Trends and issues in education Multi–cultural education

Renewal of Adventist Professional Certificate.

The Professional Teaching Certificate is valid for five years. Renewal of the certificate requires 6 additional semester credits. See Manual for SDA Certification Requirements for specific details.

State of Michigan Certification

ATTENTION Beginning September 1, 2013, the administrative rules for teacher certification will be changing. This will affect all levels of certification. The Michigan Department of Education (MDE) plans to have the changes solidified by March 2012. Please be aware that the reading diagnostic course will still be required to go from a Provisional Certificate to a Professional Certificate. At Andrews University the course required is EDCI645 Advanced Diagnosis & Educational Therapy in Reading. If your certificate is expiring BEFORE September 1, 2013, you will be renewing or applying for your certificate under the current rules (prior to 9/1/13).

Michigan currently issues the following certificates:

Provisional Certificate, Two–Year Extended Provisional Certificate, Professional Education Certificate, Interim Occupational Certificate, Occupational Education Certificate, Preliminary School Psychologist, Certificate School Psychologist Certificate, Temporary Teacher Employment Authorization, Interim Teaching Certificate, School Guidance Counselor License, Temporary School Counselor Authorization, Preliminary School Counselor Authorization, Administrator Certificate

Michigan no longer issues the following certificates; however, they are still valid for those who hold them:

18–Hour and 30–Hour Continuing Certificate Permanent Certificate Full Vocational Authorization

For further information regarding the certificates mentioned above please check the Michigan Department of Education website at:

http://www.michigan.gov/mde/0,4615,7–140–6530_5683_14795—,00.html and choose "Facts on Educator Certification in Michigan."
http://www.michigan.gov/documents/mde/Facts_About_Teacher_Certification_In_Michigan_230612_7.pdf

Provisional Certificate

(Initial teaching license/credential; valid for up to six years)

- The initial teaching certificate (Provisional Certificate) is issued upon successful completion of a state approved teacher preparation program and a passing score on the appropriate Michigan Test for Teacher Certification (MTTC) exams, including the Basic Skills Test (BST).
 - **Note:** After January 1, 2013, the BST will become known as the Professional Readiness Examination (PRE) and this terminology will be phased in within the year.

The following link provides information on Michigan approved EPO and programs: <https://mdoe.state.mi.us.proprep/>.

- Programs completed through colleges/universities outside of Michigan must be approved for the certification of teachers by another state. Contact that state's education department for information. Upon completion of the out–of–state program, candidates must apply for a Michigan teacher certification, and their credentials must be evaluated by the OPPS.
- Alternate routes to certification completed in another state will require the completion of three years of teaching experience within the validity of the out–of–state regular standard teaching certificate.

Administrative Rule Changes Effective after September 1, 2013)

Provisional Certificate Renewal (after September 1, 2013) (Each renewal is valid for up to three years)

- **First** renewal requires completion of ONE OF THE FOLLOWING:
 - 6 semester hours in a planned course of study* since the issue date of the initial Provisional Certificate at an approved EPI AND within the three years preceding application;
 - 180 State Continuing Education Clock Hours (SCECHs) appropriate to the grade level and content endorsement(s) of the certificate held since the issue date of the initial Provisional Certificate AND within the three years preceding application;
 - Combination of semester credit hours and SCECHs (30 SCECHs equate to 1 semester credit hour) since the issue date of the initial Provisional Certificate AND within the three years preceding application;
- **Second** renewal requires completion of ONE OF THE FOLLOWING:
 - 6 semester hours in a planned course of study* since the issue date of the FIRST Provisional Certificate renewal at an approved EPI AND within the three years preceding application;
 - 180 State Continuing Education Clock Hours (SCECHs) appropriate to the grade level and content endorsement(s) of the certificate held since the issue date of the FIRST Provisional Certificate renewal AND within the three years preceding application; or
 - Combination of semester credit hours and SCECHs (30 SCECHs equate to 1 semester credit hour) since the issue date of the FIRST Provisional Certificate renewal AND within the three years preceding application or
- **Third** renewal requires sponsorship by the local school district or private school, completion of all academic requirements for the Professional Education Certificate, and approval of the MDE. This renewal will not be issued to individuals who meet all the requirements for the Professional Education Certificate.

An individual who holds an expired Provisional, Temporary Vocational Authorization, or Interim Occupational Certificate, and who has not met the credit requirements for a first or second renewal may qualify for a three–year renewal of the certificate if he/she:

- Holds a valid certificate from another state; **AND**
- Has taught in that state within the grade level and subject area endorsement or endorsements to the validity of the certificate for least one year in the preceding five year period.

Two–Year Extended Provisional Certificate (after September 1, 2013)

Individuals with expired Provisional Certificates who do not meet the requirement for a provisional renewal may be eligible for a Two–year Extended Provisional Certificate if the following conditions are met:

- The individual's initial Provisional Certificate expired less than ten years ago;
- The individual has at least one year of satisfactory teaching experience within the validity of his/her teaching certificate;
- The individual is currently enrolled* in a planned program at an approved college/university;
- A Michigan public or private school is employing and sponsoring the individual for the Two–Year Extended Provisional Certificate.
 - The sponsoring school agrees to monitor the teacher's progress towards the completion of the Professional Education Certificate requirements.

The Two–Year Extended Provisional Certificate is valid for two calendar years and is nonrenewable. **Individuals who fail to complete all requirements for the professional education certificate during the two–year validity period of the Two–Year Extended Provisional Certificate will not be granted additional renewals or extensions of their Provisional Certificates.**

Professional Education Certificate (after September 1, 2013)

(Initial advanced teaching license/credential; valid for up to five years)

Requirements:

- Three years of successful teaching experience* since the issue date, and within the validity and grade level, of the Provisional Certificate;
- The appropriate reading credit as described in the "Additional Requirements" below;

And one or the combination of the following:

(Within the five year period preceding the date of application and since the issue date of the Provisional Certificate or Provisional Renewal)

- 6 semester hours in a planned program** at an approved EPI or 6 semester credit hours of academic cred appropriate to the grade level and content endorsement(s) of the certificate at any approved college or university.
- 180 State Continuing Education Clock Hours (SCECHs) appropriate to the grade level and content endorsement(s) of the certificate held.
- 150 annual District Provided Professional Development (DPPD) hours in accordance with Michigan School Code Sections 380.1527 completed throughout professional development programs that are appropriate to the grade level and content endorsement(s) of the certificate.

NOTE: The DPPD forms if available in the Michigan Online Educator Certification System www.michinga.gov/moeecs. You are required to complete the DPPD form (one per school year) and have them signed by the Principal or Designee of the school district. Once signed by the Principal or Designee of the school district, you may then enter the DPPD hours into MOECS. Make sure you retain the signed DPPD form(s) for auditing purposes by the OPPS, and DDPD form(s) would be requested to be submitted to us at that time

Note: SECHs (30 SCECHs equate to 1 semester credit hour), and/or DPPD hours (30 clock hours of DPPD equates to 1 semester credit hour or 30 SCECHs) since the issue date of the Provisional Certificate.

Additional Requirements:**In-state applicant**

(Program completed through a Michigan University)

- Must also meet the basic reading requirements (6 semester hours of teaching of reading or reading methods for elementary or 3 semester hours for secondary); **AND**
- Beginning July 1, 2009, all teachers advancing to the Professional Education Certificate must have completed 3 semester credits in reading diagnostics and remediation, which includes a field experience in accordance with Michigan Revised School Code MCL380.1531(4)***; The following link provides a list of approved Michigan courses that meet the requirement under the Specialty Programs heading at the bottom of the page: <http://www.michigan.gov/teachercert>.

Out-of-state applicant (Initial Michigan Certification)

(Program completed through a state other than Michigan)

- Must also meet the basic reading requirements (6 semester hours of teaching or reading methods for elementary and 3 semester hours for secondary);
- Candidates from other states who hold a regular, valid teaching certificate from another state and meet all of the requirements of the Professional Education Certificate at the time of application are not required to take the Michigan Test for Teacher Certification (MTTC) for initial Michigan Certification

* Teaching experience acquired in a licensed, private, "Child Care Center" may apply towards the experience requirements for an elementary Professional Education Certificate. The Michigan institution which plans a person's 18-semester hour planned program shall determine that the experience is under appropriate supervision and is successful for in-state candidates based on the report of the employing district(s)

** Credit completed outside the State of Michigan must be in an approved master's Degree program (minimum 20 semester credit hours to obtain endorsement) at a state approved EPI.

*** Applicants who complete the reading diagnosis course **out-of-state** must have the Reading Diagnosis Course Certification form completed and signed by the out-of-state university.

How to Apply for a Michigan Educator Certificate

All Michigan educator certificates and renewals must be applied for through the Michigan Online Educator Certification System (MOECS). The following steps need to be taken to obtain access to MOECS and apply for your certificate, renewal or additional endorsement:

1. Go to www.michigan.gov/moeecs
2. Click on "Click Here to go to the MOECS Login Page" Logo
3. Click on the "Create new Login Name/Password" link (if you are NEW to the system)
4. Follow the instructions and provide the required information to create your login name and password.
5. **Print the confirmation page that contains your login name, password, and Michigan Education Information Systems (MEIS) account number.**
6. Click on the link to return to MOECS.

7. Log into MOECS using the login name and password that you created.
8. After logging in, select "Educator" from the dropdown list.
9. Click on "Continue."
10. Follow the instructions and provide the required information to self-register in MOECS.
11. Once you have successfully self-registered in MOECS, you will be sent an e-mail that contains a link to activate your account.
12. Click on that link and the MOECS login screen will appear.
13. Log into MOECS again, using the login name and password that you previously created.
14. Update and save your demographic information.
15. After you update and save your demographic information, the left navigation menus will appear on the screen.
16. Select "Apply for Educator Certificate or Renewal" from the left navigation menus.
17. Select the type of educator certificate that you are applying for or renewing from the dropdown list.*
18. Follow the instructions and answer all the questions.
19. Once you have completed the application process, a summary of your application will appear on the screen.
20. Review the summary and make sure that all the information and answers that you provided are correct.
21. After you have determined that the information on the application is correct, click on "continue."
22. Read the advisory and check the boxes to verify that you have read and understood the advisory and that the information on the application is correct and true.
23. Enter your electronic signature and submit the application.
24. Once your application has been successfully submitted, you will receive a confirmation message.
25. If you completed your program or renewal credits through a college or university outside the State of Michigan, the confirmation message will list the documents that you need to submit to the Michigan Department of Education and provide an address where the documents must be sent. Evaluation of your credits or program for the purpose of Provisional certification, Provisional renewal or advancement to the Professional certificate will not occur until payment is made.
26. If you completed your program or renewal credits through a Michigan college/university, that college/university will contact you if they need you to provide additional documentation.

Adding Endorsements to Adventist and Michigan Credentials.

This section outlines criteria and procedures for adding an elementary or secondary endorsement at Andrews University. Other endorsements are also available. Procedures for Adding Another Level of Certification— Elementary or Secondary

Develop a program for securing the additional level of certification in counsel with the Certification Registrar. Counsel with a Department of Teaching, Learning and Curriculum advisor as the program is being implemented. Apply for admission to the program and student teaching on the new level. Pass the MTTC Subject Area Exams(s) for any new endorsements. Apply to the Certification Registrar for a teaching certificate one semester of completing the program.

Adding an Elementary Endorsement to a Secondary Certificate To add an elementary-level teaching endorsement to a secondary certificate, one must:

Have a valid secondary-teaching certificate Complete a major or two minors appropriate for the elementary level (See list of majors and minors under elementary certification at post-baccalaureate level, see here.) Pass the MTTC Subject Area Exam(s) for any new endorsement area(s) and the Elementary Professional Exam Complete professional education courses and the planned program minor (See here for specific requirements.) Apply for new endorsement

Adding a Secondary Endorsement to an Elementary Certificate To add a secondary-level teaching endorsement to an elementary certificate, one must:

Have a valid elementary teaching certificate Complete a major and a minor appropriate to the secondary level (See list of approved majors and minors under secondary certification at post-baccalaureate level, see here.) Pass the MTTC Subject Area Exams for any new endorsements. Take EDTE 417 – Teaching Reading in the Secondary Content Areas Take EDTE 459 – Methods for Teaching Secondary School: Area Complete 6 credits of student teaching at the secondary level Apply for new endorsement

For additional information on adding endorsements in the State of Michigan please go to the following link:

<https://mdoe.state.mi.us/proprep/Index.asp>

Other Programs

Elementary Education, Two Minors BSELED

Students in the Elementary Education program must include The Planned Program Minor and one subject content major or two minors. When two minors are chosen, they should be chosen from different groups and at least one should be a subject area commonly taught in elementary schools (indicated with a *). See course requirements above. For more information regarding approved majors and minors see the Teaching, Learning & Curriculum Department page.

The required courses for an approved major or minor in Integrated Science, Language Arts, Reading, and Social Studies are listed in the chart below. All other approved majors and minors are listed and described under the appropriate department in the College of Arts & Sciences, School of Architecture, Art & Design and School of Health Professions sections of this bulletin.

Subject Content Areas	BA Credits	BS Credits	Minors Credits
Group A: Language Arts Language Arts* Reading (K–8)*	36	36	24 20
Group B: Social Studies Social Studies*		44	
Group C: Science/Health Integrated Science*		36	29
Group D: Mathematics Mathematics*		36	20
Group E: Supporting Areas ESL French (K–21) Spanish (K–12)	36# 36#		21 24 21
Group F: Religion Religion (for Seventh–day Adventist certification only)			20
*Indicates a major/minor commonly taught in the Elementary School.			
# K–12 Endorsement in major area only			

Educational Curriculum & Instruction

EDCI 525 – Master's Orientation Seminar

Credits: 1

Survey of essential principles and practices underlying the Curriculum & Instruction program. Open to MA level students only. \$ – Course or lab fee **Grade Mode:** Satisfactory (S,U,I,W) **College Code:** SED

EDCI 545 – Assessment & Evaluation of Learning

Credits: 3

Exploration and application of effective assessment practices and technology tools for measuring and documenting student learning and development. **Delivery:** Interactive online option available **Grade Mode:** Normal w S/DG (A–F,I,S,U,DG,W) **College Code:** SED

EDCI 547 – Foundations of Curriculum Studies

Credits: 3

The relationship of the purposes of education to the design, implementation, and evaluation of curriculum at any level. Criticism of contemporary curriculum theories from a Christian perspective. Basic to other courses in curriculum and instruction. **Delivery:** Interactive online option available **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **Repeatable:** Repeatable **College Code:** SED

EDCI 565 – Improving Instruction

Credits: 2–3

Designed to provide a framework for organizing and teaching declarative and procedural knowledge, developing habits for lifelong learning, and building a positive classroom environment (including the use of cooperative learning groups). Includes reflection, micro–teaching, and peer feedback. Basic to other courses in curriculum and instruction. **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **Repeatable:** Repeatable **College Code:** SED

EDCI 600 – Program Continuation

Credits: 0

The Curriculum & Instruction student may register for this title while clearing deferred (DG) and/or incomplete (I) grades with advisor approval only. Registration for this title indicates fulltime status. \$ – Course or lab fee **Grade Mode:** Noncredit (NC,W) **Repeatable:** Repeatable **College Code:** SED

EDCI 606 – Teaching in Higher Education

Credits: 2

Teaching in Higher Education consists of two modules. The first module includes evaluation, analysis, and practice of a variety of instructional approaches, specifically, but not limited to collaborative learning and direct instruction in the university classroom. The second module includes evaluation and analysis of issues specific to faculty in higher education, such as workload, advancement, Integration of Faith and Learning, and instructional planning. **Grade Mode:** Normal (A–F,I,W) **College Code:** SED

EDCI 607 – Curriculum: _____

Credits: 2–3

Topics such as Designing Online Courses, Integrated Design, Standards–based Design, and Adventist Curriculum Studies. **Delivery:** Interactive online option available **Grade Mode:** Normal w S/DG (A–F,I,S,U,DG,W) **Repeatable:** Repeatable with different topics **College Code:** SED

EDCI 610 – Teaching the Adult Learner

Credits: 2–3

Examines and applies educational theory to skills used by helping professionals in the classroom, community and clinical facility. Topics include the taxonomies of learning, learning styles, multiple intelligences, educational technology and application. **Grade Mode:** Normal w S/DG (A–F,I,S,U,DG,W) **College Code:** SED

EDCI 611 – Design and Development of Training Programs

Credits: 3

Design and creation of programs for adult learners in training settings (i.e., NGO, continuing education, health care, corporate). Includes the planning of a field–based implementation project. Offered for extension campuses only. **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **Repeatable:** Repeatable **College Code:** SED

EDCI 617 – Instruction: _____

Credits: 2–3

Topics such as Instructional Design, Technology Integration, Differentiated Instruction, and Developmentally Appropriate Instruction in the area of special education, mild cognitive disorders. **Grade Mode:** Normal w S/DG (A–F,I,S,U,DG,W) **Repeatable:** Repeatable with different topics **College Code:** SED

EDCI 620 – Systems Concepts and Change

Credits: 3

Theoretical and applied study of curriculum change and organizational development in learning organizations. **Delivery:** Interactive online option available **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **College Code:** SED

EDCI 631–635, 641–642 – Professional Development Courses

Credits: 2.0 to 3.0

Contemporary and selected topics in curriculum and instruction. **Repeatable:** Repeatable with different topics. Open to all graduate students. **College Code:** SED

EDCI 637 – Technology: _____

Credits: 3

Topics such as Classroom Software Applications, Educational Media Production, Classroom Computer Management, Teaching with the Internet, and Curriculum Productivity Tools. \$ – Course or lab fee **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **Repeatable:** Repeatable with different topics **College Code:** SED

EDCI 645 – Advanced Diagnosis & Educational Therapy in Reading

Credits: 3

Advanced course for diagnosis and remediation or prevention of reading disabilities. \$ – Course or lab fee **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **Prerequisite(s):** EDTE 420. **College Code:** SED

EDCI 647 – Diversity: _____

Credits: 2

Topics such as Multicultural Education and Inclusive Education. **Delivery:** Interactive online option available **Grade Mode:** Normal w S/DG (A–F,I,S,U,DG,W) **Repeatable:** Repeatable **College Code:** SED

EDCI 648 – Workshop: _____

Credits: 1–3

Delivery: Interactive online option available **Grade Mode:** Satisfactory w/DG (S,U,I,W,DG) **Repeatable:** Repeatable **College Code:** SED

EDCI 650 – Curriculum Design and Development

Credits: 3

The study of specific curriculum design models to aid educators with the analysis, development, and improvement of curriculum at specific educational levels. Includes development of a curriculum project. **Delivery:** Interactive online option available **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **Repeatable:** Repeatable **College Code:** SED

EDCI 665 – Advanced Instructional Models: _____

Credits: 1–2

Introduction and practice of advanced teaching strategies and/or Special Education Academic Intervention that rely on a system of instruction based upon theory, research, and scholarly thinking in specific disciplines. Designed to increase teaching repertoire. Students develop the ability to reflect on their own performance and provide effective feedback and support to others. **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** EDCI 565 or EDTE 444, EDTE 445, EDTE 446, EDTE 447 or EDTE 459. **College Code:** SED

EDCI 665 (option) – Advanced Instructional Models: Writing Process Methods

Credits: 1, 2

Designed for the student to apply teaching principles and methods to the role of the teacher in organizing a writing workshop, including methods for connecting reading and writing; developing the writing process; conferencing with student writers; incorporating appropriate usage; editing, revising, and proofreading; assessing writing; writing with related technologies; and writing across the curriculum. **College Code:** SED

EDCI 676 – Technology for Learning

Credits: 2

The use, selection and evaluation of media/technology for learning organizations. An overview of technologies for teaching and learning including opportunities for hands-on application. (See EDCI 637 for additional topics.) \$ – Course or lab fee **Delivery:** Interactive online option available **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **College Code:** SED

EDCI 678 – Researching & Theorizing Curriculum Studies: (Tour Location)

Credits: 0–3

A structured travel-based learning experience which immerses the learner in the researching and/or theorizing contexts of Curriculum Studies. Learners will join renowned scholars, emerging scholars, and others to engage in complex conversations with each other. Tours visit major international or domestic conferences such as the World Curriculum Studies Conference (WCSC), the American Association for the Advancement of Curriculum Studies Conference (AACCS), the Bergamo Conference, the ASCD Annual Conference, and/or the annual conference of the American Educational Research Association (AERA). \$ – Course or lab fee **Grade Mode:** Satisfactory w/DG (S,U,I,W,DG) **College Code:** SED

EDCI 680 – Field Work: _____

Credits: 1–3

Supervised curriculum and instruction experiences in approved educational institutions, agencies, and learning organizations. Offered in areas such as Elementary Education, Middle-level Education, Secondary Education, Higher Education and Teacher Education. Permission of supervisor and plans required one semester in advance of registration. **Delivery:** Interactive online option available **Grade Mode:** Satisfactory w/DG (S,U,I,W,DG) **Repeatable:** Repeatable **College Code:** SED

EDCI 684 – International Perspectives on Curriculum

Credits: 3

A survey of theoretical and practical implications of internationalization on curriculum studies. Designed to familiarize students with a variety of international perspectives and voices, this course examines the process of curriculum theorizing and implementation practiced across national borders. Course experiences include selected readings, book reviews, small group discussions, personal critique and mini-lectures. Participants will evaluate learning environments, reflect on diverse points-of-view, critique individual cultural conditioning, and develop awareness of how various perspectives influence curriculum development, student learning and success in an increasingly global community. **Delivery:** Interactive online option available **Grade Mode:** Normal (A–F,I,W) **College Code:** SED

EDCI 685 – Comprehensive Exam Preparation

Credits: 0

Delivery: Interactive online option available **Grade Mode:** Noncredit (NC,W) **Repeatable:** Repeatable **Offering:** Summer, Fall, Spring **College Code:** SED

EDCI 686 – Curriculum Past and Present

Credits: 3

Survey of curriculum events, ideas, and trends since 1890. Special attention is given to landmark studies and seminal curriculum documents. Students investigate one historical topic and one current trend. **Delivery:** Interactive online option available **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **College Code:** SED

EDCI 690 – Independent Study: _____

Credits: 1–3

Individual research and study under the guidance of an instructor. A minimum of 45 clock hours of study time expected per credit. Limited prior approval by the advisor and instructor. **Delivery:** Interactive online option available **Grade Mode:** Normal w S/DG (A–F,I,S,U,DG,W) **Repeatable:** Repeatable **College Code:** SED

EDCI 695 – Master's Portfolio

Credits: 1

Grade Mode: Satisfactory w/DG (S,U,I,W,DG) **College Code:** SED

EDCI 696 – Project Implementation

Credits: 1–3

Students are expected to make practical application of an educational theory through practical implementation and supervision of an instruction and/or curriculum project. Students are expected to collect field-based data related to such functions, and, with such data, revise the original project. **Delivery:** Interactive online option available **Grade Mode:** Satisfactory w/DG (S,U,I,W,DG) **Repeatable:** Repeatable **College Code:** SED

EDCI 699 – Thesis

Credits: 1–3

Delivery: Interactive online option available **Grade Mode:** Satisfactory w/DG (S,U,I,W,DG) **Repeatable:** Repeatable **College Code:** SED

EDCI 725 – Doctoral Orientation Seminar

Credits: 1

Survey of essential principles and practices underlying the Curriculum and Instruction program. Open to specialist and doctoral students only. \$ – Course or lab fee **Grade Mode:** Satisfactory (S,U,I,W) **College Code:** SED

EDCI 730 – Curriculum Theory

Credits: 3

The examination of philosophical and theoretical underpinnings to educational issues. Emphasis upon theorizing within student's research interest. Includes student's development of theoretical frameworks. **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **Prerequisite(s):** EDCI 686 or permission of instructor. **College Code:** SED

EDCI 756 – Advanced Studies: _____

Credits: 1–3

Investigation of the knowledge base of a given area of study, including a comprehensive search of the literature and seminar presentations. Offered in areas such as Curriculum Leadership, Instructional Leadership, The Professorate, and Research on Teacher Education. **Delivery:** Interactive online option available **Grade Mode:** Satisfactory w/DG (S,U,I,W,DG) **Repeatable:** Repeatable **College Code:** SED

EDCI 795 – Specialist Portfolio

Credits: 1

Delivery: Interactive online option available **Grade Mode:** Satisfactory w/DG (S,U,I,W,DG) **College Code:** SED

EDCI 799 – Advanced Project: _____

Credits: 1–6

This empirically based product should be constructed using sound principles of curriculum/instruction design. A final written report documents project development and performance. **Delivery:** Interactive online option available **Grade Mode:** Satisfactory w/DG (S,U,I,W,DG) **Prerequisite(s):** permission of instructor.

Repeatable: Repeatable **College Code:** SED

EDCI 870 – Comprehensive Exam Preparation

Credits: 0

Delivery: Interactive online option available **Grade Mode:** Noncredit (NC,W)

Repeatable: Repeatable **Offering:** Fall, Spring, Summer **College Code:** SED

EDCI 884 – Internationalizing Curriculum Studies

Credits: 3

An in–depth examination of a variety of international perspectives and voices which shape the curriculum theorizing and implementation. A required final evaluation project will analyze the impact of international issues on curriculum studies and research within specific learning environments. **Grade Mode:** Normal (A–F,I,W) **College Code:** SED

EDCI 885 – Applied Research: _____

Credits: 1–8

Planned research experience dealing with an actual educational situation. Students identify a faculty member with whom to engage in collaborative research study leading to joint publication. Course meets the advanced methodology requirement for PhD students. **Delivery:** Interactive online option available **Grade Mode:** Satisfactory w/DG (S,U,I,W,DG) **Repeatable:** Repeatable **College Code:** SED

EDCI 886 – Internship: _____

Credits: 1–8

Students, under the supervision of a C&I faculty member, work in responsible positions with specialists in cooperating institutions, school systems, or agencies. Internships available in Curriculum Leadership, Instructional Leadership, Teaching in Higher Education, Teacher Education and accreditation processes. **Delivery:** Interactive online option available **Grade Mode:** Satisfactory w/DG (S,U,I,W,DG) **Repeatable:** Repeatable up to 8 credits **Offering:** Fall, Spring, Summer **College Code:** SED

EDCI 888 – Dissertation Continuation

Credits: 0

Delivery: Interactive online option available **Grade Mode:** Noncredit (NC,W)

Repeatable: Repeatable **College Code:** SED

EDCI 889 – Doctoral Seminar

Credits: 1–3

Engagement in professional development activities appropriate to doctoral–level candidates. Includes critiques of dissertations, dissertation defenses, professional conference participation, and serving as teaching assistant for a college–level course. **Delivery:** Interactive online option available **Grade Mode:** Satisfactory w/DG (S,U,I,W,DG) **Repeatable:** Repeatable **College Code:** SED

EDCI 895 – Doctoral Portfolio

Credits: 1

Delivery: Interactive online option available **Grade Mode:** Satisfactory w/DG (S,U,I,W,DG) **College Code:** SED

EDCI 899 – Doctoral Dissertation

Credits: 1–14

A minimum of 14 credits required. **Delivery:** Interactive online option available **Grade Mode:** Satisfactory w/DG (S,U,I,W,DG) **Repeatable:** Repeatable **Offering:** Fall, Spring, Summer **College Code:** SED

Educational Foundations

EDFN 500 – Philosophical Foundations for Professionals

Credits: 2–3

Examines philosophical and theological bases of major worldviews and, taking into account the conceptual framework of the Andrews University School of Education, critiques the impact of naturalism and post–modernism on education, psychology, and religion from a Christian perspective. Preferably taken in the first year of any graduate program in the School of Education. **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **College Code:** SED

EDFN 517 – History of Seventh–day Adventist Education

Credits: 2

Development of educational theory and institutions among Seventh–day Adventists, with emphasis on discernible eras and their characteristics. **Grade Mode:** Normal (A–F,I,W) **College Code:** SED

EDFN 610 – History and Philosophy of Education

Credits: 3

A study of the major influences and ideas in the history and philosophy of education from biblical and classical times to the present. The course materials cover a broad overview of the entire period, with a more detailed focus on noteworthy developments and significant eras. Students are required to research 3–4 topics. **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **College Code:** SED

EDFN 688 – Integration of Faith and Learning

Credits: 1–2

An interdisciplinary consideration of faith–maturing activities in the school: philosophy, curriculum, and teaching strategies. Attention directed toward classroom practice in the secondary school and college, although the general principles under review have direct implications for Christian education in the elementary and junior high school. **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **Repeatable:** Repeatable up to 2 credits **College Code:** SED

EDFN 689 – Seminar in Foundations:

Credits: 2–3

Examination of leadership, education and psychology. Topics may include historical, philosophical, psychological, sociological, and curricular foundations of education, as well as fundamental issues of leadership, finance, law, diversity and international understanding. The course is comprised of presentations by experts on the topics selected, and discussion based on assigned readings. Each student chooses two areas for in–depth study and makes presentations to the class. **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **Repeatable:** Repeatable with different topics **College Code:** SED

Teacher Education

EDTE 110 – Basic Reading/Language Skills

Credits: 1–2

Intended for those who need one–to–one or small–group instruction in basic language skills because of special needs. May include work to improve basic reading, writing, and study skills as determined by individual educational assessment. Lab required **Grade Mode:** Normal (A–F,I,W) **Repeatable:** Repeatable up to 8 credits **College Code:** SED

EDTE 140 – Reading Vocabulary Development

Credits: 1–2

Intended for those who need basic reading skills. Develops vocabulary strategies and skills for word meaning and identification. Instruction includes comprehension emphasis to place vocabulary learning in a meaningful context and to apply word recognition strategies in authentic situations. Lab required **Grade Mode:** Normal (A–F,I,W) **Repeatable:** Repeatable up to 4 credits **College Code:** SED

EDTE 160 – College Reading Efficiency

Credits: 2

Designed to develop active reading comprehension and flexible reading rates and strategies to meet varied purposes for reading. Lab required **Grade Mode:** Normal (A–F,I,W) **Repeatable:** Repeatable up to 4 credits **College Code:** SED

EDTE 164 – Dynamic Reading Strategies

Credits: 1–2

Designed to assist average and above–average readers in increasing comprehension and reading rate. Lab required **Grade Mode:** Normal (A–F,I,W) **College Code:** SED

EDTE 165 – Philosophical and Social Foundations of Education

Credits: 4

An orientation to the teaching profession in a multicultural society, including the philosophical/ethical assumptions underlying different education philosophies and the social, cultural, and instructional aspects of American education. Students analyze educational philosophies and practices from a Christian perspective and study the implications of school law on educational practice. 30–hour field experience required outside of class time. **Grade Mode:** Normal (A–F,I,W) **Offering:** Fall, Spring **College Code:** SED

EDTE 228 – Strategies for Educating Exceptional and Diverse Learners

Credits: 3

An introduction to the characteristics and educational needs of learners from various backgrounds. Emphasis is placed on meeting these students' educational needs in regular classrooms. 20–hour field experience. **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** EDTE 165. **Offering:** Even Fall, Spring, Summer **College Code:** SED

EDTE 376 – Topics:

Credits: 1–3

Topics of current significance. Credit to be announced with topic in advance. **Grade Mode:** Normal w S/DG (A–F,I,S,U,DG,W) **Repeatable:** Repeatable with different topics **Offering:** As scheduled **College Code:** SED

EDTE 389 – Work Conference: Topic

Credits: 1–3

In–service training, clinics, and supervised experiences in education. Credit to be announced with topic in advance. As scheduled **Grade Mode:** Normal w S/DG (A–F,I,S,U,DG,W) **Repeatable:** Repeatable with different topics **College Code:** SED

EDTE 408 – Principles of Teaching and Learning

Credits: 3

Basic techniques of instruction, planning, and classroom management. Emphasis is on acquisition and application of an instructional framework and basic classroom management. Field experience. Swing course—Approved 400–499 courses qualify for graduate–level credit for graduate students **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **Prerequisite(s):** EDTE 165, EDTE 630 or equivalent, EDTE 228 and GDPC 302. **Offering:** Fall, Spring, Summer **College Code:** SED

EDTE 416 – Individualized Reading Instruction

Credits: 3

Prepares the teacher to set up a direct instruction format for mastery teaching of reading to individuals using the basal Life Series. Students are introduced to the management system developed by the Exemplary Center for Reading Instruction to teach vocabulary, spelling, penmanship, and discussion techniques. Field experience required. Offered on extension campuses only. \$ – Course or lab fee Swing course—Approved 400–499 courses qualify for graduate–level credit for graduate students **Grade Mode:** Normal (A–F,I,W) **College Code:** SED

EDTE 417 – Teaching Reading in the Secondary Content Areas

Credits: 3

Methods for teaching content area reading to secondary students and adults, strategies for effective content lessons, application of basic skills, vocabulary comprehension, and study skills within subject areas. Includes objectives and methods, reading problems of adolescents and adults, and selection and development of materials. 30–hour field experience. Swing course—Approved 400–499 courses qualify for graduate–level credit for graduate students **Course Attribute:** Service course **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **Prerequisite(s):** GDPC 302 or GDPC 514, EDTE 408. **Offering:** Spring, even Summers **College Code:** SED

EDTE 418 – Methods for Teaching Beginning Reading

Credits: 3

Application of principles of effective instruction to early literacy acquisition. Focuses on balanced, explicit instruction approaches. Field experience included in class meeting time. \$ – Course or lab fee Swing course—Approved 400–499 courses qualify for graduate–level credit for graduate students **Course Attribute:** Service course **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **Prerequisite(s):** GDPC 302 or GDPC 514, EDTE 408. **Offering:** Spring, odd Summers **College Code:** SED

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EDTE 420 – Literacy Intervention Strategies

Credits: 3

Assessment and methods for prevention and remediation of reading problems. Useful for classroom and clinical settings. Field experience included in class meeting time. \$ – Course or lab fee Swing course—Approved 400–499 courses qualify for graduate–level credit for graduate students **Course Attribute:** Service course **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** GDPC 302 or GDPC 514, EDTE 408, EDTE 418. **Offering:** Fall, even Summers **College Code:** SED

EDTE 424 – Classroom Testing and Evaluation

Credits: 2

Writing instructional objectives. Topics may include: preparing classroom tests to measure the attainment of those objectives; concepts of reliability and validity; simple item analysis; interpreting data from standardized tests and other data in cumulative folders; sociometric procedures; grading and reporting. Swing course—Approved 400–499 courses qualify for graduate–level credit for graduate students **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** admission to student teaching. **Offering:** Fall, odd Summers **College Code:** SED

EDTE 425 – Multi–grade/Multi–age Education

Credits: 1

Techniques, practices and strategies appropriate for multi–age/multi–grade classrooms. Includes an introduction to relevant NAD administrative and curriculum materials. 50–hours of field experience. \$ – Course or lab fee Swing course—Approved 400–499 courses qualify for graduate–level credit for graduate students **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **Offering:** Spring **College Code:** SED

EDTE 436 – Writing K–8

Credits: 2

A theoretical and practical examination of instructional methodologies used for elementary writers. Swing course—Approved 400–499 courses qualify for graduate–level credit for graduate students **Grade Mode:** Normal (A–F,I,W) **College Code:** SED

EDTE 438 – Workshop:

Credits: 1–3

Credit to be announced with topic in advance. **Grade Mode:** Satisfactory w/DG (S,U,I,W,DG) **Repeatable:** Repeatable with different topics **Offering:** As scheduled **College Code:** SED

EDTE 444 – Elementary Language Arts Methods

Credits: 2

Application of principles of effective instruction to Language Arts with specific emphasis on writing workshop methodology. An introduction to the curriculum of K–8 schools, including unique Adventist curricular materials and Michigan Content Standards and Benchmarks. Field experience included in class meeting time. Swing course—Approved 400–499 courses qualify for graduate–level credit for graduate students **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **Corequisite(s):** EDTE 484. **Prerequisite(s):** GDPC 302 or GDPC 514, EDTE 408. **Offering:** Fall, odd Summers **College Code:** SED

EDTE 445 – Elementary Mathematics Methods

Credits: 3

Application of principles of effective instruction to Mathematics. An introduction to the curriculum of K–8 schools, including unique Adventist curricular materials and Michigan Content Standards and Benchmarks. \$ – Course or lab fee Swing course—Approved 400–499 courses qualify for graduate–level credit for graduate students **Course Attribute:** Service course **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **Prerequisite(s):** MATH 220 **Offering:** Spring, even Summers **College Code:** SED

EDTE 446 – Elementary Science and Health Methods

Credits: 3

Application of principles of effective instruction to Science and Health. An introduction to the curriculum of K–8 schools, including unique Adventist curricular materials and Michigan Content Standards and Benchmarks. Field experience. \$ – Course or lab fee Swing course—Approved 400–499 courses qualify for graduate–level credit for graduate students **Course Attribute:** Service course **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **Prerequisite(s):** GDPC 302 or GDPC 514, EDTE 408. **Offering:** Spring, even Summers **College Code:** SED

EDTE 447 – Elementary Social Studies and Character Education Methods

Credits: 3

Application of principles of effective instruction to Social Studies and Character Education. An introduction to the curriculum of K(8) schools, including unique SDA curricular materials and Michigan Content Standards and Benchmarks. Field experience included in class meeting time. Swing course—Approved 400–499 courses qualify for graduate–level credit for graduate students **Course Attribute:** Service course **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **Prerequisite(s):** GDPC 302 or GDPC 514, EDTE 408. **Offering:** Fall, even Summers **College Code:** SED

EDTE 448 – Methods for Integrating Arts & Movement in Elementary Curriculum

Credits: 3

Application of principles integrating art, music, and physical education instruction in the elementary curriculum. An introduction to the curriculum of K–8 schools, including unique Adventist curricular materials and Michigan Content Standards and Benchmarks. Field experience included in class meeting time. \$ – Course or lab fee Swing course—Approved 400–499 courses qualify for graduate–level credit for graduate students **Course Attribute:** Service course **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **Prerequisite(s):** GDPC 302 or GDPC 514, EDTE 408. **Offering:** Spring, odd Summers **College Code:** SED

EDTE 456 – Secondary Science Methods

Credits: 2

Materials and methods for science instruction with particular emphasis on inquiry teaching, use of technology and safety issues in the 6–12 classroom. Swing course—Approved 400–499 courses qualify for graduate–level credit for graduate students **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **Prerequisite(s):** EDTE 459 and EDTE 408, and acceptance into the teacher education program. **College Code:** SED

EDTE 459 – Methods for Teaching Secondary School: Area

Credits: 3

Focuses on teaching strategies especially useful at the secondary–age level. Emphasis on developing a repertoire of strategies that enhance a variety of learning outcomes in students and blend theory and practice. Field experience. Swing course—Approved 400–499 courses qualify for graduate–level credit for graduate students **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** GDPC 302 or GDPC 514, EDTE 408. **Repeatable:** Repeatable **Offering:** Fall, odd Summers **College Code:** SED

EDTE 460 – Reading Practicum

Credits: 1–4

Observation and supervised instruction with individual students and reading classes on the elementary level. Swing course—Approved 400–499 courses qualify for graduate–level credit for graduate students **Grade Mode:** Satisfactory w/DG (S,U,I,W,DG) **Prerequisite(s):** EDTE 417, EDTE 420, EDTE 485. May be graded S/U. **Repeatable:** Repeatable up to 4 credits **College Code:** SED

EDTE 467 – School and Society

Credits: 1

The school as an institution in a multi–cultural society; the cardinal purposes, structure, and operation of education. Swing course—Approved 400–499 courses qualify for graduate–level credit for graduate students **Grade Mode:** Normal (A–F,I,W) **College Code:** SED

EDTE 476 – Methods for Integrating Instructional Technology

Credits: 2–3

Course focuses on the use of a wide variety of instructional technology and media to support student learning with emphasis on the application of technologies to effective teaching. Topics covered during course include: technology as a tool, internet in the classroom, standards for integrating technology and multimedia teaching tools, and facilitating students' use of technology. \$ – Course or lab fee Swing course—Approved 400–499 courses qualify for graduate–level credit for graduate students **Grade Mode:** Normal w S/DG (A–F,I,S,U,DG,W) **Prerequisite(s):** INFS 120 or equivalent, EDTE 408. **Repeatable:** Repeatable **Offering:** Even Summer & Fall, odd Spring **College Code:** SED

EDTE 480 – First Days of School Experience

Credits: 2

An intensive, comprehensive, full–time field experience beginning in early August. Integrates the study and application of strategies for classroom management; guidelines for beginning the school year successfully. Required prior to student teaching. Field experience. Swing course—Approved 400–499 courses qualify for graduate–level credit for graduate students **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **Prerequisite(s):** Admission to Student Teaching. **Offering:** Summer **College Code:** SED

EDTE 484 – Developmental Reading Methods

Credits: 2

Prepares upper–elementary and middle–school teachers in the techniques of developmental reading and other language arts components. Includes whole–language techniques, direct instruction of comprehension strategies, and the reading–writing connection. Field experience included in class meeting time. \$ – Course or lab fee Swing course—Approved 400–499 courses qualify for graduate–level credit for graduate students **Grade Mode:** Normal (A–F,I,W) **Corequisite(s):** EDTE 444. **Prerequisite(s):** GDPC 302 or GDPC 514, EDTE 408. **Offering:** Fall **College Code:** SED

EDTE 485 – Advanced Methods for Elementary Classroom Literacy

Credits: 3

s for literacy teaching in grades K–8. Ways to organize the reading/language arts program to integrate reading, writing, speaking, and listening. Deals with meeting needs of individual learners within a classroom program. Field experience. Swing course—Approved 400–499 courses qualify for graduate–level credit for graduate students **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **Prerequisite(s):** EDTE 418 or EDTE 484. **Offering:** Summer, even years **College Code:** SED

EDTE 487 – Student Teaching Seminar

Credits: 1

A weekly seminar for student teachers. Swing course—Approved 400–499 courses qualify for graduate–level credit for graduate students **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **Corequisite(s):** EDTE 488 or EDTE 588. **Offering:** Fall, Spring **College Code:** SED

EDTE 488 – Student Teaching (Level)

Credits: 1–15

The student–teaching experience requires full participation in an elementary (K–8) or secondary (7–12) school. Emphasis is on application of teaching theory in the classroom with supervision and feedback. **Grade Mode:** Satisfactory w/DG (S,U,I,W,DG) **Corequisite(s):** EDTE 487. **Prerequisite(s):** Admission to Student Teaching. **Repeatable:** Repeatable up to 15 credits **Offering:** Fall, Spring **College Code:** SED

EDTE 499 – Independent Study:

Credits: 1–3

Individual research and study under the guidance of an instructor. A minimum of 45 clock hours of study time expected per credit. Limited to students pursuing topics in education. Prior approval by the advisor and instructor. **Grade Mode:** Normal w S/DG (A–F,I,S,U,DG,W) **Repeatable:** Repeatable **Offering:** Fall, Spring, Summer **College Code:** SED

EDTE 588 – Graduate Student Teaching: Level

Credits: 1–10

Instructional and/or supervisory experience in an elementary (K–8) or secondary (7–12) school under supervision. **Grade Mode:** Satisfactory w/DG (S,U,I,W,DG) **Corequisite(s):** EDTE 487. **Prerequisite(s):** Admission to Student Teaching. Graded S/U. **Repeatable:** Repeatable up to 10 credits **Offering:** Fall, Spring **College Code:** SED

EDTE 600 – Program Continuation

Credits: 0

The Teacher Education student may register for this title while clearing deferred (DG) and/or incomplete (I) grades with advisor approval only. Registration for this title indicates full–time status. **Grade Mode:** Noncredit (NC,W) **Repeatable:** Repeatable **College Code:** SED

EDTE 630 – Seminar:

Credits: 1–4

Seminar in specific topics relevant to teacher education. Each seminar examines one topic in detail. **Grade Mode:** Normal w S/DG (A–F,I,S,U,DG,W) **Repeatable:** Repeatable with different topics **Offering:** Summer **College Code:** SED

EDTE 630 – Seminar: Philosophical and Social Foundations of Education

Credits: 2

Grade Mode: Normal w S/DG (A–F,I,S,U,DG,W) **Repeatable:** Repeatable **Offering:** Fall, Spring **College Code:** SED

EDTE 630:03 – Seminar: Reading

Reading Seminar is taken near the end of the student's program. It examines leadership for change in literacy instruction, staff development and presentation skills. Students choose other topics to round out their program. **College Code:** SED

EDTE 630:05 – Seminar: Classroom Testing and Evaluation

Offering:

Odd Summers

College Code: SED

EDTE 630:06 – Seminar: Classroom Management

Offering:

Even Summers

College Code: SED

EDTE 648 – Workshop:

Credits: 1–3

Credit to be announced with topic in advance. **Grade Mode:** Normal w S/DG (A–F,I,S,U,DG,W) **Repeatable:** Repeatable with different topics **Offering:** As scheduled **College Code:** SED

EDTE 690 – Independent Study:

Credits: 1–3

Individual research and study under the guidance of an instructor. A minimum of 60 clock hours of study time expected per credit. Limited to students pursuing topics in education. Prior approval by the advisor and instructor. **Grade Mode:** Normal w S/DG (A–F,I,S,U,DG,W) **Repeatable:** Repeatable **Offering:** Fall, Spring, Summer **College Code:** SED

Graduate Psychology & Counseling

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Mission

The mission of the Department of Graduate Psychology & Counseling is to:

- Prepare professional psychologists, counselors, and learning specialists who are committed to excellence and world–wide service
- Provide training based on a Christian world view and philosophy that promotes the balanced development of the mental, physical, social, and spiritual nature of persons
- Respect human diversity and the uniqueness of each person as one created by God
- Uphold the principles of Scripture as a guide for interpersonal relations.

Accreditation

The programs in the Department of Graduate Psychology & Counseling are accredited by the North Central Association of Colleges and Schools.

The School of Education, as a unit, is accredited by the National Council for the Accreditation of Teacher Education (NCATE). NCATE has approved two programs within this department: School Psychology and School Counseling.

The Michigan State Department of Education has approved the following programs: School Psychology, Special Education, and School Counseling.

The National Association of School Psychologists (NASP) has approved the Ed.S. program in School Psychology.

The Council for Accreditation of Counseling and Related Educational Programs (CACREP), a specialized accrediting body recognized by the Council for Higher Education Accreditation (CHEA), has approved the following programs: Clinical Mental Health Counseling and School Counseling.

The Clinical Mental Health Counseling program at Andrews University is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The accreditation runs through October 31, 2013. (Note: The Clinical Mental Health Counseling program is currently accredited under the 2001 standards for Community Counseling programs as a Community Counseling program. The CACREP 2009 standards combine the Community Counseling and Mental Health Counseling standards into standards for Clinical Mental Health Counseling programs. The counseling program intends to seek accreditation for this program as a Clinical Mental Health Counseling program when it comes up for reaccreditation, per CACREP guidelines.)

Fieldwork

All students must obtain a background check before they can participate in any course that requires fieldwork, including practicum and internship. Some programs require additional paperwork, e.g. Conviction Clearance forms.

Admission Requirements

General admission requirements for degrees in the School of Education are stated in the Graduate Programs portion of the Admissions and Academics section of this bulletin. Additional requirements are listed under the separate program descriptions which follow. Admission for any graduate degree offered in the School of Education is based on the total profile of the student and includes the analysis of admission documents, interviews, as well as the professional judgment of the program faculty.

*Programs offered in this Department are listed below.

Masters

Clinical Mental Health Counseling MA

The Clinical Mental Health Counseling program is designed to prepare students to function as professional clinical mental health counselors in community agency and mental health settings, such as: (a) mental health centers; (b) family counseling centers, and (c) solo or group private practice.

MA Degree Requirements

Common Core—30

- EDFN 500 – Philosophical Foundations for Professionals Credits: 3
- GDPC 520 – Life Span Development Credits: 3
- GDPC 554 – Career Development Credits: 3
- GDPC 635 – Theories and Techniques of Counseling Credits: 3
- GDPC 638 – Group Processes Credits: 3
- GDPC 640 – Multicultural Issues for Counselors and Psychologists Credits: 3
- GDPC 644 – Psychological Testing Credits: 3
- GDPC 645 – Professional Ethics for Counselors and Psychologists Credits: 3
- EDM 506 – Research and Evaluation for Counselors Credits: 3
- EDM 611 – Applied Statistical Methods I Credits: 3

Specialty Area—18

- GDPC 600 – Family Counseling Credits: 3
- GDPC 610 – Marital Counseling Credits: 3
- GDPC 619 – Professional Issues in Clinical Mental Health Counseling Credits: 2–3
- Three credits are required when GDPC609 is not offered.
- GDPC 624 – Addictions and Addictive Behaviors Credits: 3
- GDPC 629 – Psychopathology: Classification & Treatment Credits: 3
- GDPC 630 – Personality Assessment Credits: 3

Clinical Instruction—9

- GDPC 650 – Practicum in Counseling Credits: 3
- GDPC 655 – Internship in Counseling Credits: 6

Electives —3

(Choose one)

- GDPC 686 – Interventions and Diagnosis with Children and Adolescents Credits: 3
- GDPC 687 – Counseling and Therapeutic Interventions for Adults Credits: 3

Total MA Degree Credits: 60

Note(s):

Due to the sequential nature of the Clinical Mental Health Counseling program, students must begin full–time study in the fall semester if they are to complete in two academic years.

Students are required to attend a minimum of eight weekly personal counseling sessions during the first semester of enrollment. These sessions may be arranged with the University's Counseling & Testing Center or in the public sector by a licensed therapist. A letter verifying the completion of these eight sessions is required by the end of the first semester.

Continuation in the Clinical Mental Health Counseling program is based upon a periodic review, by the department, of the student's academic performance and personal qualifications as a counselor.

A student who wishes to seek licensure as a Licensed Mental Health Counselor (LMHC) in the State of Indiana should consult with the Coordinator of the MA in Clinical Mental Health Counseling program.

Educational Psychology: Developmental Psychology Emphasis MA

Educational psychologists are involved in the following settings: classroom teaching at the elementary, secondary, and higher education levels; research related to schools, learning and human growth and development; the construction, administration, and evaluation of tests; early childhood education programs; training programs in business and industry; and residence–hall directors.

Each student in the Educational Psychology program will select one of the following emphases: Developmental, Instructional, Research, or General.

The student and advisor plan a provisional sequence of experiences in accordance with the student's professional objectives, the general requirements of the MA degree and the chosen emphasis.

Continuation in the Educational Psychology program is based upon a periodic review, by the department, of the student's academic performance and personal qualifications as they pertain to an educational psychologist.

Educational Psychology: Developmental Psychology Emphasis

This emphasis is aimed at those who wish to specialize in the area of human development. It is of interest to people who wish to work in children or adult facilities or community colleges, and desire a strong psychological understanding of development. Graduates from this program may also go on to do a doctorate in Educational Psychology, Developmental Psychology, or School Psychology.

Foundations/Research/Statistics—9

- EDFN 500 – Philosophical Foundations for Professionals Credits: 3
- EDRM 505 – Research Methods Credits: 3
- EDRM 611 – Applied Statistical Methods I Credits: 3

Concentration (Developmental Psychology)—15

- GDPC 514 – Psychology of Learning Credits: 3
- GDPC 615 – Advanced Human Development Credits: 3
- GDPC 625 – Biopsychology Credits: 3
- GDPC 626 – Cognitive Psychology Credits: 3
- GDPC 676 – Theories of Personality Credits: 3

Electives—6

Two courses from the following:

- GDPC 525 – Psychology and Education of Exceptional Children Credits: 3
- GDPC 540 – Behavioral and Emotional Problems of Children Credits: 3
- GDPC 554 – Career Development Credits: 3
- **or**
- Choose one and write a thesis

Total Credits: 30

Notes:

The 30–33 credit MA Educational Psychology programs may be completed in one year of full–time study.

Students planning further graduate work are encouraged to include GDPC699 Thesis. Those who do not plan further graduate study may substitute course work for the thesis in their program.

Educational Psychology: General Emphasis MA

Educational psychologists are involved in the following settings: classroom teaching at the elementary, secondary, and higher education levels; research related to schools, learning and human growth and development; the construction, administration, and evaluation of tests; early childhood education programs; training programs in business and industry; and residence–hall directors.

Each student in the Educational Psychology program will select one of the following emphases: Instructional, Developmental, Research or General.

The student and advisor plan a provisional sequence of experiences in accordance with the student's professional objectives, the general requirements of the MA degree and the chosen emphasis.

Continuation in the Educational Psychology program is based upon a periodic review, by the department, of the student's academic performance and personal qualifications as they pertain to an educational psychologist.

Educational Psychology: General Emphasis

This program provides a broad perspective of this field with emphasis on learning, development, testing and research. The General Emphasis allows students to choose the areas where they wish to develop individual strengths. These areas are presented in depth through varied instructional modes. This program is designed to train graduate students to become college instructors, educational consultants, or researchers in the field of Educational Psychology.

Foundations/Research/Statistics—9

- EDFN 500 – Philosophical Foundations for Professionals Credits: 3
- EDRM 505 – Research Methods Credits: 3
- EDRM 611 – Applied Statistical Methods I Credits: 3

Educational Psychology Core—9

- GDPC 514 – Psychology of Learning Credits: 3
- GDPC 520 – Life Span Development Credits: 3
- GDPC 644 – Psychological Testing Credits: 3

Electives—12

Twelve credits by advisement, limited to GDPC courses, or courses in instruction from the School of Education.

Three credits may be fulfilled by writing a thesis.

Total Credits: 30

Notes:

The 30–33 credit MA Educational Psychology programs may be completed in one year of full–time study.

Students planning further graduate work are encouraged to include GDPC699 Thesis. Those who do not plan further graduate study may substitute course work for the thesis in their program.

Educational Psychology: Instructional Psychology Emphasis MA

Educational psychologists are involved in the following settings: classroom teaching at the elementary, secondary, and higher education levels; research related to schools, learning and human growth and development; the construction, administration, and evaluation of tests; early childhood education programs; training programs in business and industry; and residence–hall directors.

Each student in the Educational Psychology program will select one of the following emphases: Instructional, Developmental, Research or General. The student and advisor plan a provisional sequence of experiences in accordance with the student's professional objectives, the general requirements of the MA degree and the chosen emphasis.

Continuation in the Educational Psychology program is based upon a periodic review, by the department, of the student's academic performance and personal qualifications as they pertain to an educational psychologist.

Educational Psychology: Instructional Psychology Emphasis

This emphasis is specifically designed for teachers who wish to expand their understanding of the teaching and learning process. It is also recommended for those students who plan to continue in the EdS in School Psychology program or obtain qualification as psychological associates. The courses are designed to assist the teacher and others who wish to broaden their understanding of the learner and learning environments. This emphasis is of interest to teachers who wish to renew their certification or move up on the salary scale and at the same time improve their understanding of children and how they learn.

Foundations/Research/Statistics—9

- EDFN 500 – Philosophical Foundations for Professionals Credits: 3
- EDRM 505 – Research Methods Credits: 3
- EDRM 611 – Applied Statistical Methods I Credits: 3

Concentration (Instructional Psychology)—18

- GDPC 514 – Psychology of Learning Credits: 3
- GDPC 525 – Psychology and Education of Exceptional Children Credits: 3
- GDPC 540 – Behavioral and Emotional Problems of Children Credits: 3
- GDPC 615 – Advanced Human Development Credits: 3
- GDPC 644 – Psychological Testing Credits: 3
- SPED 645 – Reading Assessment & Intervention Credits: 3

Electives—3

Three credits to be chosen in consultation with an advisor.

It is presumed that this course will assist in the understanding of the learner and/or the learning environment.

Total Credits: 30

Notes:

The 30–33 credit MA Educational Psychology programs may be completed in one year of full–time study.

Students planning further graduate work are encouraged to include GDPC699 Thesis. Those who do not plan further graduate study may substitute course work for the thesis in their program.

Educational Psychology: Research Emphasis MA

Educational psychologists are involved in the following settings: classroom teaching at the elementary, secondary, and higher education levels; research related to schools, learning and human growth and development; the construction, administration, and evaluation of tests; early childhood education programs; training programs in business and industry; and residence–hall directors.

Each student in the Educational Psychology program will select one of the following emphases: Instructional, Developmental, Research or General. The student and advisor plan a provisional sequence of experiences in accordance with the student's professional objectives, the general requirements of the MA degree and the chosen emphasis.

Continuation in the Educational Psychology program is based upon a periodic review, by the department, of the student's academic performance and personal qualifications as they pertain to an educational psychologist.

Educational Psychology: Research Emphasis

The MA program in Educational Psychology with an emphasis in research is designed for those interested in applying research and statistical principles for solving problems in educational, psychological and social settings. Graduates of the program may be consultants in research agencies, instructors in colleges and universities, and/or pursue doctoral degrees in research, statistics, measurement and evaluation.

Foundations—9

- EDFN 500 – Philosophical Foundations for Professionals Credits: 3
- EDRM 505 – Research Methods Credits: 3
- EDRM 611 – Applied Statistical Methods I Credits: 3

Educational Psychology Core—9

- GDPC 514 – Psychology of Learning Credits: 3
- GDPC 615 – Advanced Human Development Credits: 3
- GDPC 644 – Psychological Testing Credits: 3

Concentration (Research)—15

- EDRM 604 – Design and Analysis of Educational and Psychological Surveys Credits: 3
- EDRM 605 – Qualitative Research Methods in Education and Psychology Credits: 3
- EDRM 612 – Applied Statistical Methods II Credits: 3
- EDRM 613 – Applied Statistical Methods III Credits: 3
- GDPC 699 – Thesis Credits: 3

Total Credits: 33

Notes:

The 30–33 credit MA Educational Psychology programs may be completed in one year of full–time study.

Students planning further graduate work are encouraged to include GDPC699 Thesis. Those who do not plan further graduate study may substitute course work for the thesis in their program.

School Counseling MA

The School Counseling curriculum prepares students for counseling in elementary and secondary schools.

The program includes the course work and experiences required for endorsement as a school counselor. Students working toward certification as K–12 school counselors should consult with the coordinator of the School Counseling program about the requirements of the state where they plan to work. Some states require teacher certification in order to obtain school counselor endorsement.

Students enrolled in the MA in School Counseling program must sign a Conviction Clearance form, certifying they have not been convicted of (or pleaded no contest to) a misdemeanor or felony. This form must be signed at three points in their program: prior to registering for their first class, prior to registering for GDPC 655 Internship in Counseling and beginning their internship, and prior to applying for certification as a school counselor through the Office of Teacher Certification at Andrews University. Students must also have fingerprints on file with the Michigan State Police. Having a prior conviction may make it impossible to complete the program.

MA Degree Requirements

Common Core—30

- EDFN 500 – Philosophical Foundations for Professionals Credits: 3
- GDPC 520 – Life Span Development Credits: 3
- GDPC 554 – Career Development Credits: 3
- GDPC 635 – Theories and Techniques of Counseling Credits: 3
- GDPC 638 – Group Processes Credits: 3
- GDPC 640 – Multicultural Issues for Counselors and Psychologists Credits: 3
- GDPC 644 – Psychological Testing Credits: 3
- GDPC 645 – Professional Ethics for Counselors and Psychologists Credits: 3
- EDRM 506 – Research and Evaluation for Counselors Credits: 3
- EDRM 611 – Applied Statistical Methods I Credits: 3

Specialty Area—21

- GDPC 525 – Psychology and Education of Exceptional Children Credits: 3
- GDPC 530 – Professional Issues in School Counseling Credits: 3
- GDPC 540 – Behavioral and Emotional Problems of Children Credits: 3
- GDPC 545 – Administration of Guidance Services Credits: 3
- GDPC 600 – Family Counseling Credits: 3
- GDPC 624 – Addictions and Addictive Behaviors Credits: 3
- GDPC 686 – Interventions and Diagnosis with Children and Adolescents Credits: 3

Clinical Instruction—9

- GDPC 650 – Practicum in Counseling Credits: 3
- GDPC 655 – Internship in Counseling Credits: 6

Total MA Degree Credits: 60

Note(s):

Due to the sequential nature of the School Counseling program, students must begin full-time study in the fall semester if they are to complete in two academic years.

Students are required to attend a minimum of eight weekly personal counseling sessions during the first semester of enrollment. These sessions may be arranged with the University's Counseling & Testing Center or in the public sector by a licensed therapist. A letter verifying the completion of these eight sessions is required by the end of the first semester.

Continuation in the School Counseling program is based upon a periodic review, by the department, of the student's academic performance and personal qualifications as a school counselor.

A student who already possesses a master's degree and wishes to qualify for certification as a school counselor should consult with the Coordinator of the MA in School Counseling program.

Special Education – Learning Disabilities K–12 Endorsement MA

Special Education (Learning Disabilities K–12 Endorsement) Completion of required course work leads to a Michigan State Teaching Endorsement in Special Education in the area of Learning Disabilities and a Master of Science in Education. Students who have been accepted into the MAT program, or those without current certification, can petition to be concurrently accepted into the MAT/MS program.

The State of Michigan requires students to possess a valid State of Michigan Elementary or Secondary Education Teaching Certification prior to the submission of an application for a Special Education/Learning Disabilities Endorsement. Completion of the portfolio requirements and a “pass” grade on the MTTC Subject Area (Learning Disabilities) Exam is required. All students seeking this degree will be expected to meet the requirements in effect as set forth by the State of Michigan at the time of graduation.

MS Degree Requirements

Prerequisites

Must have Teacher Certification or be accepted into the MAT program.

General Requirements–15

- EDFN 500 – Philosophical Foundations for Professionals Credits: 3
- EDRM 505 – Research Methods Credits: 3
- GDPC 514 – Psychology of Learning Credits: 3
- GDPC 615 – Advanced Human Development Credits: 3
- GDPC 644 – Psychological Testing Credits: 3

Core–19

- GDPC 540 – Behavioral and Emotional Problems of Children Credits: 3
- SPED 525 – Psychology and Education of Exceptional Children Credits: 3
- SPED 588 – Graduate Student Teaching: K–5 Credits: 2
- SPED 588 – Graduate Student Teaching: 6–12 Credits: 2
- SPED 618 – Legal and Ethical Issues in Schools Credits: 2–3
- Three credits are required when GDPC608 is not offered.
- SPED 651 – Behavioral and Educational Assessment Credits: 3
- SPED 672 – Psychoeducational Consultation Credits: 3

Specialty–10

- SPED 610 – Instructional Design for Special Education Credits: 3
- SPED 630 – Education of Students with Math and Writing Disabilities Credits: 3
- SPED 645 – Reading Assessment & Intervention Credits: 3
- GDPC 649 – Crisis Intervention Credits: 1

Total MS Degree Credits: 44

Special Education – Research Emphasis

Completion of required coursework leads to a Master of Science in Education with an emphasis on Learning Disabilities. Students who have been accepted into the MAT program, or those without current certification, can petition to be concurrently accepted into the MAT/MS program if they wish a Michigan endorsement.

Students who are not seeking a Michigan endorsement do not need a valid Michigan certification, but need teacher certification from their home jurisdiction in order to do special education student teaching. If a Michigan endorsement is sought, a valid Michigan certificate is required along with a pass on the MTTC. Completion of the portfolio requirements and a “pass” grade on the thesis and comprehensive exam is required. All students seeking this degree will be expected to meet the requirements at the time of graduation.

MS Degree Requirements

Prerequisites

Must have Teacher Certification or be accepted into the MAT program.

General Requirements–12

- EDFN 500 – Philosophical Foundations for Professionals Credits: 3
- GDPC 514 – Psychology of Learning Credits: 3
- GDPC 615 – Advanced Human Development Credits: 3
- GDPC 644 – Psychological Testing Credits: 3

Core–19

- GDPC 540 – Behavioral and Emotional Problems of Children Credits: 3
- SPED 525 – Psychology and Education of Exceptional Children Credits: 3
- SPED 588 – Graduate Student Teaching: K–5 Credits: 2
- SPED 588 – Graduate Student Teaching: 6–12 Credits: 2
- SPED 618 – Legal and Ethical Issues in Schools Credits: 2–3
- Three credits are required when GDPC608 is not offered.
- SPED 651 – Behavioral and Educational Assessment Credits: 3
- SPED 672 – Psychoeducational Consultation Credits: 3

Specialty–19

- SPED 610 – Instructional Design for Special Education Credits: 3
- SPED 630 – Education of Students with Math and Writing Disabilities Credits: 3
- SPED 645 – Reading Assessment & Intervention Credits: 3
- GDPC 649 – Crisis Intervention Credits: 1
- EDRM 505 – Research Methods Credits: 3
- EDRM 611 – Applied Statistical Methods I Credits: 3
- GDPC 699 – Thesis Credits: 3

Total MS Degree Credits: 50

Special Education, Adventist Specialty Endorsement

Special Education (Adventist Specialty Endorsement)

This endorsement, created especially for Seventh-day Adventist teachers already having denominational certification, emphasizes teaching strategies for students with disabilities in special education and/or inclusive education (special needs in the regular classroom). It is offered in combination with other departments within the School of Education. Program courses may include fieldwork.

Components of the Program

- GDPC 540 – Behavioral and Emotional Problems of Children Credits: 3
- GDPC 644 – Psychological Testing Credits: 3
- SPED 525 – Psychology and Education of Exceptional Children Credits: 3

- SPED 610 – Instructional Design for Special Education Credits: 3

Total Credits: 12

Note:

Persons completing certificate requirements who currently hold a standard Adventist teaching credential will be recommended for an Adventist specialty endorsement in special education.

Post–Masters

Counseling Psychology Ph.D., Adult Emphasis

Ph.D.: Counseling Psychology

The Ph.D. in Counseling Psychology prepares students for the practice of psychology in schools, colleges, agencies, hospitals, churches, businesses, industries and private settings. It is the intent of the program to prepare graduates for licensure as professional psychologists in the U.S. and with eligibility to practice internationally. Students should consult with the appropriate authorities regarding requirements in the states or countries in which they wish to practice. Counseling psychology students must specialize in one of the listed areas of emphases: Adult, Child/Family, Cultural Diversity and Health Psychology. Specialty emphases should be developed within a student's course plan in close consultation with their advisor to coincide with the student's dissertation topic. Additionally, each emphasis requires students to complete specified coursework, Advanced Emphasis practicum, and a dissertation topic related to chosen emphasis.

Admissions. Students entering the Ph.D. program in Counseling Psychology should have a master's degree in counseling or a related field.

In order for an applicant without a master's degree to be eligible for consideration of admissions, they must have the following: undergraduate major in psychology; outstanding academic record with satisfactory GPA; and satisfactory scores on both the GRE General Test and Advanced Test in Psychology. A master's degree may be received en route to the doctoral degree, however, all master's degree requirements must be met.

The Ph.D. course requirements assume a prior master's degree that includes graduate courses in the following areas. If courses in these areas have not been taken prior to admission, the indicated Andrews University course must be taken as part of the degree, in addition to Ph.D. courses listed below:

- EDFN 500 – Philosophical Foundations for Professionals
- GDP 514 – Psychology of Learning
- GDP 520 – Life Span Development
- GDP 635 – Theories & Techniques of Counseling
- GDP 638 – Group Processes
- GDP 640 – Multicultural Issues for Counselors and Psych
- GDP 644 – Psychological Testing
- GDP 650 – Practicum in Counseling
- EDRM 505 – Research Methods OR EDRM 506 – Research and Evaluation for Counselors
- EDRM 611 – Applied Statistical Methods I

Andrews University Doctoral Transfer Requirements: The Ph.D. Counseling Psychology program requires a minimum of 32 course credits be taken in residence at Andrews University.

- Completion of all required practicum (in this case 3 consecutive semesters – 9 credits)
- Completion of internship (one calendar year 40 hr per week APA approved internship – 3 credits)
- Dissertation credit to complete your dissertation – 16 credits minimum (14 dissertation, 2 EDRM880)
- Doctoral Comprehensive Examination

Ph.D. Course Requirements

Psychological Foundations—21

- GDP 616 – Psychology of Religious Experience Credits: 3
- GDP 620 – History and Systems of Psychology Credits: 3
- GDP 625 – Biopsychology Credits: 3
- GDP 626 – Cognitive Psychology Credits: 3
- GDP 629 – Psychopathology: Classification & Treatment Credits: 3
- GDP 676 – Theories of Personality Credits: 3
- GDP 670 – Advanced Social Psychology Credits: 3

Professional Studies—35

- GDP 554 – Career Development Credits: 3
- GDP 645 – Professional Ethics for Counselors and Psychologists Credits: 3
- GDP 652 – Cognitive Assessment Credits: 3
- GDP 686 – Interventions and Diagnosis with Children and Adolescents Credits: 3
- GDP 687 – Counseling and Therapeutic Interventions for Adults Credits: 3
- GDP 735 – Clinician Self–Assessment for the Treatment of Culturally Diverse Populations Credits: 3
- GDP 745 – Practicum in Counseling Psychology Credits: 1–3
 - Select additional practicum hours from chosen emphasis.
- GDP 750 – Personality Assessment Credits: 3
- GDP 753 – Psychological Decision Making and Interventions Credits: 3
- GDP 765 – Seminar in the Supervision of Counselors Credits: 2
- GDP 820 – Internship in Counseling Psychology Credits: 3
- GDP 835 – Seminar in Counseling Psychology Credits: 3

Adult Emphasis—15

Dissertation focus must be selected from this topic area.

- GDP 688 – Group Therapy Credits: 3
- GDP 720 – Marital Therapy Credits: 3
- Electives – By advisement Credits: 3
- GDP 846 – Adult Advanced Emphasis Practicum Credits: 6

Research & Dissertation

Research & Statistics—15

- EDRM 605 – Qualitative Research Methods in Education and Psychology Credits: 3
- EDRM 704 – Design and Analysis of Educational and Psychological Surveys Credits: 3
- EDRM 710 – Seminar in Research Methodology Credits: 1
- EDRM 712 – Applied Statistical Methods II Credits: 3
- EDRM 713 – Applied Statistical Methods III Credits: 3
- EDRM 880 – Dissertation Proposal Development Credits: 2

Dissertation – 14+

- GDP 899 – Doctoral Dissertation Credits: 1–14+

Student's dissertation topic must coincide with their specialty concentration

TOTAL PhD degree credits – 100+

NOTE: A 2,000-hour supervised internship is required. Students apply through the Association of Psychology, Postdoctoral and Internship Centers for an approved internship. Preference is given to American Psychological Association (APA)–approved internships. The internship is usually completed on a full-time basis (40 hours per week) for one year. Continuation in the Counseling Psychology program is based upon an annual review by the department faculty of the student's academic performance, professional development and personal qualifications as a counseling psychologist.

Beginning the semester after registering for EDRM880, candidates must register for at least 1 dissertation credit during each semester until their dissertation is successfully defended.

Counseling Psychology Ph.D., Child/Family Emphasis

Ph.D.: Counseling Psychology

The Ph.D. in Counseling Psychology prepares students for the practice of psychology in schools, colleges, agencies, hospitals, churches, businesses, industries and private settings. It is the intent of the program to prepare graduates for licensure as professional psychologists in the U.S. and with eligibility to practice internationally. Students should consult with the appropriate authorities regarding requirements in the states or countries in which they wish to practice. Counseling psychology students must specialize in one of the listed areas of emphases: Adult, Child/Family, Cultural Diversity and Health Psychology. Specialty emphases should

be developed within a student's course plan in close consultation with their advisor to coincide with the student's dissertation topic. Additionally, each emphasis requires students to complete specified coursework, Advanced Emphasis practicum, and a dissertation topic related to chosen emphasis.

Admissions. Students entering the Ph.D. program in Counseling Psychology should have a master's degree in counseling or a related field.

In order for an applicant without a master's degree to be eligible for consideration of admissions, they must have the following: undergraduate major in psychology; outstanding academic record with satisfactory GPA; and satisfactory scores on both the GRE General Test and Advanced Test in Psychology. A master's degree may be received en route to the doctoral degree, however, all master's degree requirements must be met.

The Ph.D. course requirements assume a prior master's degree that includes graduate courses in the following areas. If courses in these areas have not been taken prior to admission, the indicated Andrews University course must be taken as part of the degree, in addition to Ph.D. courses listed below:

- EDFN 500 – Philosophical Foundations for Professionals
- GDPC 514 – Psychology of Learning
- GDPC 520 – Life Span Development
- GDPC 635 – Theories & Techniques of Counseling
- GDPC 638 – Group Processes
- GDPC 640 – Multicultural Issues for Counselors and Psych
- GDPC 644 – Psychological Testing
- GDPC 650 – Practicum in Counseling
- EDRM 505 – Research Methods OR EDRM 506 – Research and Evaluation for Counselors
- EDRM 611 – Applied Statistical Methods I

Andrews University Doctoral Transfer Requirements: The Ph.D. Counseling Psychology program requires a minimum of 32 course credits be taken in residence at Andrews University.

- Completion of all required practicum (in this case 3 consecutive semesters – 9 credits)
- Completion of internship (one calendar year 40 hr per week APA approved internship – 3 credits)
- Dissertation credit to complete your dissertation – 16 credits minimum (14 dissertation, 2 EDRM880)
- Doctoral Comprehensive Examination

Ph.D. Course Requirements

Psychological Foundations—21

- GDPC 616 – Psychology of Religious Experience Credits: 3
- GDPC 620 – History and Systems of Psychology Credits: 3
- GDPC 625 – Biopsychology Credits: 3
- GDPC 626 – Cognitive Psychology Credits: 3
- GDPC 629 – Psychopathology: Classification & Treatment Credits: 3
- GDPC 676 – Theories of Personality Credits: 3
- GDPC 670 – Advanced Social Psychology Credits: 3

Professional Studies—35

- GDPC 554 – Career Development Credits: 3
- GDPC 645 – Professional Ethics for Counselors and Psychologists Credits: 3
- GDPC 652 – Cognitive Assessment Credits: 3
- GDPC 686 – Interventions and Diagnosis with Children and Adolescents Credits: 3
- GDPC 687 – Counseling and Therapeutic Interventions for Adults Credits: 3
- GDPC 735 – Clinician Self-Assessment for the Treatment of Culturally Diverse Populations Credits: 3
- GDPC 745 – Practicum in Counseling Psychology Credits: 1–3
- – Select additional practicum hours from chosen emphasis.
- GDPC 750 – Personality Assessment Credits: 3
- GDPC 753 – Psychological Decision Making and Interventions Credits: 3
- GDPC 765 – Seminar in the Supervision of Counselors Credits: 2
- GDPC 820 – Internship in Counseling Psychology Credits: 3
- GDPC 835 – Seminar in Counseling Psychology Credits: 3

Child/Family Emphasis—15

Dissertation focus must be selected from this topic area.

- GDPC 710 – Family Therapy Credits: 3
- GDPC 720 – Marital Therapy Credits: 3
- Electives – By advisement Credits: 3
- GDPC 847 – Child/Family Advanced Emphasis Practicum Credits: 6

Research & Dissertation

Research & Statistics—15

- EDRM 605 – Qualitative Research Methods in Education and Psychology Credits: 3
- EDRM 704 – Design and Analysis of Educational and Psychological Surveys Credits: 3
- EDRM 710 – Seminar in Research Methodology Credits: 1
- EDRM 712 – Applied Statistical Methods II Credits: 3
- EDRM 713 – Applied Statistical Methods III Credits: 3
- EDRM 880 – Dissertation Proposal Development Credits: 2

Dissertation – 14+

- GDPC 899 – Doctoral Dissertation Credits: 1–14+
- Student's dissertation topic must coincide with their specialty concentration**

TOTAL PhD degree credits – 100+

NOTE: A 2,000-hour supervised internship is required. Students apply through the Association of Psychology, Postdoctoral and Internship Centers for an approved internship. Preference is given to American Psychological Association (APA)–approved internships. The internship is usually completed on a full-time basis (40 hours per week) for one year. Continuation in the Counseling Psychology program is based upon an annual review by the department faculty of the student's academic performance, professional development and personal qualifications as a counseling psychologist.

Beginning the semester after registering for EDRM880, candidates must register for at least 1 dissertation credit during each semester until their dissertation is successfully defended.

Counseling Psychology Ph.D., Cultural Diversity Emphasis

Ph.D.: Counseling Psychology

The Ph.D. in Counseling Psychology prepares students for the practice of psychology in schools, colleges, agencies, hospitals, churches, businesses, industries and private settings. It is the intent of the program to prepare graduates for licensure as professional psychologists in the U.S. and with eligibility to practice internationally. Students should consult with the appropriate authorities regarding requirements in the states or countries in which they wish to practice. Counseling psychology students must specialize in one of the listed areas of emphases: Adult, Child/Family, Cultural Diversity and Health Psychology. Specialty emphases should be developed within a student's course plan in close consultation with their advisor to coincide with the student's dissertation topic. Additionally, each emphasis requires students to complete specified coursework, Advanced Emphasis practicum, and a dissertation topic related to chosen emphasis.

Admissions. Students entering the Ph.D. program in Counseling Psychology should have a master's degree in counseling or a related field.

In order for an applicant without a master's degree to be eligible for consideration of admissions, they must have the following: undergraduate major in psychology; outstanding academic record with satisfactory GPA; and satisfactory scores on both the GRE General Test and Advanced Test in Psychology. A master's degree may be received en route to the doctoral degree, however, all master's degree requirements must be met.

The Ph.D. course requirements assume a prior master's degree that includes graduate courses in the following areas. If courses in these areas have not been taken prior to admission, the indicated Andrews University course must be taken as part of the degree, in addition to Ph.D. courses listed below:

- EDFN 500 – Philosophical Foundations for Professionals

- GDPC 514 – Psychology of Learning
- GDPC 520 – Life Span Development
- GDPC 635 – Theories & Techniques of Counseling
- GDPC 638 – Group Processes
- GDPC 640 – Multicultural Issues for Counselors and Psych
- GDPC 644 – Psychological Testing
- GDPC 650 – Practicum in Counseling
- EDRM 505 – Research Methods OR EDRM 506 – Research and Evaluation for Counselors
- EDRM 611 – Applied Statistical Methods I

Andrews University Doctoral Transfer Requirements: The Ph.D. Counseling Psychology program requires a minimum of 32 course credits be taken in residence at Andrews University.

- Completion of all required practicum (in this case 3 consecutive semesters – 9 credits)
- Completion of internship (one calendar year 40 hr per week APA approved internship – 3 credits)
- Dissertation credit to complete your dissertation – 16 credits minimum (14 dissertation, 2 EDRM880)
- Doctoral Comprehensive Examination

Ph.D. Course Requirements

Psychological Foundations—21

- GDPC 616 – Psychology of Religious Experience Credits: 3
- GDPC 620 – History and Systems of Psychology Credits: 3
- GDPC 625 – Biopsychology Credits: 3
- GDPC 626 – Cognitive Psychology Credits: 3
- GDPC 629 – Psychopathology: Classification & Treatment Credits: 3
- GDPC 676 – Theories of Personality Credits: 3
- GDPC 670 – Advanced Social Psychology Credits: 3

Professional Studies—35

- GDPC 554 – Career Development Credits: 3
- GDPC 645 – Professional Ethics for Counselors and Psychologists Credits: 3
- GDPC 652 – Cognitive Assessment Credits: 3
- GDPC 686 – Interventions and Diagnosis with Children and Adolescents Credits: 3
- GDPC 687 – Counseling and Therapeutic Interventions for Adults Credits: 3
- GDPC 735 – Clinician Self-Assessment for the Treatment of Culturally Diverse Populations Credits: 3
- GDPC 745 – Practicum in Counseling Psychology Credits: 1–3 – Select additional practicum hours from chosen emphasis.
- GDPC 750 – Personality Assessment Credits: 3
- GDPC 753 – Psychological Decision Making and Interventions Credits: 3
- GDPC 765 – Seminar in the Supervision of Counselors Credits: 2
- GDPC 820 – Internship in Counseling Psychology Credits: 3
- GDPC 835 – Seminar in Counseling Psychology Credits: 3

Cultural Diversity Emphasis—15

Dissertation focus must be selected from this topic area.

- GDPC 730 – International Psychology Credits: 3
- GDPC 755 – Refugee & Displaced Populations Clinical Interventions Credits: 3
- Electives – By advisement Credits: 3
- GDPC 848 – Diversity Advanced Emphasis Practicum Credits: 6

Research & Dissertation

Research & Statistics—15

- EDRM 605 – Qualitative Research Methods in Education and Psychology Credits: 3
- EDRM 704 – Design and Analysis of Educational and Psychological Surveys Credits: 3
- EDRM 710 – Seminar in Research Methodology Credits: 1
- EDRM 712 – Applied Statistical Methods II Credits: 3

- EDRM 713 – Applied Statistical Methods III Credits: 3
- EDRM 880 – Dissertation Proposal Development Credits: 2

Dissertation – 14+

- GDPC 899 – Doctoral Dissertation Credits: 1–14+
Student's dissertation topic must coincide with their specialty concentration

TOTAL PhD degree credits – 100+

NOTE: A 2,000-hour supervised internship is required. Students apply through the Association of Psychology, Postdoctoral and Internship Centers for an approved internship. Preference is given to American Psychological Association (APA)–approved internships. The internship is usually completed on a full-time basis (40 hours per week) for one year. Continuation in the Counseling Psychology program is based upon an annual review by the department faculty of the student's academic performance, professional development and personal qualifications as a counseling psychologist.

Beginning the semester after registering for EDRM880, candidates must register for at least 1 dissertation credit during each semester until their dissertation is successfully defended.

Counseling Psychology Ph.D., Health Psychology Emphasis

Ph.D.: Counseling Psychology

The Ph.D. in Counseling Psychology prepares students for the practice of psychology in schools, colleges, agencies, hospitals, churches, businesses, industries and private settings. It is the intent of the program to prepare graduates for licensure as professional psychologists in the U.S. and with eligibility to practice internationally. Students should consult with the appropriate authorities regarding requirements in the states or countries in which they wish to practice. Counseling psychology students must specialize in one of the listed areas of emphases: Adult, Child/Family, Cultural Diversity and Health Psychology. Specialty emphases should be developed within a student's course plan in close consultation with their advisor to coincide with the student's dissertation topic. Additionally, each emphasis requires students to complete specified coursework, Advanced Emphasis practicum, and a dissertation topic related to chosen emphasis.

Admissions. Students entering the Ph.D. program in Counseling Psychology should have a master's degree in counseling or a related field.

In order for an applicant without a master's degree to be eligible for consideration of admissions, they must have the following: undergraduate major in psychology; outstanding academic record with satisfactory GPA; and satisfactory scores on both the GRE General Test and Advanced Test in Psychology. A master's degree may be received en route to the doctoral degree, however, all master's degree requirements must be met.

The Ph.D. course requirements assume a prior master's degree that includes graduate courses in the following areas. If courses in these areas have not been taken prior to admission, the indicated Andrews University course must be taken as part of the degree, in addition to Ph.D. courses listed below:

- EDFN 500 – Philosophical Foundations for Professionals
- GDPC 514 – Psychology of Learning
- GDPC 520 – Life Span Development
- GDPC 635 – Theories & Techniques of Counseling
- GDPC 638 – Group Processes
- GDPC 640 – Multicultural Issues for Counselors and Psych
- GDPC 644 – Psychological Testing
- GDPC 650 – Practicum in Counseling
- EDRM 505 – Research Methods OR EDRM 506 – Research and Evaluation for Counselors
- EDRM 611 – Applied Statistical Methods I

Andrews University Doctoral Transfer Requirements: The Ph.D. Counseling Psychology program requires a minimum of 32 course credits be taken in residence at Andrews University.

- Completion of all required practicum (in this case 3 consecutive semesters – 9 credits)
- Completion of internship (one calendar year 40 hr per week APA approved internship – 3 credits)

- Dissertation credit to complete your dissertation – 16 credits minimum (14 dissertation, 2 EDRM880)
- Doctoral Comprehensive Examination

Ph.D. Course Requirements

Psychological Foundations—21

- GDPC 616 – Psychology of Religious Experience Credits: 3
- GDPC 620 – History and Systems of Psychology Credits: 3
- GDPC 625 – Biopsychology Credits: 3
- GDPC 626 – Cognitive Psychology Credits: 3
- GDPC 629 – Psychopathology: Classification & Treatment Credits: 3
- GDPC 676 – Theories of Personality Credits: 3
- GDPC 670 – Advanced Social Psychology Credits: 3

Professional Studies—35

- GDPC 554 – Career Development Credits: 3
- GDPC 645 – Professional Ethics for Counselors and Psychologists Credits: 3
- GDPC 652 – Cognitive Assessment Credits: 3
- GDPC 686 – Interventions and Diagnosis with Children and Adolescents Credits: 3
- GDPC 687 – Counseling and Therapeutic Interventions for Adults Credits: 3
- GDPC 735 – Clinician Self-Assessment for the Treatment of Culturally Diverse Populations Credits: 3
- GDPC 745 – Practicum in Counseling Psychology Credits: 1–3
- – Select additional practicum hours from chosen emphasis.
- GDPC 750 – Personality Assessment Credits: 3
- GDPC 753 – Psychological Decision Making and Interventions Credits: 3
- GDPC 765 – Seminar in the Supervision of Counselors Credits: 2
- GDPC 820 – Internship in Counseling Psychology Credits: 3
- GDPC 835 – Seminar in Counseling Psychology Credits: 3

Health Psychology Emphasis—15

- GDPC 746 – Issues in Health Psychology Seminar Credits: 3
- SOWK 675 – Topics in: Psychopharmacology Credits: 3
- Electives – By advisement Credits: 3
- GDPC 849 – Health Psychology Advanced Emphasis Practicum Credits: 6

Research & Dissertation

Research & Statistics—15

- EDRM 605 – Qualitative Research Methods in Education and Psychology Credits: 3
- EDRM 704 – Design and Analysis of Educational and Psychological Surveys Credits: 3
- EDRM 710 – Seminar in Research Methodology Credits: 1
- EDRM 712 – Applied Statistical Methods II Credits: 3
- EDRM 713 – Applied Statistical Methods III Credits: 3
- EDRM 880 – Dissertation Proposal Development Credits: 2

Dissertation – 14+

- GDPC 899 – Doctoral Dissertation Credits: 1–14+
- Student's dissertation topic must coincide with their specialty concentration**

TOTAL PhD degree credits – 100+

NOTE: A 2,000-hour supervised internship is required. Students apply through the Association of Psychology, Postdoctoral and Internship Centers for an approved internship. Preference is given to American Psychological Association (APA)–approved internships. The internship is usually completed on a full-time basis (40 hours per week) for one year. Continuation in the Counseling Psychology program is based upon an annual review by the department faculty of the student's academic performance, professional development and personal qualifications as a counseling psychologist.

Beginning the semester after registering for EDRM880, candidates must register for at least 1 dissertation credit during each semester until their dissertation is successfully defended.

Educational Psychology, General Emphasis EdD

This emphasis prepares individuals for educational psychology positions. It prepares college and university instructors, generally in the areas of human development, personality and learning and instruction. Educational psychologists also work in schools, businesses, industries and various human–development settings.

Degree Requirements

Professional Core—39

- EDRM 636 – Program Evaluation Credits: 3
- GDPC 514 – Psychology of Learning Credits: 3
- GDPC 525 – Psychology and Education of Exceptional Children Credits: 3
- GDPC 615 – Advanced Human Development Credits: 3
- GDPC 625 – Biopsychology Credits: 3
- GDPC 626 – Cognitive Psychology Credits: 3
- GDPC 644 – Psychological Testing Credits: 3
- GDPC 651 – Behavioral and Educational Assessment Credits: 3
- GDPC 670 – Advanced Social Psychology Credits: 3
- GDPC 676 – Theories of Personality Credits: 3
- GDPC 725 – Cross–Cultural Ethics and Research Credits: 3
- GDPC 736 – Field Work in Educational Psychology Credits: 1–6
- GDPC 834 – Seminar in Educational/School Psychology Credits: 3

Educational Foundations—6

- EDFN 500 – Philosophical Foundations for Professionals Credits: 3
- GDPC 620 – History and Systems of Psychology Credits: 3 or a non–psychological foundations course

Research & Statistics—15

- EDRM 505 – Research Methods Credits: 3
 - EDRM 605 – Qualitative Research Methods in Education and Psychology Credits: 3
 - EDRM 611 – Applied Statistical Methods I Credits: 3
 - EDRM 710 – Seminar in Research Methodology Credits: 1
 - EDRM 712 – Applied Statistical Methods II Credits: 3
 - EDRM 880 – Dissertation Proposal Development Credits: 2
- Research Experience:** This requirement is met in EDRM 712. Transfer students who have taken related courses elsewhere must see their advisor for appropriate procedures.

Electives—16

By advisement.

Dissertation—14+

Total Credits: 90+

Educational Psychology, General Emphasis Ph.D.

This concentration (Ph.D.) prepares individuals for educational psychology positions. It prepares college and university instructors, generally in the areas of human development, personality, learning and instruction, measurement, statistics and research design. Educational psychologists also work in schools, businesses, industries and various human–development settings.

General Emphasis

Professional Core—39

- EDRM 636 – Program Evaluation Credits: 3
- GDPC 514 – Psychology of Learning Credits: 3
- GDPC 525 – Psychology and Education of Exceptional Children Credits: 3
- GDPC 615 – Advanced Human Development Credits: 3
- GDPC 625 – Biopsychology Credits: 3
- GDPC 626 – Cognitive Psychology Credits: 3
- GDPC 644 – Psychological Testing Credits: 3
- GDPC 651 – Behavioral and Educational Assessment Credits: 3
- GDPC 670 – Advanced Social Psychology Credits: 3
- GDPC 676 – Theories of Personality Credits: 3
- GDPC 725 – Cross-Cultural Ethics and Research Credits: 3
- GDPC 736 – Field Work in Educational Psychology Credits: 1–6
- GDPC 834 – Seminar in Educational/School Psychology Credits: 3

Educational Foundations—6

- EDFN 500 – Philosophical Foundations for Professionals Credits: 3
- GDPC 620 – History and Systems of Psychology Credits: 3
or a non-psychological foundations course

Research & Statistics—21

- EDRM 505 – Research Methods Credits: 3
- EDRM 605 – Qualitative Research Methods in Education and Psychology Credits: 3
- EDRM 611 – Applied Statistical Methods I Credits: 3
- EDRM 704 – Design and Analysis of Educational and Psychological Surveys Credits: 3
- EDRM 710 – Seminar in Research Methodology Credits: 1
- EDRM 712 – Applied Statistical Methods II Credits: 3
- EDRM 713 – Applied Statistical Methods III Credits: 3
- EDRM 880 – Dissertation Proposal Development Credits: 2
- **Research Experience:** This requirement is met in EDRM 712 and EDRM 713. Transfer students who have taken related courses elsewhere must see their advisor for appropriate procedures.

Electives—10

By advisement.

Dissertation—14+

Total Credits: 90+

Educational Psychology, School Psychology Emphasis EdD.

This emphasis prepares individuals for the professional practice of school psychology. Doctoral-level school psychologists work in public and private school systems, colleges and universities, preschool and child-development centers, and private practice. Typical responsibilities include assessment, diagnosis, consultation, program planning and intervention services to preschool and school-age children with educational, emotional and behavioral problems. This is a professional degree that is aimed at preparing school psychologists for added responsibility in the area of supervision or more in-depth understanding of school psychological practice and research methodology. It is planned to be a continuation of the EdS degree. Certification/licensure as a school psychologist is advisable. If certification has not been met prior to enrollment in the doctoral program, the sequence of courses for the EdS program as outlined in this bulletin must be completed as part of the doctoral program.

Degree Requirements

Ed.S.—Ed.S. in a state and NASP-approved School Psychology program

Focus Area—9

School Psychology Focus

- GDPC 629 – Psychopathology: Classification & Treatment Credits: 3
- GDPC 670 – Advanced Social Psychology Credits: 3
- GDPC 834 – Seminar in Educational/School Psychology Credits: 3

Supervision Focus

- EDAL 560 – K–12 Law Credits: 3
- EDAL 570 – Principles of Educational Supervision Credits: 2–3
- EDAL 635 – Human Resources Administration Credits: 2–3

Research & Statistics—15

- EDRM 505 – Research Methods Credits: 3
- EDRM 605 – Qualitative Research Methods in Education and Psychology Credits: 3
- EDRM 611 – Applied Statistical Methods I Credits: 3
- EDRM 710 – Seminar in Research Methodology Credits: 1
- EDRM 712 – Applied Statistical Methods II Credits: 3
- EDRM 880 – Dissertation Proposal Development Credits: 2

Electives—0–9

Students completing the Ed.S. School Psychology program at Andrews University need not take any electives. Students who obtained their EdS at an institution other than Andrews University must complete 9 credits of doctoral electives at Andrews University. Included in these credits must be EDFN 500 and courses missed from Andrews University required courses. If students received their EdS in School Psychology at Andrews University, the following courses must have been included:

- GDPC 626 – Cognitive Psychology Credits: 3
- GDPC 676 – Theories of Personality Credits: 3
- GDPC 686 – Interventions and Diagnosis with Children and Adolescents Credits: 3

Dissertation—14+

Total Credits: 90+

Note:

Continuation in the Educational Psychology program is based upon a periodic review by the department faculty of the student's academic performance and personal qualifications as an educational school psychologist.

Educational Psychology, School Psychology Emphasis Ph.D.

This emphasis prepares individuals for the professional practice of school psychology. Doctoral-level school psychologists work in public and private school systems, colleges and universities, pre-school and child-development centers and private practice. Typical responsibilities include assessment, diagnosis, consultation, program planning and intervention services to preschool and school-age children with educational, emotional and behavioral problems. This is a professional degree that is aimed at preparing school psychologists for added responsibility in the area of supervision or more in-depth understanding of school psychological practice and research methodology. It is planned to be a continuation of the EdS degree. Certification/licensure as a school psychologist is advisable. If certification has not been met prior to enrollment in the doctoral program, the sequence of courses for the EdS program as outlined in this bulletin must be completed as part of the doctoral program.

Degree Requirements

EdS—EdS in a state and NASP-approved School Psychology program.

Focus Area—9

School Psychology Focus

- GDPC 629 – Psychopathology: Classification & Treatment Credits: 3
- GDPC 670 – Advanced Social Psychology Credits: 3
- GDPC 834 – Seminar in Educational/School Psychology Credits: 3

Supervision Focus

- EDAL 560 – K–12 Law Credits: 3
- EDAL 570 – Principles of Educational Supervision Credits: 2–3
- EDAL 635 – Human Resources Administration Credits: 2–3

Research & Statistics—21

- EDRM 505 – Research Methods Credits: 3
- EDRM 605 – Qualitative Research Methods in Education and Psychology Credits: 3
- EDRM 611 – Applied Statistical Methods I Credits: 3
- EDRM 704 – Design and Analysis of Educational and Psychological Surveys Credits: 3
- EDRM 710 – Seminar in Research Methodology Credits: 1
- EDRM 712 – Applied Statistical Methods II Credits: 3
- EDRM 713 – Applied Statistical Methods III Credits: 3
- EDRM 880 – Dissertation Proposal Development Credits: 2
- **Research Experience:** This requirement is met in EDRM 712 and EDRM 713. Transfer students who have taken related courses elsewhere must see their advisor for appropriate procedures.

Electives—0–9

Students completing the EdS School Psychology program at Andrews University need not take any electives. Students who obtained their EdS at an institution other than Andrews University must complete 9 credits of doctoral electives at Andrews University. Included in these credits must be EDFN 500 and courses missed from Andrews University required courses. If students received their EdS in School Psychology at Andrews University, the following courses must have been included:

- GDPC 626 – Cognitive Psychology Credits: 3
- GDPC 638 – Group Processes Credits: 3
- GDPC 686 – Interventions and Diagnosis with Children and Adolescents Credits: 3

Dissertation—14+

Total Credits: 90+

Note:

Continuation in the Educational Psychology program is based upon a periodic performance review and personal qualifications as an educational school psychologist.

School Psychology EdS

The EdS in School Psychology provides training for a professional career as a certified or licensed school psychologist. EdS-level school psychologists work primarily in public and private school systems, preschool settings, and child-development centers. Typical responsibilities are assessment, diagnosis, consultation, program planning, and intervention services to preschool and school-age children with educational, emotional and behavioral problems.

Admission. Students may enter the EdS program in School Psychology if they have a master's degree in psychology, education or a related field. An applicant with a good academic record may enter without a master's degree, provided the applicant has an undergraduate major in psychology, education or a related field; a GPA of 3.00; introductory courses in the following areas: statistics, learning theories or educational psychology and human development; and current satisfactory scores on the GRE General Tests. Applicants must also meet the general requirements listed in the Graduate Programs and Academic Information portions of the Admissions and Academics section of this bulletin.

Students admitted to the EdS without a master's degree may elect to receive an MA en route or may proceed directly to the Ed.S. degree. Students who want the MA degree must take and pass the MA comprehensive examinations. Students

continuing to the Ed.S. without receiving the MA are not required to take these exams. Students will be required to take and pass the Ed.S. comprehensive examinations.

Students are required to pass the ETS School Psychology (Praxis II) exam and submit a satisfactory portfolio in addition to the requirements below. Prior to clinical experiences or classes with child contact, students will be required to complete a clearance form indicating whether they have been convicted of a felony and have fingerprints on file with the Michigan State Police. Having a prior conviction may make it impossible to complete the program. Students must demonstrate computer competency.

Transfer Credits for Ed.S. in School Psychology. The program requires a minimum of 70 semester credits of post-baccalaureate study. At least 24 semester credits (excluding practicum and internship) must be completed within the Ed.S. program at Andrews University.

Students who come to the program with a baccalaureate degree in psychology, education or a related field can only complete 20% of their MA or Ed.S. outside Andrews University, and 80% of their overall program must be completed at Andrews University. The 20% does not include internship or practicum. It is recommended that this 20% not include courses that are examined on the comprehensive exam.

EdS Degree Requirements

Psychological Foundations—8

- GDPC 514 – Psychology of Learning Credits: 3
- GDPC 615 – Advanced Human Development Credits: 3
- GDPC 640 – Multicultural Issues for Counselors and Psychologists Credits: 2

Professional Core—56

- GDPC 525 – Psychology and Education of Exceptional Children Credits: 3
- GDPC 540 – Behavioral and Emotional Problems of Children Credits: 3
- GDPC 555 – Early Childhood Issues and Assessment Credits: 1
- GDPC 618 – Legal and Ethical Issues in Schools Credits: 2–3
- Three credits are required when GDPC608 is not offered.
- GDPC 625 – Biopsychology Credits: 3
- GDPC 626 – Cognitive Psychology Credits: 3
- GDPC 635 – Theories and Techniques of Counseling Credits: 3
- GDPC 644 – Psychological Testing Credits: 3
- GDPC 651 – Behavioral and Educational Assessment Credits: 3
- GDPC 652 – Cognitive Assessment Credits: 3
- GDPC 654 – Practicum in School Psychology Credits: 6
- GDPC 649 – Crisis Intervention Credits: 1
- GDPC 672 – Psychoeducational Consultation Credits: 3
- GDPC 686 – Interventions and Diagnosis with Children and Adolescents Credits: 3
- GDPC 753 – Psychological Decision Making and Interventions Credits: 3
- GDPC 810 – Internship in School Psychology Credits: 6
- SPED 610 – Instructional Design for Special Education Credits: 3
- SPED 645 – Reading Assessment & Intervention Credits: 3

Educational Foundations—3

- EDFN 500 – Philosophical Foundations for Professionals Credits: 3

Research & Statistics—3

- EDRM 505 – Research Methods Credits: 3

Total Credits: 70

Note:

See the School Psychology Program Manual for more information on other specific program requirements. Continuation in the School Psychology program is based upon a periodic review by the department faculty of the student's academic performance and personal qualifications necessary to be a successful school psychologist.

Research & Measurement

EDRM 499 – Independent Study

Credits: 1–3

Topic to be selected by advisement. Permission of advisor and instructor required. A contract must be developed between the student and the instructor. **Grade Mode:** Normal w S/DG (A–F,I,S,U,DG,W) **Repeatable:** Repeatable **College Code:** SED

EDRM 505 – Research Methods

Credits: 3

A survey of quantitative and qualitative research designs for conducting basic and applied research in education and psychology. The primary focus will be on the research process including defining variables, formulating and stating the problem, planning and designing the research, conducting the literature review, instrumentation, data collection procedures, basic data analysis, and researcher ethical and legal responsibilities. Students are expected to develop a research proposal. **Grade Mode:** Normal (A–F,I,W) **Repeatable:** Repeatable **College Code:** SED

EDRM 506 – Research and Evaluation for Counselors

Credits: 3

This course seeks to prepare mental health and school counselors to be informed consumers of research and evaluation. It focuses primarily on research designs (quantitative, qualitative, mixed methods), program evaluation models and procedures and data analysis within the counseling field. Ethical and multicultural issues relevant to research in counseling will also be addressed. Critical analyses of the literature and development of a research proposal relevant to counseling will be required. This course is for clinical mental health and school counseling students only. **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **College Code:** SED

EDRM 604 – Design and Analysis of Educational and Psychological Surveys

Credits: 3

Development of questionnaires, scale construction, and administration of survey instruments. Topics include item generation, survey development, establishment of reliability and validity. Analysis of survey data using SPSS will be a major part of this course. Students are expected to submit and present a research paper at the end of the course. (Master's–level only) **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** EDRM611 or equivalent **College Code:** SED

EDRM 605 – Qualitative Research Methods in Education and Psychology

Credits: 3

The theory, methods, and application of qualitative research in education and psychology with particular emphasis on participant observation and the ethnographic interview. **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **College Code:** SED

EDRM 611 – Applied Statistical Methods I

Credits: 3

Analysis of educational, counseling and psychological data using descriptive and basic inferential statistics; frequency distribution, measures of central tendency, dispersion, correlation, t–tests, one way Analysis of Variance, simple linear regression, introduction to multiple regression analysis, and Chi–Square. SPSS will be used for all data analysis. Students are expected to submit and present a research paper at the end of the course. **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **College Code:** SED

EDRM 612 – Applied Statistical Methods II

Credits: 3

Analysis of educational, counseling and psychological data using multiple regression analysis, logistic regression analysis, exploratory factor analysis, factorial analysis of variance, repeated measures analysis of variance, and analysis of covariance. SPSS will be used for all data analysis. Students are expected to submit and present a research paper at the end of the course. (Master's–level only) **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** EDRM 611 or equivalent. **College Code:** SED

EDRM 613 – Applied Statistical Methods III

Credits: 3

Analysis of educational, counseling & psychological data using multivariate analysis of variance, discriminant analysis, multinomial logistic regression analysis, canonical correlation analysis, cluster analysis, structural equation modeling, and hierarchical linear modeling. SPSS will be primarily used for data analysis. Additional software (e.g. AMOS, HLM) may be required. Students are expected to submit and present a research paper at the end of the course. (Master's–level only) **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** EDRM 612 or equivalent. **College Code:** SED

EDRM 636 – Program Evaluation

Credits: 3

The application of various evaluation models and techniques for the specific purpose of judging the processes and results of projects and programs. **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **Prerequisite(s):** EDRM 505 and EDRM 611 or their equivalents. **College Code:** SED

EDRM 648 – Workshop

Credits: 1–4

Grade Mode: Satisfactory w/DG (S,U,I,W,DG) **Repeatable:** Repeatable **College Code:** SED

EDRM 690 – Independent Study: Topic

Credits: 1–3

Grade Mode: Satisfactory w/DG (S,U,I,W,DG) **Prerequisite(s):** Permission of curriculum advisor and independent study supervisor required. A contract between the student and supervisor must be developed. Graded S/U. **Repeatable:** Repeatable **College Code:** SED

EDRM 704 – Design and Analysis of Educational and Psychological Surveys

Credits: 3

Development of questionnaires, scale construction, and administration of survey instruments. Topics include item generation, survey development, establishment of reliability and validity. Analysis of survey data using SPSS will be a major part of this course. Students are expected to submit and present a research paper at the end of the course. (Doctoral–level only) **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **Prerequisite(s):** EDRM 611 or equivalent. **College Code:** SED

EDRM 710 – Seminar in Research Methodology

Credits: 1

This course will primarily review various research orientations and methodologies as they relate to the student's dissertation topic. Topics to be discussed will include: university support system for completing the dissertation, selecting the dissertation topic, constituting and working with the dissertation committee, and conducting the literature review. At the end of the course, students are expected to have an approved dissertation topic, a formally constituted committee, and an annotated bibliography. It is recommended that this course be taken the semester just prior to taking EDRM880 Dissertation Proposal Development. **Grade Mode:** Satisfactory w/DG (S,U,I,W,DG) **College Code:** SED

EDRM 712 – Applied Statistical Methods II

Credits: 3

Analysis of educational, counseling and psychological data using multiple regression analysis, logistic regression analysis, exploratory factor analysis, factorial analysis of variance, repeated measures analysis of variance, and analysis of covariance. SPSS will be used for all data analysis. Students are expected to submit and present a research paper at the end of the course. (Doctoral–level only) **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **Prerequisite(s):** EDRM 611 or equivalent. **College Code:** SED

EDRM 713 – Applied Statistical Methods III

Credits: 3

Analysis of educational, counseling and psychological data using multivariate analysis of variance, discriminant analysis, multinomial logistic regression analysis, canonical correlation analysis, cluster analysis, structural equation modeling, and hierarchical linear modeling. SPSS will be primarily used for data analysis. Additional software (e.g. AMOS, HLM) may be required. Students are expected to submit and present a research paper at the end of the course. (Doctoral–level only) **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **Prerequisite(s):** EDRM 712 or equivalent. **College Code:** SED

EDRM 880 – Dissertation Proposal Development

Credits: 2

Designing and writing the doctoral dissertation proposal. **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **Prerequisite(s):** EDRM 505, EDRM 611 and EDRM 710 or their equivalents, and permission of instructor. **College Code:** SED

Graduate Psychology & Counseling

GDPC 115 – Academic Learning Assessment

Credits: 2

A guided experience of self–discovery into the learning factors that yield academic success. Comprehensive assessment and application of individual learning characteristics. **Grade Mode:** Normal (A–F,I,W) **College Code:** SED

GDPC 301 – Human Development

Credits: 3

An introductory study of the nature, conditions, and outcomes of human learning, with emphasis on the psychological development from birth through old age.

Grade Mode: Normal (A–F,I,W) **College Code:** SED

GDPC 302 – Educational Psychology

Credits: 3

Introductory study of nature, conditions, and outcomes of human learning, with emphasis on the psychological factors. **Grade Mode:** Normal (A–F,I,W) **College Code:** SED

GDPC 430 – Introduction to Residence–hall Administration

Credits: 2

Designed to prepare prospective secondary–school residence–hall directors. Emphasis on practical administration techniques, the relationship between adolescent development and educational programming, and the role of the director as an educator. Swing course—Approved 400–499 courses qualify for graduate–level credit for graduate students **Grade Mode:** Normal (A–F,I,W) **College Code:** SED

GDPC 438 – Workshop

Credits: 1–4

Grade Mode: Satisfactory w/DG (S,U,I,W,DG) **Repeatable:** Repeatable **College Code:** SED

GDPC 499 – Independent Study: Topic

Credits: 1–3

Grade Mode: Normal w S/DG (A–F,I,S,U,DG,W) **Prerequisite(s):** Permission of curriculum advisor and independent study supervisor required. **Repeatable:** Repeatable **College Code:** SED

GDPC 514 – Psychology of Learning

Credits: 3

The learning process studied from the viewpoints of intelligence, cognitive language and personality development, learning theories, and motivation. **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **Prerequisite(s):** Introductory course in general or educational/developmental psychology. **Repeatable:** Repeatable **College Code:** SED

GDPC 520 – Life Span Development

Credits: 3

A survey of the biological, cognitive, and sociocultural factors influencing human development from conception to senescence, with consideration of cultural and ethnic diversity. **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **Repeatable:** Repeatable up to 3 credits **College Code:** SED

GDPC 525 – Psychology and Education of Exceptional Children

Credits: 3

A comprehensive survey of the psychological and educational needs of exceptional children. Strategies for incorporating an exceptional student into regular classroom and for supporting the exceptional child in the community. Students are also required to register for GDPC525 PO2 which is the practicum portion of this class and entails 25 hours in a regular or special education classroom **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **Prerequisite(s):** A course in human development. **College Code:** SED

GDPC 530 – Professional Issues in School Counseling

Credits: 3

A survey of professional issues in school counseling including the roles, functions, and identity of school counselors, the theory and process of school counseling and guidance, consultation, and current trends in legal and ethical matters. **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **College Code:** SED

GDPC 540 – Behavioral and Emotional Problems of Children

Credits: 3

Identification and remediation of learning, behavioral, emotional, and developmental problems of children in a multicultural context. Classroom behavior management, structuring classroom and home environments for personal development, consulting with parents and school personnel, and developing family and school–based individual intervention plans. **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **College Code:** SED

GDPC 545 – Administration of Guidance Services

Credits: 3

A study of the organization, administration, and coordination of guidance services in school systems including the development, implementation, and evaluation of comprehensive developmental school counseling programs. **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **Offering:** Alternate years **College Code:** SED

GDPC 554 – Career Development

Credits: 3

An introduction to career development and career counseling with an emphasis on counseling populations with special needs, career decision making, career adjustment, and changing careers. **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **College Code:** SED

GDPC 555 – Early Childhood Issues and Assessment

Credits: 0 or 1

A study of infant and toddler assessment from birth to 5 years in context of federal legislation and best development and educational practices. The student will study individual and screening instruments for this age group, along with a specific focus on family and community involvement in the assessment process. Students are also required to register for GDPC555 PO5. \$ – Course or lab fee **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **Prerequisite(s):** GDPC 652 or approval by instructor. **College Code:** SED

GDPC 600 – Family Counseling

Credits: 3

Theory of family systems and practice of family therapy with emphasis on multicultural and developmental differences, theoretical models, and professional issues. **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **Prerequisite(s):** GDPC 650 or equivalent. (Master's–level) **College Code:** SED

GDPC 608 – Topics in Legal and Ethical Issues in Schools

Credits: 1–3

Study tour involving attendance, and possibly presentation, at a psychology conference as proposed by faculty. **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **Corequisite(s):** Students must also be enrolled in GDPC 618 for 2 credits. **College Code:** SED

GDPC 609 – Topics in Professional Issues in Clinical Mental Health Counseling

Credits: 1

Study tour involving attendance, and possibly presentation, at a mental health counseling conference as proposed by faculty. Students must also be enrolled in GDPC 619 for 2 credits **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **College Code:** SED

GDPC 610 – Marital Counseling

Credits: 3

Introduction to marital and couple therapy with emphasis on research, multicultural differences, theoretical models, clinical strategies and techniques, and professional issues. **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **Prerequisite(s):** GDPC 650 or equivalent. (Master's–level) **College Code:** SED

GDPC 615 – Advanced Human Development

Credits: 3

Critically evaluates contemporary research and theories of human development across the life span. The course has three focuses: a critical analysis of contemporary developmental psychology, the relevance of theory and research findings to educational practice and family context and the analysis of the interaction of the individual and the environment (culture, family and institutions). **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **Prerequisite(s):** A course in human development, or permission of the instructor. **College Code:** SED

GDPC 616 – Psychology of Religious Experience

Credits: 3

Psychological factors in the religious experience. **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **College Code:** SED

GDPC 618 – Legal and Ethical Issues in Schools

Credits: 2–3

An examination of: the history and foundations of school psychology and special education; legal, ethical and professional issues and trends; roles and functions of the special education teams; develop a knowledge of due process requirements, IDEA, Section 504 of the Rehabilitation Act and their implications in the delivery of educational services to students with special needs. Student must take either 3 credits of GDPC618 or 2 credits of GDPC618 and 1–3 credits of GDPC 608 (Topics in Legal and Ethical Issues in Schools) in consultation with advisor. \$ – Course or lab fee **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **College Code:** SED

GDPC 619 – Professional Issues in Clinical Mental Health Counseling

Credits: 2–3

A survey of professional issues in clinical mental health counseling including the professional identity of clinical mental health counselors, the public and private practice of mental health counseling as well as consultation, and crisis intervention. Student must take either 3 credits of GDPC619 or 2 credits of GDPC619 and 1 credit of GDPC 609 (Topics in Clinical Mental Health Counseling) in consultation with advisor. \$ – Course or lab fee **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **College Code:** SED

GDPC 620 – History and Systems of Psychology

Credits: 3

The historical and philosophical foundations of contemporary psychology are examined. Both theoretical and applied aspects of the development of psychology as a science and practice are examined, including contributions of important theoretical schools and individuals. **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **College Code:** SED

GDPC 622 – Seminar on Special Topics

Credits: 1–6

Grade Mode: Normal with DG (A–F,I,W,DG,DN) **Repeatable:** Repeatable up to 6 credits with different topics **College Code:** SED

GDPC 623 – Development Research and Applied Statistics

Credits: 3

Introduction to methodology of conducting responsible social science research as applied to community based problem-solving in the field of international development. Principles of designing, administering, interpreting, and writing research. Interpretation of scientific reports and professional journals. Applications of statistical data and reasoning including practical utilization of a statistical package. **College Code:** SED

GDPC 624 – Addictions and Addictive Behaviors

Credits: 3

Theories and etiology of addictions and addictive behaviors, including strategies for prevention, intervention, and treatment. **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **College Code:** SED

GDPC 625 – Biopsychology

Credits: 3

A survey of the physiological basis of human behavior, including considerations of sensory phenomena, motor coordination, emotion, and higher-order thought process. **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **College Code:** SED

GDPC 626 – Cognitive Psychology

Credits: 3

Emphasis on issues and research in cognitive psychology, including perception, attention, categorization, working memory, long-term memory, knowledge, problem solving, reasoning, language, and socio-cultural cognition. A wide variety of theories will be reviewed with application of research to practical problems, including assessment. Selected cognitive issues will be discussed from a cognitive science or neuropsychological perspective. **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **Prerequisite(s):** GDPC 514. **College Code:** SED

GDPC 628 – Seminar in the Psychology of Women

Credits: 3

The biological, social, intellectual, and emotional development and adjustment of women from conception to senescence. **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **Offering:** Alternate years **College Code:** SED

GDPC 629 – Psychopathology: Classification & Treatment

Credits: 3

Basic historical concepts, current paradigms, and assessment of psychopathology based on American Psychiatric Association (APA) diagnostic classification system and implications for counseling/clinical approaches to treatment. **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **College Code:** SED

GDPC 630 – Personality Assessment

Credits: 3

Training in the administration, interpretation, and application of instruments used in the assessment of personality in adults and children including multicultural perspectives. Methods of assessment will include objective personality instruments. Limited to students enrolled in Counseling Psychology or Clinical Mental Health Counseling, or by permission of instructor. (Master's level) \$ – Course or lab fee **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **Prerequisite(s):** GDPC 644 and a course in abnormal psychology. **College Code:** SED

GDPC 635 – Theories and Techniques of Counseling

Credits: 3

An introduction to the theory and practice of counseling and psychotherapy. Attention given to counseling therapy models, the therapeutic relationship, the function and role of counselors/therapists, and the systematic development of counseling skills and intervention strategies. **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **College Code:** SED

GDPC 638 – Group Processes

Credits: 3

Theory, research, observation, and personal experience in the behavior of individuals in small face-to-face groups. **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **College Code:** SED

GDPC 640 – Multicultural Issues for Counselors and Psychologists

Credits: 2–3

Cultural factors which influence the psychological development of individuals from diverse cultural backgrounds and the effects of these factors on the psychological and educational practices of counselors and psychologists working in a pluralistic society. **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **Repeatable:** Repeatable up to 3 credits **College Code:** SED

GDPC 644 – Psychological Testing

Credits: 3

An introduction to measurement theory. Selection, administration, and interpretation of standardized tests and non-standardized tools for the purpose of assessment of ability, achievement, aptitude, interest, and personality. Social, legal, and ethical implications of testing. **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **Repeatable:** Repeatable up to 3 credits **College Code:** SED

GDPC 645 – Professional Ethics for Counselors and Psychologists

Credits: 3

Ethical standards of counselors and psychologists, standards for psychological providers, standards for educational and psychological tests, ethical principles in conducting research with human participants. **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **College Code:** SED

GDPC 648 – Workshop

Credits: 1–5

Grade Mode: Normal w S/DG (A–F,I,S,U,DG,W) **Repeatable:** Repeatable **College Code:** SED

GDPC 649 – Crisis Intervention

Credits: 1

This course will cover broad areas of crises interventions related to schools. A total of 15 contact hours will be provided. **Grade Mode:** Satisfactory (S,U,I,W) **College Code:** SED

GDPC 650 – Practicum in Counseling

Credits: 3

Supervised experience in the counseling process. Students must complete a minimum of 100 clock hours including 40 hours of direct service with clients. \$ – Course or lab fee **Grade Mode:** Satisfactory w/DG (S,U,I,W,DG) **Prerequisite(s):** GDPC 635, GDPC 638, GDPC 644; 8 weekly personal counseling sessions; and departmental approval. **College Code:** SED

GDPC 651 – Behavioral and Educational Assessment

Credits: 3

The selection, administration, and scoring of standardized and non standardized educational and behavioral measures within a Response to Intervention/problem-solving model, for remediation for diagnostic and placement purposes. Emphasis will be placed on connecting assessment with intervention strategies. Current issues in educational assessment pertaining to the classroom and students with special needs, including those of English language learners, will be addressed. Students are also required to register for GDPC651 P03 which is the 50-hour practicum lab portion of this class. Limited to students enrolled in Counseling Psychology, School Psychology, Clinical Mental Health Counseling, Educational Psychology, School Counseling, or Special Education, or by permission of instructor. \$ – Course or lab fee **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **Prerequisite(s):** GDPC 514 and GDPC 644, or permission of instructor. **College Code:** SED

GDPC 652 – Cognitive Assessment

Credits: 3

The selection, administration, and scoring of standardized individual measures of cognitive abilities for assessment and diagnosis of intellectual ability. Emphasis will be placed on accurate, standardized administration of the most widely used intelligence tests throughout the life span. Current issues in the conceptualization of intelligence and assessment pertaining to students/adults with special needs will be addressed. Students are also required to register for GDPC652 P04. Limited to students enrolled in Counseling Psychology, School Psychology, Clinical Mental Health Counseling, Educational Psychology or School Counseling, or by permission of instructor. \$ – Course or lab fee **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **Prerequisite(s):** GDPC 644. **College Code:** SED

GDPC 654 – Practicum in School Psychology

Credits: 1–6

Supervised experience in school psychology. 100 hours per credit supervised by a school psychologist in the field and a university professor. **Grade Mode:** Satisfactory w/DG (S,U,I,W,DG) **Prerequisite(s):** The completion of a prescribed set of 18 credits in school psychology and permission of supervisor one semester in advance of registration. **Repeatable:** Repeatable up to 6 credits **College Code:** SED

GDPC 655 – Internship in Counseling

Credits: 1–6

Supervised internship experience in community or school setting. Students must complete a minimum of 600 clock hours including 240 hours of direct service with clients. **Grade Mode:** Satisfactory w/DG (S,U,I,W,DG) **Prerequisite(s):** GDPC 650. Limited to students enrolled in MA in Clinical Mental Health Counseling or School Counseling programs. **Repeatable:** Repeatable up to 6 credits **College Code:** SED

GDPC 660 – Program Continuation

Credits: 0

See section on Continuous Registration–Active Status. \$ – Course or lab fee **Grade Mode:** Noncredit (NC,W) **Repeatable:** Repeatable **College Code:** SED

GDPC 669 – MA Thesis Continuation

Credits: 0

\$ – Course or lab fee **Grade Mode:** Noncredit (NC,W) **Repeatable:** Repeatable **College Code:** SED

GDPC 670 – Advanced Social Psychology

Credits: 3

Emphasis on conceptual and research approaches to social thinking, social influence and social relations. Application of social psychological theories to education, counseling, health and work. **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **College Code:** SED

GDPC 672 – Psychoeducational Consultation

Credits: 3

A study and application of the process of consultation with teachers, families, and other professionals in educational settings. Emphasis will be given to making data-based decisions and applying research-based intervention strategies within the school system. **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **Prerequisite(s):** GDPC 651 **College Code:** SED

GDPC 675 – Advanced Internship in Mental Health Counseling

Credits: 3

Advanced internship experience in a mental health setting. Students must complete a minimum of 300 clock hours including 120 hours of direct service with clients. Attention is given to assessment, diagnosis, and treatment of mental, emotional, and behavioral disorders and the promotion of optimal health. **Grade Mode:** Satisfactory w/DG (S,U,I,W,DG) **Prerequisite(s):** GDPC 655 and departmental approval. Limited to students enrolled in the Clinical Mental Health Counseling track. **College Code:** SED

GDPC 676 – Theories of Personality

Credits: 3

Consideration and evaluation of major theories of personality, with emphasis on their implications for counseling and education. **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **College Code:** SED

GDPC 678 – Study Tour

Credits: 1–6

Travel to destinations relevant to individual programs of study. Classes will be selected from departments(s) offerings. Fee may be required. \$ – Course or lab fee **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **College Code:** SED

GDPC 685 – MA Level Comprehensive Exam Preparation

Credits: 0

Grade Mode: Noncredit (NC,W) **Repeatable:** Repeatable **College Code:** SED

GDPC 686 – Interventions and Diagnosis with Children and Adolescents

Credits: 3

A study of major contemporary, evidence-based interventions for treating psychopathology in children with attention given to multicultural and diagnostic issues. **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **Prerequisite(s):** a master's level course in developmental psychology and an introductory course on theories and techniques of counseling. Limited to students enrolled in Counseling Psychology, School Psychology, Clinical Mental Health Counseling or School Counseling programs. **College Code:** SED

GDPC 687 – Counseling and Therapeutic Interventions for Adults

Credits: 3

A study of major contemporary theories and treatment modalities for identifying and treating psychological problems of adults, including multicultural issues. **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **Prerequisite(s):** GDPC 635 or equivalent. Limited to students enrolled in Counseling Psychology or Clinical Mental Health Counseling programs. **College Code:** SED

GDPC 688 – Group Therapy

Credits: 3

Theory and practice of group therapy with emphasis given to the role and functions of the group leader; outcome research, and ethical issues. **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **Prerequisite(s):** GDPC 638, GDPC 650 or equivalent. **Offering:** Alternate years **College Code:** SED

GDPC 690 – Independent Study

Credits: 1–3

Grade Mode: Normal w S/DG (A–F,I,S,U,DG,W) **Prerequisite(s):** Permission of instructor required. **Repeatable:** Repeatable **College Code:** SED

GDPC 699 – Thesis

Credits: 1–3

Grade Mode: Satisfactory w/DG (S,U,I,W,DG) **Repeatable:** Repeatable up to 3 credits **College Code:** SED

GDPC 710 – Family Therapy

Credits: 3

Theory of family systems and practice of family therapy with emphasis on multicultural and developmental differences, theoretical models, and professional issues. **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **Prerequisite(s):** GDPC 650 or equivalent. (Doctorate–level) **College Code:** SED

GDPC 720 – Marital Therapy

Credits: 3

Introduction to marital and couple therapy with emphasis on research, multicultural differences, theoretical models, clinical strategies and techniques, and professional issues. **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **Prerequisite(s):** GDPC 650 or equivalent. (Doctorate–level) **College Code:** SED

GDPC 725 – Cross–Cultural Ethics and Research

Credits: 3

A theory–driven, applied course for researchers to strengthen awareness, knowledge and skills in various multicultural, cross cultural and diversity competencies necessary to design, develop and implement clinical and educational research in diverse populations. A survey of cross–cultural ethics and implications for research and practice in education and psychology will also be reviewed. **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **College Code:** SED

GDPC 730 – International Psychology

Credits: 3

A survey of theories of international psychology and philosophies of change. Implications for working with culturally diverse populations in education and psychology are emphasized. Examination of mainstream as well as alternative theoretical, methodological and applied approaches that is relevant to the study and practice of international psychology. The topics selected review psychology's relevance to the understanding and solution of global problems, as well as of how psychology itself is affected by events and cultures around the world. **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **College Code:** SED

GDPC 735 – Clinician Self–Assessment for the Treatment of Culturally Diverse Populations

Credits: 3

Theories, etiology and function of bias in the clinical assessment and treatment of culturally diverse populations. The primary focus of this course will be on clinician self–assessment of bias, personal development and clinical application. **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** GDPC 638, GDPC 640, GDPC 650, GDPC 670 or by permission of instructor. **College Code:** SED

GDPC 736 – Field Work In Educational Psychology

Credits: 1–6

Individualized experience under the supervision of a practicing educational psychologist. A minimum of 40 clock hours of experience required for 1 credit. Up to 6 credits available. **Grade Mode:** Satisfactory w/DG (S,U,I,W,DG) **Prerequisite(s):** Completion of 21 credits in educational psychology and permission of field work supervisor one semester in advance of registration. Open to educational psychology majors only. **Repeatable:** Repeatable up to 6 credits **College Code:** SED

GDPC 745 – Practicum in Counseling Psychology

Credits: 1–3

Supervised experience in counseling psychology. Students enroll for 1–3 academic credits for each semester. Limited to students enrolled in the Counseling Psychology program. \$ – Course or lab fee **Grade Mode:** Satisfactory w/DG (S,U,I,W,DG) **Prerequisite(s):** GDPC 650 and GDPC 629 or equivalent and approval of the supervisor. **Repeatable:** Repeatable up to 6 credits **College Code:** SED

GDPC 746 – Issues in Health Psychology Seminar

Credits: 3

Examines current topics, ethical issues, professional practice, and research in health psychology. **Grade Mode:** Normal (A–F,I,W) **College Code:** SED

GDPC 750 – Personality Assessment

Credits: 3

Training in the administration, interpretation, and application of instruments used in the assessment of personality in adults and children including multicultural perspectives. Methods of assessment will include objective personality instruments. (Doctorate–level) \$ – Course or lab fee **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **Prerequisite(s):** GDPC 644 and a course in abnormal psychology. **College Code:** SED

GDPC 753 – Psychological Decision Making and Interventions

Credits: 3

A study of psychological diagnosis using processing instruments and information from various sources. A cross–battery approach to assessment and report writing will also be discussed. A study of appropriate interventions for various diagnoses will be emphasized. Students are also required to register for GDPC753 P07. Limited to students enrolled in Counseling Psychology, School Psychology, Clinical Mental Health Counseling or School Counseling, or by permission of instructor. \$ – Course or lab fee **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **Prerequisite(s):** GDPC 652. **College Code:** SED

GDPC 755 – Refugee & Displaced Populations Clinical Interventions

Credits: 3

A study of major contemporary theories and treatment modalities of crisis intervention for working with displaced diverse populations. The course provides students with opportunities to learn theory and practical skills in a variety of areas including, crisis intervention, disaster relief training and PTSD. **Grade Mode:** Normal (A–F,I,W) **College Code:** SED

GDPC 765 – Seminar in the Supervision of Counselors

Credits: 2

Survey of supervision models with practice in the supervision of counselors. Limited to students enrolled in Counseling Psychology. \$ – Course or lab fee **Grade Mode:** Satisfactory w/DG (S,U,I,W,DG) **Prerequisite(s):** GDPC 745 **College Code:** SED

GDPC 795 – Professional Portfolio

Credits: 0

The professional portfolio assesses a student's growth and development throughout their program. It is a collection of experience–based materials and reflective information. Graduation requirement for Clinical Mental Health Counseling, School Counseling, School Psychology, and Special Education students. **Grade Mode:** Satisfactory (S,U,I,W) **College Code:** SED

GDPC 810 – Internship In School Psychology

Credits: 1–3

Off–campus experiences representative of the role and function of the school psychologist. Total of 1200 hours supervised by a school psychologist. The student must complete a total of 6 credits. **Grade Mode:** Satisfactory w/DG (S,U,I,W,DG) **Prerequisite(s):** Completion of GDPC 654. Limited to students in the School Psychology program. Students will be reviewed by core faculty before being placed in an internship site. **Repeatable:** Repeatable up to 8 credits **College Code:** SED

GDPC 820 – Internship in Counseling Psychology

Credits: .5–1

2000 hours of supervised field work in application of theory to counseling psychology practice with individuals, groups, families, children, or adolescents in an approved agency setting. **Grade Mode:** Satisfactory w/DG (S,U,I,W,DG) **Repeatable:** Repeatable up to 3 credits **College Code:** SED

GDPC 825 – Topics in Counseling Psychology

Credits: 1–3

Study tour involving attendance, and possibly presentation, at a psychology conference as proposed by faculty. Students must also be enrolled in GDPC 835 for 2 credits. **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **College Code:** SED

GDPC 834 – Seminar in Educational/School Psychology

Credits: 3

Examines current issues and research in educational, developmental, or school psychology. **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **Prerequisite(s):** Completion of 16 credits in educational, developmental, or school psychology. **Repeatable:** Repeatable up to 6 credits **College Code:** SED

GDPC 835 – Seminar in Counseling Psychology

Credits: 3

Examines professional identity, current ethical issues and research in the theory and practice of counseling psychology. Student must take either 3 credits of GDPC835 or 2 credits of GDPC835 and 1–3 credits of GDPC 825 (Topics in Counseling Psychology) in consultation with advisor. **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **College Code:** SED

GDPC 846 – Adult Advanced Emphasis Practicum

Credits: 3

Supervised counseling psychology practicum experience in chosen emphasis must immediately follow completion of GDPC745. Students enroll for a total of 6 academic credits to be completed in two consecutive semesters. **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** GDPC 650 and GDPC 745 or equivalent and approval of the supervisor. Limited to students enrolled in the Counseling Psychology program. **Repeatable:** Repeatable up to 6 credits **College Code:** SED

GDPC 847 – Child/Family Advanced Emphasis Practicum

Credits: 3

Supervised counseling psychology practicum experience in chosen emphasis must immediately follow completion of GDPC745. Students enroll for a total of 6 academic credits to be completed in two consecutive semesters. **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** GDPC 650 and GDPC 745 or equivalent and approval of the supervisor. Limited to students enrolled in the Counseling Psychology program. **Repeatable:** Repeatable up to 6 credits **College Code:** SED

GDPC 848 – Diversity Advanced Emphasis Practicum

Credits: 3

Supervised counseling psychology practicum experience in chosen emphasis must immediately follow completion of GDPC745. Students enroll for a total of 6 academic credits to be completed in two consecutive semesters. **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** GDPC 650 and GDPC 745 or equivalent and approval of the supervisor. Limited to students enrolled in the Counseling Psychology program. **Repeatable:** Repeatable up to 6 credits **College Code:** SED

GDPC 849 – Health Psychology Advanced Emphasis Practicum

Credits: 3

Supervised counseling psychology practicum experience in chosen emphasis must immediately follow completion of GDPC745. Students enroll for a total of 6 academic credits to be completed in two consecutive semesters. **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** GDPC 650 and GDPC 745 or equivalent and approval of the supervisor. Limited to students enrolled in the Counseling Psychology program. **Repeatable:** Repeatable up to 6 credits **College Code:** SED

GDPC 870 – Comprehensive Exam Preparation

Credits: 0

Grade Mode: Noncredit (NC,W) **Repeatable:** Repeatable **College Code:** SED

GDPC 899 – Doctoral Dissertation

Credits: 1–14+

A minimum of 14 credits required. **Grade Mode:** Satisfactory w/DG (S,U,I,W,DG)

Repeatable: Repeatable **Offering:** Fall, Spring, Summer **College Code:** SED

Special Education

SPED 525 – Psychology and Education of Exceptional Children

Credits: 3

A comprehensive survey of the psychological and educational needs of exceptional children. Strategies for incorporating an exceptional student into regular classroom and for supporting the exceptional child in the community. Students are also required to register for SPED 525 PO2 which is the practicum portion of this class and entails 25 hours in a regular or special education classroom. **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **Prerequisite(s):** A course in human development. **College Code:** SED

SPED 588 – Graduate Student Teaching:

Credits: 2

The candidate will be placed with a field-supervisor in a K–5 and a 6–12 resource or inclusion special education setting for a eight week period. The candidate is required to demonstrate the ability to write and implement lesson plans that differentiate instruction, provide an intervention or remediation, collect data and demonstrate the ability to use data to make instructional decisions. At the culmination of both placements (K–5 and 6–12) candidates will be required to submit a portfolio displaying their professional documents that portray their skills and knowledge in the area of learning disabilities. This placement can be extended into the following semester by university supervisor recommendation. The lab hours will be arranged with the professor and field supervisor and will consist of 8 weeks of fulltime teaching. **Grade Mode:** Satisfactory w/DG (S,U,I,W,DG) **Repeatable:** Repeatable up to 4 credits **College Code:** SED

SPED 610 – Instructional Design for Special Education

Credits: 3

This course will focus on the development of Specially Designed Instruction (SDI) for Children with Disabilities as required by IDEA (2004). SDI includes modification and accommodation to program content methodology and delivery. **Grade Mode:** Normal (A–F,I,W) **College Code:** SED

SPED 618 – Legal and Ethical Issues in Schools

Credits: 2–3

An examination of: the history and foundations of school psychology and special education; legal, ethical and professional issues and trends; roles and functions of the special education teams; develop a knowledge of due process requirements, IDEA, Section 504 of the Rehabilitation Act and their implications in the delivery of educational services to students with special needs. Students are also required to register for SPED 618 PO1 which is the practicum portion of this class and entails 25 hours in a regular or special education classroom. Student must take either 3 credits of SPED 618 or 2 credits of SPED 618 and 1 credit of SPED 608 (Topics in Legal and Ethical Issues in Schools) in consultation with advisor. **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **College Code:** SED

SPED 630 – Education of Students with Math and Writing Disabilities

Credits: 3

This course will focus on the development of competency in the implementation of evidence-based instructional strategies designed to teach mathematics and writing. Emphasis will be placed on methods supported by research. **Grade Mode:** Normal (A–F,I,W) **College Code:** SED

SPED 645 – Reading Assessment & Intervention

Credits: 3

Advanced course for diagnosis and remediation or prevention of reading disabilities. Students are also required to register for SPED645 P06 which is the 50–hour practicum lab portion of this class (lab graded S/U). Lab fee required. Background check required for this course. \$ – Course or lab fee **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **College Code:** SED

SPED 651 – Behavioral and Educational Assessment

Credits: 3

The selection, administration, and scoring of standardized and non standardized educational and behavioral measures within a Response to Intervention/problem-solving model, for remediation for diagnostic and placement purposes. Emphasis will be placed on connecting assessment with intervention strategies. Current issues in educational assessment pertaining to the classroom and students with special needs, including those of English language learners, will be addressed. Students are also required to register for SPED 651 PO3 which is the 50–hour practicum lab portion of this class Lab fee required. \$ – Course or lab fee **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **Prerequisite(s):** GDPC 514 and GDPC 644 or permission of instructor. Limited to students enrolled in Counseling Psychology, School Psychology, Clinical Mental Health Counseling, Educational Psychology, School Counseling, or Special Education, or by permission of instructor. **College Code:** SED

SPED 672 – Psychoeducational Consultation

Credits: 3

A study and application of the process of consultation with teachers, families, and other professionals in educational settings. Emphasis will be given to making data-based decisions and applying research-based intervention strategies within the school system. **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **Prerequisite(s):** GDPC 651 **College Code:** SED

Leadership

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Enoc Lopez

Emeriti

Lyndon G. Furst
Gary D. Gifford
Edward A. Streeter

Mission

The Department of Leadership develops a community of scholar practitioners who transform the power of knowledge into service. Its core values include community, service, integrated life and human dignity.

The department supports three graduate programs:

- Educational Leadership
- Higher Education Administration
- Leadership

and one undergraduate Leadership program and certificate:

- Undergraduate Leadership Certificate
- Undergraduate Leadership Minor with Certificate

Academic Programs	Credits
Educational Leadership	
Educational Leadership Graduate Certificates	
Principal	18
Supervisor of Instruction	18
Superintendent of Schools	24
MA	34
EdS	64
EdD	90
PhD	90
Higher Education Administration	
MA	36
EdS	64
EdD	90
PhD	90
Leadership	

Leadership Certificate	12
MA	36
EdS	64
EdD	90
PhD	90
Postdoctoral Certificate	12-15

Masters

Educational Leadership MA

Mission

The Educational Leadership segment of the Department of Leadership (LEAD) seeks to prepare effective educational administrators for servant leadership in educational settings.

Description

Educational Leadership programs at Andrews University are designed to prepare administrators for the opportunities in school leadership as principals, superintendents or supervisors. Whether you are an individual seeking to be mentored, a seasoned administrator, or an aspiring school leader who wishes to enroll in a program that respects and uses your past experiences, we are ready to serve you in ways that meet your needs.

Educational Leadership programs are guided by nine standards. The first six standards are derived from the Educational Leadership Constituent Council (ELCC), which is identified by our accrediting body, the National Council of Accreditation in Teacher Education (NCATE), as the appropriate council to provide guidance for K-12 Educational programs. The additional three standards have been added in consultation with educational leaders in the North American Division of Seventh-day Adventists. The nine standards are listed below followed by an outline of the levels of study we offer.

MA Description

The K-12 Educational Leadership master's program is designed for post-baccalaureate participants who desire to obtain a degree in educational administration. Those seeking to use this degree for North American Division certification purposes, students need to have an NAD professional teaching certificate which requires graduate work in two of the following areas: learning theory/style, curriculum, improvement of instruction, education of the exceptional student, trends and issues in education, and multicultural education. As such, those completing this master's degree and wanting NAD administrative endorsement will also need to take additional course work from the areas listed if they have not done so already.

Those specifically served by this degree are the following:

- Teachers interested in transitioning into educational administration
- Principals of K-8, K-10, K-12 and d9-12 schools
- Aspiring educational leaders

Degree Requirements

Core—minimum 18, with more credits available from variable credit courses

- LEAD 630 – Introduction to Leadership Credits: 2
- EDAL 520 – Foundations of Educational Leadership Credits: 2-3
- EDAL 645 – K-12 Educational Finance Credits: 2-3
- EDAL 670 – Technology for Leaders Credits: 3
- EDAL 680 – Internship: (Topic)_____ Credits: 1-12 (3 minimum)
- EDCI 547 – Foundations of Curriculum Studies Credits: 3 OR
- EDCI 565 – Improving Instruction Credits: 2-3
- EDFN 500 – Philosophical Foundations for Professionals Credits: 2-3
- LEAD 675 – Portfolio Development: (Topic)_____ Credits: 1-3

Concentration—minimum 11, with more credits available from variable credit courses

- EDAL 560 – K-12 Law Credits: 3
- EDAL 565 – Leadership for Seventh-day Adventist Education Credits: 1-2

- EDAL 570 – Principles of Educational Supervision Credits: 2–3
- EDAL 635 – Human Resources Administration Credits: 2–3
- EDAL 664 – Elementary School Leadership Credits: 2–3
- EDAL 665 – Secondary School Leadership Credits: 2–3
- LEAD 525 – Public Relations: Community Partnerships Credits: 2–3

Research—5

- EDRM 505 – Research Methods Credits: 3
- LEAD 535 – Principles of Academic Writing Credits: 1–3 (2 minimum)

Electives—As Needed

In consultation with your advisor.

Total Credits: 34

Application Process

Applicants must meet School of Education admission requirements. Once accepted into this master's program, students must complete LEAD 630 – Intro to Leadership and LEAD600 – Annual Conference where they will be introduced to the philosophy of educational leadership and review the standards that will guide their educational plan. The curriculum consists of a minimum of 34 credits beyond the baccalaureate degree. Many courses are offered as variable credits; therefore, candidates should consider their credit needs when planning their course work and when registering for these courses. The portfolio serves as a component of the master's comprehensive examination. There is no thesis requirement for the master's degree program.

Program Information

The Portfolio Component

The degree programs require the completion of a portfolio that documents the participant's work. These portfolios require documentation that evidences a level of mastery appropriate to each degree and can be presented in person or via electronic media. The portfolio must be assessed and approved by a faculty committee. More details on portfolio requirements are provided in the introductory course, LEAD630, required in all administration programs.

Registration

Educational Leadership participants comply with registration guidelines by enrolling in a course at least two semesters out of three consecutive semesters until their program is complete. If participants want to remain active and not register for regular course work they will need to register for EDAL650 Program Continuation. This course has no credit but allows access to faculty advising and access to the Andrews University library. As an alternative to the above, a participant may request to go "Inactive." When "Active Status" is desired, the participant may request reactivation and if approved pay the current "Reactivation Fee."

Time Limits

An Educational Leadership participant must complete the requirements for the MA within four years; EdS, EdD and PhD degree within seven years from the beginning of the first semester of class work after acceptance into the program, irrespective of admission classification.

Nine Guiding Standards

Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by:

1. Facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning that is shared and supported by the school community.
2. Promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.
3. Managing the organization, operations and resources in a way that promotes a safe, efficient and effective learning environment.
4. Collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.
5. Acting with integrity, fairly, and in an ethical manner.
6. Understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

7. Understanding and comprehensively applying technology to advance student achievement.
8. Appreciating the perspectives of others and developing a personal philosophy from which action and service emerge.
9. Understanding and comprehensively applying research and evaluation for effective decision making.

The Internship Experience

All degree programs require an internship experience. This provides significant learning opportunities to synthesize and apply the knowledge and practice and to develop the skills identified in the standards. It requires substantial, sustained, standards-based work in a real setting, planned and guided cooperatively by the institution and school district personnel for graduate credit.

Higher Education Administration MA

Mission

To empower diverse scholar-practitioners for service in national and international colleges and universities, committed to Christian values and high professional standards.

Description —Interactive Online

Higher Education is one of the fastest growing areas of education in the world today. Graduates at the master level typically work in administrative and executive positions in student services such as enrollment, admissions, financial services, athletics and residence halls. At the doctoral level, the program serves those who wish to pursue careers and academic positions in teaching and research in colleges and universities, as well as corporate training or policy making positions at the private and state level. The curriculum has an international focus that includes visiting international universities to interact with faculty and students of institutions in different countries around the world.

MA Description

The MA program in Higher Education prepares students for entry-level and mid-management level positions at public and private colleges or universities and community colleges in different areas of student affairs, such as:

- Admissions and enrollment
- Financial services management
- Residence halls administration
- Religious and social activities coordination
- Athletic and recreation administration
- Health services
- International student services
- Other related areas

Degree Requirements

Core—minimum 16

- LEAD 600 – Annual Conference Credits: 0
- LEAD 630 – Introduction to Leadership Credits: 2
- EDFN 500 – Philosophical Foundations for Professionals Credits: 2–3
- EDAL 655 – Higher Education Finance and Technology Credits: 3
- EDAL 667 – Leadership in Higher Education Credits: 3
- EDAL 680 – Internship: (Topic)_____ Credits: 1–12
- EDCI 606 – Teaching in Higher Education Credits: 2 or any equivalent EDCI course

Concentration—minimum 16

- EDAL 640 – Higher Education Law Credits: 2–3
- EDAL 674 – Administration of Student Services Credits: 3
- EDAL 675 – College Student Development Theory Credits: 3
- LEAD 678 – Higher Education Study Tour Credits: 1–6
- LEAD 689 – Seminar: (Topic)_____ Credits: 1–12

Electives—As needed

In consultation with your advisor.

Research—4

- EDRM 505 – Research Methods Credits: 3
- LEAD 535 – Principles of Academic Writing Credits: 1–3

Total Credits: 36

Application Process

Applicants must meet School of Education admission requirements. Once accepted into this master's program, students must complete LEAD 630 – Introduction to Leadership and LEAD 600 – Annual Conference as an introduction to the philosophy of leadership and review of the standards that will guide their educational plan. The curriculum consists of a minimum of 36 credits beyond the baccalaureate degree. Many courses are offered as variable credits; therefore, candidates should consider their credit needs when planning their course work and when registering for these courses. The portfolio serves as a component of the master's comprehensive examination. There is no thesis requirement for the master's degree program.

Program Information

Program Components

Portfolio

The degree programs require the completion of a portfolio that documents the participant's work. These portfolios require documentation that evidences a level of mastery appropriate to each degree and can be presented in person or via electronic media. The portfolio must be assessed and approved by a faculty committee. More details on portfolio requirements are provided in the introductory course, LEAD 630, required in all programs.

Registration

Participants comply with registration guidelines by enrolling in a course at least one semester out of three consecutive semesters until their program is complete. If participants want to remain active and not register for regular course work they will need to register for EDAL 650 Program Continuation at least every third semester. This course has no credit but allows access to faculty advising and access to the Andrews University library. As an alternative to the above, a participant may request to go inactive. When Active Status is desired, the participant may request reactivation and, if approved, pay the current Reactivation Fee.

Time Limits

Participants must complete the requirements for the MA within four years; EdS, EdD, and PhD degrees within seven years from the beginning of the first semester of class work after acceptance into the doctoral program, irrespective of admission classification.

Guiding Principles for Higher Education Administration

The Higher Education program of Andrews University is committed to the fundamental guiding principles of the Council for the Advancement of Standards in Higher Education (CAS), a consortium of 35 professional associations concerned with the development and promulgation of professional standards and guidelines for student learning and personal development support programs and services in institutions of higher learning.

According to the Council for the Advancement of Standards in Higher Education, the five guiding principles for Higher Education can be summarized as follows:

1. Students and Their Institutions (the student must be considered as a whole person)

- Each student is a unique person and must be treated as such.
- The student's total environment is educational and must be used to achieve full development.
- Students seek higher education in responsible ways and will, when encouraged to do so, access appropriate educational resources when they are provided, made known, and relevant to students' felt educational and developmental needs.
- Institutions of higher learning are purposeful and function as social and cultural resources to provide opportunities for students to learn and develop in holistic ways.
- The primary responsibility for learning and development rests with the student.
- Institutions of higher learning reflect the diversity of the societies and cultures in which they exist.

- Institutions are responsible for creating learning environments that provide a choice of educational opportunities and challenge students to learn and develop while providing support to nurture their development.

2. Diversity and Multiculturalism

- Institutions embrace diversity and eliminate barriers that impede student learning.
- Justice and respect for differences bond individuals to community.
- Education for multicultural awareness and positive regard for differences is essential to the development and maintenance of a health-engendering society.
- All students must have access to the educational and co-curricular resources available to the academic community at large; no student, for any reason, should be denied access to them.

3. Organization, Educational Administration, and Human Resources

- Capable, credible, knowledgeable, and experienced educational administration is essential for institutional success.
- Organizational units are most successful when their missions and outcome expectations are effectively documented and understood by all concerned.
- Effective programs and services require well-qualified staff members who understand and support the student learning and development outcomes the programs are intended to provide.
- Leaders and staff members alike must possess effective managerial skills, be properly titled, and be well-qualified by both education and experience.

4. Health-Engendering Environments

- Educational programs and services prosper in benevolent environments that provide students with appropriate levels of challenge and support.
- The primary purpose of education has always been to promote change, both in individuals and in society. College and university student support programs are first and foremost educational enterprises.

5. Ethical Considerations

- Ethical standards are essential to guide the behavior of staff members in ways that enhance the program's overall integrity.
- Because special mentoring relationships develop between students and those who facilitate their learning and development, support service providers must exemplify impeccable ethical behavior in both their professional relationships and personal lives.

Competency-Based Student Learning and Development Outcomes for the Higher Education

Administration Programs

Higher Education requires theoretical knowledge and practical application in the following core competencies:

1. Self-Development Competencies: This cluster of competencies focuses on the self awareness, intellectual growth, and the personal and professional identity required for inspiring and supporting the development of college students.

a. *Philosophical foundations*—Higher Education functions within the context of multiple perspectives and a personal belief system and worldview that influence their practice.

b. *Ethics, values, and spirituality*—Higher Education functions from a set of principles and personal values that guide their work, promote healthy behavior, and influence decision making and their relationships with others.

c. *Human development and career choice*—Higher Education is committed to continuous learning and personal development, articulating career choices based on assessment of interests, values, skills and abilities resulting from formal education, work experience, community service and volunteer experiences.

2. Interpersonal Development Competencies: This cluster of competencies focuses on the interpersonal aspects of Higher Education that promote growth and development of others and challenge students to learn and develop in holistic ways.

a. *Effective communication and mentoring*—Higher Education fosters effective communication in all internal and external interactions, to establish and maintain cooperative relationships that are trust-centered, providing empowerment that results in personal and performance improvement toward satisfying mutual objectives.

b. *Appreciating diversity*—Higher Education values one's own identity and culture and articulates the advantages and challenges of a diverse society, promoting multicultural awareness and positive regard for differences.

c. *Social responsibility*—Higher Education is accountable to others and endeavors

to see that family, community, and environmental needs are met in local and in global ways, as appropriate.

3. Leadership and Organizational Development Competencies: This cluster of competencies addresses the organizational aspects of Higher Education, focusing on the achievement of goals and programs that make colleges and universities an educational enterprise.

a. *Resource development; human and financial*—Higher Education appropriately develops, allocates and manages human and financial resources for promoting change and fostering healthy and strategic outcomes.

b. *Legal and policy issues*—Higher Education applies and understands the scope of a legal and policy structure appropriate for their field.

c. *Organizational behavior, change, and culture*—Higher Education understands personal, group, and inter-group behaviors, and how they impact the organizational culture and shape the vision and strategy for facilitating the change process.

4. Research Development Competency: Research skills are necessary for engaging in organizational development, assessment and evaluation, and other Higher Education projects.

Conducting, evaluating and reporting research—Higher Education understands the logic and processes of scientific inquiry, explains major research methodologies, formulates empirically-driven research problems, selects appropriate research designs, conducts basic data collection and analysis and adequately communicates research findings and implements the findings in the workplace.

International Focus

Higher education is becoming an increasingly global phenomenon characterized by international trade in educational services. For this reason, the Higher Education program is structured with an international focus. As an international Adventist institution, Andrews University is uniquely positioned to offer the following opportunities:

International Study Tour. A seminar in International Higher Education in the format of a summer tour to visit systems of higher education that have influenced post-secondary education in different parts of the world, such as Europe, Asia, Africa and Latin America. The tour includes campus visits and interaction with faculty and students of public, private, and Adventist international institutions of higher education, and meets the requirements of master's and doctoral programs. Travel expenses are mostly covered by tuition credits.

International Internships. The Higher Education program works with international Seventh-day Adventist colleges and universities to develop an internship program that integrates theory and research with the practice of higher education in international settings. The extent and format of these programs vary and are negotiated on a personal basis between the participant and the institution.

Intercultural Seminar. This is a seminar in intercultural communication that explores the role of culture and diversity in today's organizations in order to develop cross-cultural competence and sensitivity. Explores issues such as effective communication across group barriers, leadership and culture, and the impact of cultural differences on relationships, decision making, motivation, conflict management, human resource development, and other leadership issues. For further information, students may contact the coordinator of the Higher Education program.

Leadership Program General Information

Program General Information

The Leadership program represents a new concept in graduate education. It is offered by the School of Education as an international and interdisciplinary collaborative graduate program.

It is designed to meet the needs of mid-career leaders and to provide an innovative and highly flexible program allowing self-motivated learners the opportunity to pursue an MA, EdS, EdD or PhD degree in the context of a learning community, without requiring a move of their families or a break in their careers. Participants in this interdisciplinary program come from a variety of professional backgrounds including healthcare, business, education, pastoring, the military, and government.

Defining the Program

The Leadership Program:

- Is established on the idea of developing and demonstrating competency in several key areas.
- Gives each participant the opportunity to design and carry out a Leadership and Learning Plan (LLP) in order to fulfill competency requirements.

- Allows participants to demonstrate competence through the oral presentation of a portfolio, which includes a written synthesis paper.
- Fosters collaboration and cooperation among its participants.

Characteristics of the Program

The program allows the self-directed learner to participate in a dynamic-action agenda devoted to service. The program's strengths are evident in several ways:

The Leadership Program is learner-driven. The participant works with an advisor and develops a plan of study with course work and directed activities to fit his/her needs. An extraordinary amount of personal ownership by the participant is critical for satisfactory completion of the program.

The Leadership Program is life-embedded. Participants are encouraged to use their work and life experience as the basic context to demonstrate the Leadership competencies.

The Leadership Program is competency-based. Although not listing a prescribed set of courses, the program is designed around a set of competencies, including both skill and knowledge-based areas necessary to demonstrate competence.

The Leadership Program builds a learning community. The participants collaborate in study groups and learn through various media.

The Leadership Program is flexible. The flexibility allows the educational needs, career goals, and past experience of the participant to play an important part in the development of an individualized plan of study and development.

The Leadership Program builds important bonds among its participants. The participants become partners in learning, both with faculty members and other participants. This process is enhanced by involvement in orientation activities, seminars, learning groups, and through continued contact and discussion via the Internet, and other forms of telecommunication.

The Leadership Program evaluates achievement.

- Throughout the course of study, individual achievement is evaluated on the basis of demonstrated competencies.
- The program is completed when the participant has demonstrated achievement of at least 15 competencies (see below).
- Demonstration of achievements is documented in a portfolio that is assembled throughout the program. The portfolio is presented for validation to a faculty team at the end of the program.
- For the MA and EdS degrees, a research project is completed and approved.
- For the EdD and PhD degrees, a doctoral dissertation must be completed, defended, and approved.

Applying to the Program

Applicants should read the Graduate Admissions Requirements section of this bulletin.

Additional recommendations and interviews may be requested prior to formal admission to the program. Only a limited number of participants are admitted each year, so applicants should apply early.

Specific Admission Requirements

- A completed bachelor's or master's degree (an MA degree is recommended for the doctoral programs).
- A sample of your best writing (could be a research paper).
- A successful interview with one or more members of the Leadership faculty.
- A minimum of five years of professional work experience in a leadership setting for the doctorate and three years for the MA.
- Must be currently employed in a leadership position in which competencies can be demonstrated. This environment, which is the participant's place of employment, provides the "laboratory" for developing and demonstrating expertise in the competency areas and for preparing the portfolio.
- Applicants must commit to participate in:
 - 1) The initial Leadership orientation.
 - 2) Regularly scheduled Leadership and Learning Group meetings, preferably on a monthly basis but at least seven times a year.
 - 3) The annual Leadership Conference.
 - 4) Regular online communication. The participant is responsible for keeping abreast of announcements and program updates presented by faculty and staff via e-mail and the Leadership website.

Maintaining Active Status

- To maintain active status in the Leadership program the participant must:
- Make appropriate progress in fulfilling the LLP.
- Meet regularly with a Leadership and Learning Group, usually on a monthly basis but at least seven times a year.
- Maintain contact with the advisor.
- Register every semester.
- Attend the annual Leadership Conference.
- Meet financial obligations to the university.
- Maintain employment throughout the program.
- A EdD/PhD participant must maintain active status a minimum of six years of their allocated seven.

Time Limits.

A Leadership participant must complete the requirements for the MA degree within four years and the EdD and PhD degree within seven years from the beginning of the first semester of class work. Participants granted advanced standing must complete their requirements within five years.

Leadership MA

MA Program

The overall goal of the MA Leadership program is to develop students with a strong sense of personal mission and global understanding, as well as appropriate competencies. Students are encouraged to ask the question: How can I develop competencies that will contribute to my context? Students will take a number of core required courses that will provide them with theoretical underpinnings for the competencies. The personal mission will help guide students' final research project which is a substantial piece of work demonstrating leadership toward change. This degree accommodates campus students desiring to take either the campus or job-embedded option.

MA Job-Embedded Option

Participants may select to become part of a cohort following the job-embedded option of the program which requires the developing and demonstrating of 10 leadership competencies within their work context in consultation with an advisor. This option replaces the areas of concentration and the courses LEAD680 Internship and LEAD647 Creative Critical Thinking. Participants in the job-embedded option are required to:

- Participate regularly and actively in a Leadership and Learning Group at least seven times a year.
- Maintain employment throughout the program.
- Complete the development and presentation of a portfolio based on the participant's LLP, documenting satisfactory completion of the required competencies.
- Develop and demonstrate ten leadership competencies.

The final presentation of the portfolio and the leadership research project in the job-embedded option will usually be organized by the coordinator of the cohort or program.

Basic Degree Requirements for MA—36 credits

Core Requirements—15

- LEAD 630 – Introduction to Leadership Credits: 2
- LEAD 635 – Leadership and Learning Plan Credits: 2–4
- LEAD 636 – Issues in Leadership Foundations Credits: 2
- LEAD 638 – Issues in Leadership Theory Credits: 2
- LEAD 645 – Ethical Leadership Credits: 1–3
- LEAD 646 – Leadership Communications Credits: 2
- LEAD 647 – Creative Critical Thinking and Problem Solving Credits: 3
- LEAD 600 – Annual Conference Credits: 0 (minimum of 2 conferences required during program)

MA Project—6

- EDM 505 – Research Methods Credits: 3
- LEAD 698 – MA Research Project Credits: 3 OR LEAD 699 – Thesis Credits: 1–3

Community Service—6

LEAD 680 Internship: Community Service. Each student will spend one semester engaged in some form of community service which will be individualized according to mission, interests and talents. This can be either domestic or international (or a

combination) and will be chosen in consultation with the advisor. The community service period should directly feed into the MA project.

Portfolio Areas of Concentration—9

Students are required to choose *one* option from *each* of the three clusters of MA competencies listed below. *Two additional* competencies must be selected to complete *a total of 5* required competencies. Students will take credits appropriate to the aim of each competency, producing a final portfolio presentation.

Competencies of the MA Leadership Program

Leadership requires theoretical knowledge and practical application in the following core competencies:

1. Leadership and the Self:

This cluster of competencies focuses on the self awareness and the personal and professional identity required when practicing leadership.

- Philosophical foundations*—Leadership functions within the context of multiple perspectives and understands how their own worldview influences their practice.
- Ethics, values, and spirituality*—Leadership functions from a set of principles and standards that guides their work and all their relationships with others.
- Learning and human development*—Leadership understands the principles of learning and is committed to and practices continuous personal, interpersonal, and organizational learning.

2. Leadership with Others:

This cluster of competencies focuses on the interpersonal aspects of leadership. Growth and development of others is an essential function of leadership.

- Effective communication*—Leadership fosters effective communication in all internal and external interactions, to establish and maintain cooperative relationships.
- Mentor/coach*—Leadership promotes relationships that are trust-centered, providing the kind of empowerment that results in personal and performance improvement toward satisfying mutual objectives.
- Social responsibilities*—Leadership understands social systems and is accountable to others and endeavors to see that family, community, and environmental needs are met in local and, as appropriate, in global ways.
- Teamwork*—Leadership involves developing relationships between coworkers passionately committed to their end goal and valuing the group needs above individual needs. Family, community, and environmental needs are met in local and, as appropriate, in global ways.

3. Leadership through Organizations:

This cluster of competencies focuses on the organizational aspects of leadership. Leadership sets direction in ways that facilitate achievement of organizational goals.

- Resource development, human and financial*—Leadership appropriately allocates and manages human and financial resources for healthy and strategic outcomes.
- Implementing change*—Leadership involves working with others in order to collaboratively shape the vision and strategy for change, as well as being capable of facilitating the change process.
- Organizational Development*—Leadership is committed to improving both the organization's performance and the individual development of its employees.

Note:

Students will give a final presentation open to the whole community in which they present their leadership journey, including their original mission, their portfolio, their community service and their research project. These should form a cohesive whole.

Post–Masters

Educational Leadership EdD

Mission

The Educational Leadership segment of the Department of Leadership (LEAD) seeks to prepare effective educational administrators for servant leadership in educational settings.

Description

Educational Leadership programs at Andrews University are designed to prepare administrators for the opportunities in school leadership as principals, superintendents or supervisors. Whether you are an individual seeking to be mentored, a seasoned administrator, or an aspiring school leader who wishes to enroll in a program that respects and uses your past experiences, we are ready to serve you in ways that meet your needs.

Educational Leadership programs are guided by nine standards. The first six standards are derived from the Educational Leadership Constituent Council (ELCC), which is identified by our accrediting body, the National Council of Accreditation in Teacher Education (NCATE), as the appropriate council to provide guidance for K–12 Educational programs. The additional three standards have been added in consultation with educational leaders in the North American Division of Seventh-day Adventists. The nine standards are listed below followed by an outline of the levels of study we offer.

EdD Description

The doctoral programs in Educational Leadership prepare participants for professional careers in education as superintendents or elementary and secondary–school administrators. These programs also prepare leaders for service in many types of agencies and organizations. Both the Doctor of Education (EdD) and the Doctor of Philosophy (PhD) programs require a minimum of 90 credits and the submission of a research based article to a peer–reviewed publication. However, the PhD degree is more research–oriented and requires more courses in advanced research methodologies. Those specifically served by this degree are the following:

- Teachers with master's degrees interested in transitioning into educational administration and securing an additional degree while completing their NAD administration certification and endorsement.
- Principals of K–8, K–10, K–12, and 9–12 schools
- Supervisors of instruction
- Superintendents of schools
- Those interested in teaching Educational Administration at the higher education level

Degree Requirements

Core—minimum 18, with more credits available from variable credit courses

- LEAD 630 – Introduction to Leadership Credits: 2
- EDAL 520 – Foundations of Educational Leadership Credits: 2–3
- EDAL 645 – K–12 Educational Finance Credits: 2–3
- EDAL 670 – Technology for Leaders Credits: 3
- EDCI 547 – Foundations of Curriculum Studies Credits: 3 OR
- EDCI 565 – Improving Instruction Credits: 2–3
- EDFN 500 – Philosophical Foundations for Professionals Credits: 2–3
- LEAD 775 – Advanced Portfolio Development: (Topic)_____ Credits: 1–3
- LEAD 886 – Advanced Internship: (Topic)_____ Credits: 1–12 (3 minimum)

Concentration—minimum 14, with more credits available from variable credit courses

- EDAL 560 – K–12 Law Credits: 3
- EDAL 565 – Leadership for Seventh–day Adventist Education Credits: 1–2
- EDAL 570 – Principles of Educational Supervision Credits: 2–3
- EDAL 635 – Human Resources Administration Credits: 2–3
- EDAL 664 – Elementary School Leadership Credits: 2–3
- EDAL 665 – Secondary School Leadership Credits: 2–3
- LEAD 525 – Public Relations: Community Partnerships Credits: 2–3

- LEAD 645 – Ethical Leadership Credits: 1–3

Research—13

- EDRM 505 – Research Methods Credits: 3
- EDRM 611 – Applied Statistical Methods I Credits: 3
- EDRM 636 – Program Evaluation Credits: 3
- LEAD 535 – Principles of Academic Writing Credits: 1–3 (2 minimum)
- LEAD 637 – Issues in Research Credits: 2

Cognates—12

Choose from outside Educational Administration, such as Business, Communication, Social Work, Psychology, Curriculum, Leadership, Research, or transfer credits.

Dissertation—16+

- LEAD 880 – Dissertation Proposal Development Credits: 2
- LEAD 899 – Doctoral Dissertation Credits: 1–14

Electives—As needed

In consultation with your advisor.

Total Credits: 90+

Application Process

Applicants must meet School of Education admission requirements for doctoral programs. They may transfer up to 42 credits from previous graduate work into the doctoral program. Candidates must complete LEAD 630 – Introduction to Leadership and LEAD 600 – Annual Conference as an introduction to the philosophy of leadership and review of the standards that will guide their educational plan. The curriculum consists of a minimum of 90 semester credits beyond the baccalaureate degree and requires the completion of a portfolio and a dissertation. Many courses are offered as variable credits; therefore, candidates should consider their credit needs when planning their course work and registering for courses. The portfolio serves as a component of the doctoral comprehensive examination. Both doctorates require the successful completion of a dissertation.

Beginning the semester after registering for LEAD 880, candidates must register for at least 1 dissertation credit during each semester until their dissertation is successfully defended.

Program Information

The Portfolio Component

The degree programs require the completion of a portfolio that documents the participant's work. These portfolios require documentation that evidences a level of mastery appropriate to each degree and can be presented in person or via electronic media. The portfolio must be assessed and approved by a faculty committee. More details on portfolio requirements are provided in the introductory course, LEAD630, required in all administration programs.

Registration

Educational Leadership participants comply with registration guidelines by enrolling in a course at least two semesters out of three consecutive semesters until their program is complete. If participants want to remain active and not register for regular course work they will need to register for EDAL650 Program Continuation. This course has no credit but allows access to faculty advising and access to the Andrews University library. As an alternative to the above, a participant may request to go "Inactive." When "Active Status" is desired, the participant may request reactivation and if approved pay the current "Reactivation Fee."

Time Limits

An Educational Leadership participant must complete the requirements for the MA within four years; EdS, EdD and PhD degree within seven years from the beginning of the first semester of class work after acceptance into the program, irrespective of admission classification.

Nine Guiding Standards

Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by:

1. Facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning that is shared and supported by the school community.
2. Promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.
3. Managing the organization, operations and resources in a way that promotes a safe, efficient and effective learning environment.
4. Collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.
5. Acting with integrity, fairly, and in an ethical manner.
6. Understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.
7. Understanding and comprehensively applying technology to advance student achievement.
8. Appreciating the perspectives of others and developing a personal philosophy from which action and service emerge.
9. Understanding and comprehensively applying research and evaluation for effective decision making.

The Internship Experience

All degree programs require an internship experience. This provides significant learning opportunities to synthesize and apply the knowledge and practice and to develop the skills identified in the standards. It requires substantial, sustained, standards-based work in a real setting, planned and guided cooperatively by the institution and school district personnel for graduate credit.

Educational Leadership EdS

Mission

The Educational Leadership segment of the Department of Leadership (LEAD) seeks to prepare effective educational administrators for servant leadership in educational settings.

Description

Educational Leadership programs at Andrews University are designed to prepare administrators for the opportunities in school leadership as principals, superintendents or supervisors. Whether you are an individual seeking to be mentored, a seasoned administrator, or an aspiring school leader who wishes to enroll in a program that respects and uses your past experiences, we are ready to serve you in ways that meet your needs.

Educational Leadership programs are guided by nine standards. The first six standards are derived from the Educational Leadership Constituent Council (ELCC), which is identified by our accrediting body, the National Council of Accreditation in Teacher Education (NCATE), as the appropriate council to provide guidance for K–12 Educational programs. The additional three standards have been added in consultation with educational leaders in the North American Division of Seventh-day Adventists. The nine standards are listed below followed by an outline of the levels of study we offer.

EdS Description

The Educational Leadership Educational Specialist degree program prepares candidates to serve as principals, supervisors, or superintendents in elementary and/or secondary systems. Those specifically served by this degree are the following:

- Teachers with master's degrees interested in transitioning into educational administration and securing an additional degree while completing their NAD administration certification or endorsement
- Principals of K–8, K–10, K–12, and 9–12 schools
- Supervisors of instruction
- Superintendents of schools

Degree Requirements

Core—minimum 18, with more credits available from variable credit courses

- LEAD 630 – Introduction to Leadership Credits: 2
- EDAL 520 – Foundations of Educational Leadership Credits: 2–3
- EDAL 645 – K–12 Educational Finance Credits: 2–3
- EDAL 670 – Technology for Leaders Credits: 3
- EDCI 547 – Foundations of Curriculum Studies Credits: 3
- EDCI 565 – Improving Instruction Credits: 2–3

- EDFN 500 – Philosophical Foundations for Professionals Credits: 2–3
- LEAD 775 – Advanced Portfolio Development: (Topic)_____ Credits: 1–3
- LEAD 886 – Advanced Internship: (Topic)_____ Credits: 1–12

Concentration—minimum 14, with more credits available from variable credit courses

- EDAL 560 – K–12 Law Credits: 3
- EDAL 565 – Leadership for Seventh-day Adventist Education Credits: 1–2
- EDAL 570 – Principles of Educational Supervision Credits: 2–3
- EDAL 635 – Human Resources Administration Credits: 2–3
- EDAL 664 – Elementary School Leadership Credits: 2–3
- EDAL 665 – Secondary School Leadership Credits: 2–3
- LEAD 525 – Public Relations: Community Partnerships Credits: 2–3
- LEAD 645 – Ethical Leadership Credits: 1–3

Research—13

- EDRM 636 – Program Evaluation Credits: 3
- EDRM 505 – Research Methods Credits: 3
- EDRM 611 – Applied Statistical Methods I Credits: 3
- LEAD 535 – Principles of Academic Writing Credits: 1–3 (2 minimum)
- LEAD 637 – Issues in Research Credits: 2

Cognates—9

Choose from outside Educational Administration, such as Business, Communication, Social Work, Psychology, Curriculum, Leadership, Research, or transfer credits.

Electives—As Needed

In consultation with your advisor.

Total Credits: 64

Application Process

Applicants must meet School of Education admission requirements for the specialist degree. Applicants may transfer up to 32 credits from previous graduate work into the specialist degree at the discretion of their academic advisors. Candidates must complete LEAD 630 Introduction to Leadership and LEAD 600 Annual Conference which are an introduction to the philosophy of leadership and review of the standards that will guide their educational plan. The curriculum consists of a minimum of 64 credits beyond the baccalaureate degree and requires the completion of both an internship and a portfolio. Many courses are offered as variable credits; therefore, candidates should consider their credit needs when planning their course work and registering for courses. The portfolio serves as a component of the EdS comprehensive examination. There is no thesis requirement for the EdS degree program.

Program Information

The Portfolio Component

The degree programs require the completion of a portfolio that documents the participant's work. These portfolios require documentation that evidences a level of mastery appropriate to each degree and can be presented in person or via electronic media. The portfolio must be assessed and approved by a faculty committee. More details on portfolio requirements are provided in the introductory course, LEAD630, required in all administration programs.

Registration

Educational Leadership participants comply with registration guidelines by enrolling in a course at least two semesters out of three consecutive semesters until their program is complete. If participants want to remain active and not register for regular course work they will need to register for EDAL650 Program Continuation. This course has no credit but allows access to faculty advising and access to the Andrews University library. As an alternative to the above, a participant may request to go "Inactive." When "Active Status" is desired, the participant may request reactivation and if approved pay the current "Reactivation Fee."

Time Limits

An Educational Leadership participant must complete the requirements for the MA within four years; EdS, EdD and PhD degree within seven years from the beginning of the first semester of class work after acceptance into the program, irrespective of admission classification.

Nine Guiding Standards

Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by:

1. Facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning that is shared and supported by the school community.
2. Promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.
3. Managing the organization, operations and resources in a way that promotes a safe, efficient and effective learning environment.
4. Collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.
5. Acting with integrity, fairly, and in an ethical manner.
6. Understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.
7. Understanding and comprehensively applying technology to advance student achievement.
8. Appreciating the perspectives of others and developing a personal philosophy from which action and service emerge.
9. Understanding and comprehensively applying research and evaluation for effective decision making.

The Internship Experience

All degree programs require an internship experience. This provides significant learning opportunities to synthesize and apply the knowledge and practice and to develop the skills identified in the standards. It requires substantial, sustained, standards-based work in a real setting, planned and guided cooperatively by the institution and school district personnel for graduate credit.

Educational Leadership PhD

Mission

The Educational Leadership segment of the Department of Leadership (LEAD) seeks to prepare effective educational administrators for servant leadership in educational settings.

Description

Educational Leadership programs at Andrews University are designed to prepare administrators for the opportunities in school leadership as principals, superintendents or supervisors. Whether you are an individual seeking to be mentored, a seasoned administrator, or an aspiring school leader who wishes to enroll in a program that respects and uses your past experiences, we are ready to serve you in ways that meet your needs.

Educational Leadership programs are guided by nine standards. The first six standards are derived from the Educational Leadership Constituent Council (ELCC), which is identified by our accrediting body, the National Council of Accreditation in Teacher Education (NCATE), as the appropriate council to provide guidance for K–12 Educational programs. The additional three standards have been added in consultation with educational leaders in the North American Division of Seventh-day Adventists. The nine standards are listed below followed by an outline of the levels of study we offer.

PhD Description

The doctoral programs in Educational Leadership prepare participants for professional careers in education as superintendents or elementary and secondary-school administrators. These programs also prepare leaders for service in many types of agencies and organizations. Both the Doctor of Education (EdD) and the Doctor of Philosophy (PhD) programs require a minimum of 90 credits and the submission of a research based article to a peer-reviewed publication. However, the PhD degree is more research-oriented and requires more courses in advanced research methodologies. Those specifically served by this degree are the following:

- Teachers with master's degrees interested in transitioning into educational administration and securing an additional degree while completing their NAD administration certification and endorsement.
- Principals of K–8, K–10, K–12, and 9–12 schools
- Supervisors of instruction

- Superintendents of schools
- Those interested in teaching Educational Administration at the higher education level

Degree Requirements

Core—minimum 18, with more credits available from variable credit courses

- LEAD 630 – Introduction to Leadership Credits: 2
- EDAL 520 – Foundations of Educational Leadership Credits: 2–3
- EDAL 645 – K–12 Educational Finance Credits: 2–3
- EDAL 670 – Technology for Leaders Credits: 3
- EDCI 547 – Foundations of Curriculum Studies Credits: 3 OR
- EDCI 565 – Improving Instruction Credits: 2–3
- EDFN 500 – Philosophical Foundations for Professionals Credits: 2–3
- LEAD 775 – Advanced Portfolio Development: (Topic)_____ Credits: 1–3
- LEAD 886 – Advanced Internship: (Topic)_____ Credits: 1–12 (3 minimum)

Concentration—minimum 14, with more credits available from variable credit courses

- EDAL 560 – K–12 Law Credits: 3
- EDAL 565 – Leadership for Seventh-day Adventist Education Credits: 1–2
- EDAL 570 – Principles of Educational Supervision Credits: 2–3
- EDAL 635 – Human Resources Administration Credits: 2–3
- EDAL 664 – Elementary School Leadership Credits: 2–3
- EDAL 665 – Secondary School Leadership Credits: 2–3
- LEAD 525 – Public Relations: Community Partnerships Credits: 2–3
- LEAD 645 – Ethical Leadership Credits: 1–3

Research—19

- EDRM 636 – Program Evaluation Credits: 3
- EDRM 505 – Research Methods Credits: 3
- EDRM 605 – Qualitative Research Methods in Education and Psychology Credits: 3
- EDRM 611 – Applied Statistical Methods I Credits: 3
- EDRM 712 – Applied Statistical Methods II Credits: 3
- LEAD 535 – Principles of Academic Writing Credits: 1–3 (2 minimum)
- LEAD 637 – Issues in Research Credits: 2

Cognates—12

Choose from outside Educational Administration, such as Business, Communication, Social Work, Psychology, Curriculum, Leadership, Research, or transfer credits.

Dissertation—16+

- LEAD 880 – Dissertation Proposal Development Credits: 2
- LEAD 899 – Doctoral Dissertation Credits: 1–14

Electives—As Needed

In consultation with your advisor.

Total Credits: 90+

Application Process

Applicants must meet School of Education admission requirements for doctoral programs. They may transfer up to 42 credits from previous graduate work into the doctoral program. Candidates must complete LEAD 630 – Introduction to Leadership and LEAD 600 – Annual Conference as an introduction to the philosophy of leadership and review of the standards that will guide their educational plan. The curriculum consists of a minimum of 90 semester credits beyond the baccalaureate degree and requires the completion of a portfolio and a dissertation. Many courses are offered as variable credits; therefore, candidates should consider

their credit needs when planning their course work and registering for courses. The portfolio serves as a component of the doctoral comprehensive examination. Both doctorates require the successful completion of a dissertation. Beginning the semester after registering for LEAD 880, candidates must register for at least 1 dissertation credit during each semester until their dissertation is successfully defended.

Program Information

The Portfolio Component

The degree programs require the completion of a portfolio that documents the participant's work. These portfolios require documentation that evidences a level of mastery appropriate to each degree and can be presented in person or via electronic media. The portfolio must be assessed and approved by a faculty committee. More details on portfolio requirements are provided in the introductory course, LEAD630, required in all administration programs.

Registration

Educational Leadership participants comply with registration guidelines by enrolling in a course at least two semesters out of three consecutive semesters until their program is complete. If participants want to remain active and not register for regular course work they will need to register for EDAL650 Program Continuation. This course has no credit but allows access to faculty advising and access to the Andrews University library. As an alternative to the above, a participant may request to go "Inactive." When "Active Status" is desired, the participant may request reactivation and if approved pay the current "Reactivation Fee."

Time Limits

An Educational Leadership participant must complete the requirements for the MA within four years; EdS, EdD and PhD degree within seven years from the beginning of the first semester of class work after acceptance into the program, irrespective of admission classification.

Nine Guiding Standards

Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by:

1. Facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning that is shared and supported by the school community.
2. Promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.
3. Managing the organization, operations and resources in a way that promotes a safe, efficient and effective learning environment.
4. Collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.
5. Acting with integrity, fairly, and in an ethical manner.
6. Understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.
7. Understanding and comprehensively applying technology to advance student achievement.
8. Appreciating the perspectives of others and developing a personal philosophy from which action and service emerge.
9. Understanding and comprehensively applying research and evaluation for effective decision making.

The Internship Experience

All degree programs require an internship experience. This provides significant learning opportunities to synthesize and apply the knowledge and practice and to develop the skills identified in the standards. It requires substantial, sustained, standards-based work in a real setting, planned and guided cooperatively by the institution and school district personnel for graduate credit.

Higher Education Administration EdD

Mission

To empower diverse scholar-practitioners for service in national and international colleges and universities, committed to Christian values and high professional standards.

Description —Interactive Online

Higher Education is one of the fastest growing areas of education in the world today. Graduates at the master level typically work in administrative and executive positions in student services such as enrollment, admissions, financial services, athletics and residence halls. At the doctoral level, the program serves those who

wish to pursue careers and academic positions in teaching and research in colleges and universities, as well as corporate training or policy making positions at the private and state level. The curriculum has an international focus that includes visiting international universities to interact with faculty and students of institutions in different countries around the world.

EdD Description

The doctoral program in Higher Education is designed to prepare experienced practitioners for senior administrative and policy-making positions. The PhD degree is more research oriented and requires more courses in advanced research methodologies. The EdD program primarily serves those seeking administrative and executive positions, while the PhD program serves those who wish to pursue careers in research and teaching. Both degrees require the submission of a research-based article to a peer-reviewed publication. Graduates typically work in the following professional areas:

- Research
- Teaching
- Policy leadership
- College administration at all levels
- Community college leadership and management
- Student personnel administration
- Corporate and post-secondary policy analysis

Degree Requirements

Core—minimum 16

- LEAD 600 – Annual Conference Credits: 0
- LEAD 630 – Introduction to Leadership Credits: 2
- EDAL 655 – Higher Education Finance and Technology Credits: 3
- EDAL 667 – Leadership in Higher Education Credits: 3
- EDFN 500 – Philosophical Foundations for Professionals Credits: 2–3
- LEAD 886 – Advanced Internship: (Topic)_____ Credits: 1–12
- EDCI 606 – Teaching in Higher Education Credits: 2 or any equivalent EDCI course

Concentration—19

- EDAL 640 – Higher Education Law Credits: 2–3
- EDAL 674 – Administration of Student Services Credits: 3
- EDAL 675 – College Student Development Theory Credits: 3
- EDAL 676 – Administration of Academic Services Credits: 3
- LEAD 778 – Higher Education Study Tour Credits: 1–6
- LEAD 789 – Advanced Seminar: (Topic)_____ Credits: 1–12

Electives—As Needed

In consultation with your advisor.

Cognates—12

- Choose from outside Educational Administration, such as Business, Communication, Social Work, Psychology, Religious Education, Curriculum, Leadership, Research Electives or transfer credits.

Research—13

- EDRM 505 – Research Methods Credits: 3
- EDRM 611 – Applied Statistical Methods I Credits: 3
- EDRM 636 – Program Evaluation Credits: 3
- LEAD 535 – Principles of Academic Writing Credits: 1–3
- LEAD 637 – Issues in Research Credits: 2

Research Electives

- EDRM 605 – Qualitative Research Methods in Education and Psychology Credits: 3
- EDRM 713 – Applied Statistical Methods III Credits: 3
- HIST 650 – Historical Method and Research Credits: 3

Dissertation—16+

- LEAD 880 – Dissertation Proposal Development Credits: 2
- LEAD 899 – Doctoral Dissertation Credits: 1–14

Total Credits: 90

Program Information

Program Components

Portfolio

The degree programs require the completion of a portfolio that documents the participant's work. These portfolios require documentation that evidences a level of mastery appropriate to each degree and can be presented in person or via electronic media. The portfolio must be assessed and approved by a faculty committee. More details on portfolio requirements are provided in the introductory course, LEAD 630, required in all programs.

Registration

Participants comply with registration guidelines by enrolling in a course at least one semester out of three consecutive semesters until their program is complete. If participants want to remain active and not register for regular course work they will need to register for EDAL 650 Program Continuation at least every third semester. This course has no credit but allows access to faculty advising and access to the Andrews University library. As an alternative to the above, a participant may request to go Inactive. When Active Status is desired, the participant may request reactivation and, if approved, pay the current Reactivation Fee.

Time Limits

Participants must complete the requirements for the MA within four years; EdS, EdD, and PhD degrees within seven years from the beginning of the first semester of class work after acceptance into the doctoral program, irrespective of admission classification.

Guiding Principles for Higher Education Administration

The Higher Education program of Andrews University is committed to the fundamental guiding principles of the Council for the Advancement of Standards in Higher Education (CAS), a consortium of 35 professional associations concerned with the development and promulgation of professional standards and guidelines for student learning and personal development support programs and services in institutions of higher learning.

According to the Council for the Advancement of Standards in Higher Education, the five guiding principles for Higher Education can be summarized as follows:

1. Students and Their Institutions (the student must be considered as a whole person)

- Each student is a unique person and must be treated as such.
- The student's total environment is educational and must be used to achieve full development.
- Students seek higher education in responsible ways and will, when encouraged to do so, access appropriate educational resources when they are provided, made known, and relevant to students' felt educational and developmental needs.
- Institutions of higher learning are purposeful and function as social and cultural resources to provide opportunities for students to learn and develop in holistic ways.
- The primary responsibility for learning and development rests with the student.
- Institutions of higher learning reflect the diversity of the societies and cultures in which they exist.
- Institutions are responsible for creating learning environments that provide a choice of educational opportunities and challenge students to learn and develop while providing support to nurture their development.

2. Diversity and Multiculturalism

- Institutions embrace diversity and eliminate barriers that impede student learning.
- Justice and respect for differences bond individuals to community.
- Education for multicultural awareness and positive regard for differences is essential to the development and maintenance of a health-engendering society.
- All students must have access to the educational and co-curricular resources available to the academic community at large; no student, for any reason, should be denied access to them.

3. Organization, Educational Administration, and Human Resources

- Capable, credible, knowledgeable, and experienced educational administration is essential for institutional success.
- Organizational units are most successful when their missions and outcome expectations are effectively documented and understood by all concerned.
- Effective programs and services require well-qualified staff members who understand and support the student learning and development outcomes the programs are intended to provide.
- Leaders and staff members alike must possess effective managerial skills, be properly titled, and be well-qualified by both education and experience.

4. Health—Engendering Environments

- Educational programs and services prosper in benevolent environments that provide students with appropriate levels of challenge and support.
- The primary purpose of education has always been to promote change, both in individuals and in society. College and university student support programs are first and foremost educational enterprises.

5. Ethical Considerations

- Ethical standards are essential to guide the behavior of staff members in ways that enhance the program's overall integrity.
- Because special mentoring relationships develop between students and those who facilitate their learning and development, support service providers must exemplify impeccable ethical behavior in both their professional relationships and personal lives.

Competency—Based Student Learning and Development Outcomes for the Higher Education

Administration Programs

Higher Education requires theoretical knowledge and practical application in the following core competencies:

1. Self—Development Competencies: This cluster of competencies focuses on the self-awareness, intellectual growth, and the personal and professional identity required for inspiring and supporting the development of college students.

a. Philosophical foundations—Higher Education functions within the context of multiple perspectives and a personal belief system and worldview that influence their practice.

b. Ethics, values, and spirituality—Higher Education functions from a set of principles and personal values that guide their work, promote healthy behavior, and influence decision making and their relationships with others.

c. Human development and career choice—Higher Education is committed to continuous learning and personal development, articulating career choices based on assessment of interests, values, skills and abilities resulting from formal education, work experience, community service and volunteer experiences.

2. Interpersonal Development Competencies: This cluster of competencies focuses on the interpersonal aspects of Higher Education that promote growth and development of others and challenge students to learn and develop in holistic ways.

a. Effective communication and mentoring—Higher Education fosters effective communication in all internal and external interactions, to establish and maintain cooperative relationships that are trust-centered, providing empowerment that results in personal and performance improvement toward satisfying mutual objectives.

b. Appreciating diversity—Higher Education values one's own identity and culture and articulates the advantages and challenges of a diverse society, promoting multicultural awareness and positive regard for differences.

c. Social responsibility—Higher Education is accountable to others and endeavors to see that family, community, and environmental needs are met in local and in global ways, as appropriate.

3. Leadership and Organizational Development Competencies: This cluster of competencies addresses the organizational aspects of Higher Education, focusing on the achievement of goals and programs that make colleges and universities an educational enterprise.

a. Resource development; human and financial—Higher Education appropriately develops, allocates and manages human and financial resources for promoting change and fostering healthy and strategic outcomes.

b. Legal and policy issues—Higher Education applies and understands the scope of a legal and policy structure appropriate for their field.

c. Organizational behavior, change, and culture—Higher Education understands personal, group, and inter-group behaviors, and how they impact the organizational culture and shape the vision and strategy for facilitating the change process.

4. Research Development Competency: Research skills are necessary for engaging in organizational development, assessment and evaluation, and other Higher Education projects.

Conducting, evaluating and reporting research—Higher Education understands the logic and processes of scientific inquiry, explains major research methodologies, formulates empirically-driven research problems, selects appropriate research designs, conducts basic data collection and analysis and adequately communicates research findings and implements the findings in the workplace.

International Focus

Higher education is becoming an increasingly global phenomenon characterized by international trade in educational services. For this reason, the Higher Education program is structured with an international focus. As an international Adventist institution, Andrews University is uniquely positioned to offer the following opportunities:

International Study Tour. A seminar in International Higher Education in the format of a summer tour to visit systems of higher education that have influenced post-secondary education in different parts of the world, such as Europe, Asia, Africa and Latin America. The tour includes campus visits and interaction with faculty and students of public, private, and Adventist international institutions of higher education, and meets the requirements of master's and doctoral programs. Travel expenses are mostly covered by tuition credits.

International Internships. The Higher Education program works with international Seventh-day Adventist colleges and universities to develop an internship program that integrates theory and research with the practice of higher education in international settings. The extent and format of these programs vary and are negotiated on a personal basis between the participant and the institution.

Intercultural Seminar. This is a seminar in intercultural communication that explores the role of culture and diversity in today's organizations in order to develop cross-cultural competence and sensitivity. Explores issues such as effective communication across group barriers, leadership and culture, and the impact of cultural differences on relationships, decision making, motivation, conflict management, human resource development, and other leadership issues. For further information, students may contact the coordinator of the Higher Education program.

Higher Education Administration EdS

Mission

To empower diverse scholar-practitioners for service in national and international colleges and universities, committed to Christian values and high professional standards.

Description —Interactive Online

Higher Education is one of the fastest growing areas of education in the world today. Graduates at the master level typically work in administrative and executive positions in student services such as enrollment, admissions, financial services, athletics and residence halls. At the doctoral level, the program serves those who wish to pursue careers and academic positions in teaching and research in colleges and universities, as well as corporate training or policy making positions at the private and state level. The curriculum has an international focus that includes visiting international universities to interact with faculty and students of institutions in different countries around the world.

EdS Description

The Educational Specialist program in Higher Education provides advanced graduate education and training of high quality midlevel administrators for postsecondary institutions. It prepares professionals seeking administrative advancement and service to local institutions of higher education. This degree is appropriate for positions such as:

- Deans and assistant deans
- Assistant to the president
- Director and in-service directors
- Department chairperson in selected areas
- Program manager

Degree Requirements

Core—minimum 16

- LEAD 600 – Annual Conference Credits: 0
- LEAD 630 – Introduction to Leadership Credits: 2
- EDAL 655 – Higher Education Finance and Technology Credits: 3
- EDAL 667 – Leadership in Higher Education Credits: 3
- EDFN 500 – Philosophical Foundations for Professionals Credits: 2–3
- LEAD 886 – Advanced Internship: (Topic)_____ Credits: 1–12
- EDCI 606 – Teaching in Higher Education Credits: 2 or any equivalent EDCI course

Concentration—minimum 19

- EDAL 640 – Higher Education Law Credits: 2–3
- EDAL 674 – Administration of Student Services Credits: 3
- EDAL 675 – College Student Development Theory Credits: 3
- EDAL 676 – Administration of Academic Services Credits: 3
- LEAD 778 – Higher Education Study Tour Credits: 1–6
- LEAD 789 – Advanced Seminar: (Topic)_____ Credits: 1–12

Electives—As Needed

In consultation with your advisor.

Cognates—9

- Choose from outside Educational Administration, such as Business, Communication, Social Work, Psychology, Religious Education, Curriculum, Leadership, Research, or transfer credits.

Research—13

- EDRM 505 – Research Methods Credits: 3
- EDRM 611 – Applied Statistical Methods I Credits: 3
- EDRM 636 – Program Evaluation Credits: 3
- LEAD 535 – Principles of Academic Writing Credits: 1–3
- LEAD 637 – Issues in Research Credits: 2

Total Credits: 64

Application Process

Applicants must meet School of Education admission requirements for the specialist degree. Applicants may transfer up to 32 credits from previous graduate work into the specialist degree at the discretion of their academic advisors. Candidates must complete LEAD 630 – Introduction to Leadership and LEAD 630 – Introduction to Leadership as an introduction to the philosophy of leadership and review of the standards that will guide their educational plan. The curriculum consists of a minimum of 64 semester credits beyond the baccalaureate degree and requires the completion of both an internship and a portfolio. Many courses are offered as variable credits; therefore, candidates should consider their credit needs when planning their course work and registering for courses. The portfolio serves as a component of the EdS comprehensive examination. There is no thesis requirement for the EdS.

Program Information

Portfolio

The degree programs require the completion of a portfolio that documents the participant's work. These portfolios require documentation that evidences a level of mastery appropriate to each degree and can be presented in person or via electronic media. The portfolio must be assessed and approved by a faculty committee. More details on portfolio requirements are provided in the introductory course, LEAD 630, required in all programs.

Registration

Participants comply with registration guidelines by enrolling in a course at least one semester out of three consecutive semesters until their program is complete. If participants want to remain active and not register for regular course work they will need to register for EDAL 650 Program Continuation at least every third semester. This course has no credit but allows access to faculty advising and access to the Andrews University library. As an alternative to the above, a participant may

request to go inactive. When Active Status is desired, the participant may request reactivation and, if approved, pay the current Reactivation Fee.

Time Limits

Participants must complete the requirements for the MA within four years; EdS, EdD, and PhD degrees within seven years from the beginning of the first semester of class work after acceptance into the doctoral program, irrespective of admission classification.

Guiding Principles for Higher Education Administration

The Higher Education program of Andrews University is committed to the fundamental guiding principles of the Council for the Advancement of Standards in Higher Education (CAS), a consortium of 35 professional associations concerned with the development and promulgation of professional standards and guidelines for student learning and personal development support programs and services in institutions of higher learning.

According to the Council for the Advancement of Standards in Higher Education, the five guiding principles for Higher Education can be summarized as follows:

1. Students and Their Institutions (the student must be considered as a whole person)

- Each student is a unique person and must be treated as such.
- The student's total environment is educational and must be used to achieve full development.
- Students seek higher education in responsible ways and will, when encouraged to do so, access appropriate educational resources when they are provided, made known, and relevant to students' felt educational and developmental needs.
- Institutions of higher learning are purposeful and function as social and cultural resources to provide opportunities for students to learn and develop in holistic ways.
- The primary responsibility for learning and development rests with the student.
- Institutions of higher learning reflect the diversity of the societies and cultures in which they exist.
- Institutions are responsible for creating learning environments that provide a choice of educational opportunities and challenge students to learn and develop while providing support to nurture their development.

2. Diversity and Multiculturalism

- Institutions embrace diversity and eliminate barriers that impede student learning.
- Justice and respect for differences bond individuals to community.
- Education for multicultural awareness and positive regard for differences is essential to the development and maintenance of a health-engendering society.
- All students must have access to the educational and co-curricular resources available to the academic community at large; no student, for any reason, should be denied access to them.

3. Organization, Educational Administration, and Human Resources

- Capable, credible, knowledgeable, and experienced educational administration is essential for institutional success.
- Organizational units are most successful when their missions and outcome expectations are effectively documented and understood by all concerned.
- Effective programs and services require well-qualified staff members who understand and support the student learning and development outcomes the programs are intended to provide.
- Leaders and staff members alike must possess effective managerial skills, be properly titled, and be well-qualified by both education and experience.

4. Health-Engendering Environments

- Educational programs and services prosper in benevolent environments that provide students with appropriate levels of challenge and support.
- The primary purpose of education has always been to promote change, both in individuals and in society. College and university student support programs are first and foremost educational enterprises.

5. Ethical Considerations

- Ethical standards are essential to guide the behavior of staff members in ways that enhance the program's overall integrity.
- Because special mentoring relationships develop between students and those who facilitate their learning and development, support service providers must exemplify impeccable ethical behavior in both their professional relationships and personal lives.

Competency-Based Student Learning and Development Outcomes for the Higher Education

Administration Programs

Higher Education requires theoretical knowledge and practical application in the following core competencies:

- 1. Self-Development Competencies:** This cluster of competencies focuses on the self-awareness, intellectual growth, and the personal and professional identity required for inspiring and supporting the development of college students.
 - a. *Philosophical foundations*—Higher Education functions within the context of multiple perspectives and a personal belief system and worldview that influence their practice.
 - b. *Ethics, values, and spirituality*—Higher Education functions from a set of principles and personal values that guide their work, promote healthy behavior, and influence decision making and their relationships with others.
 - c. *Human development and career choice*—Higher Education is committed to continuous learning and personal development, articulating career choices based on assessment of interests, values, skills and abilities resulting from formal education, work experience, community service and volunteer experiences.
- 2. Interpersonal Development Competencies:** This cluster of competencies focuses on the interpersonal aspects of Higher Education that promote growth and development of others and challenge students to learn and develop in holistic ways.
 - a. *Effective communication and mentoring*—Higher Education fosters effective communication in all internal and external interactions, to establish and maintain cooperative relationships that are trust-centered, providing empowerment that results in personal and performance improvement toward satisfying mutual objectives.
 - b. *Appreciating diversity*—Higher Education values one's own identity and culture and articulates the advantages and challenges of a diverse society, promoting multicultural awareness and positive regard for differences.
 - c. *Social responsibility*—Higher Education is accountable to others and endeavors to see that family, community, and environmental needs are met in local and in global ways, as appropriate.
- 3. Leadership and Organizational Development Competencies:** This cluster of competencies addresses the organizational aspects of Higher Education, focusing on the achievement of goals and programs that make colleges and universities an educational enterprise.
 - a. *Resource development; human and financial*—Higher Education appropriately develops, allocates and manages human and financial resources for promoting change and fostering healthy and strategic outcomes.
 - b. *Legal and policy issues*—Higher Education applies and understands the scope of a legal and policy structure appropriate for their field.
 - c. *Organizational behavior, change, and culture*—Higher Education understands personal, group, and inter-group behaviors, and how they impact the organizational culture and shape the vision and strategy for facilitating the change process.
- 4. Research Development Competency:** Research skills are necessary for engaging in organizational development, assessment and evaluation, and other Higher Education projects.

Conducting, evaluating and reporting research—Higher Education understands the logic and processes of scientific inquiry, explains major research methodologies, formulates empirically-driven research problems, selects appropriate research designs, conducts basic data collection and analysis and adequately communicates research findings and implements the findings in the workplace.

International Focus

Higher education is becoming an increasingly global phenomenon characterized by international trade in educational services. For this reason, the Higher Education program is structured with an international focus. As an international Adventist institution, Andrews University is uniquely positioned to offer the following opportunities:

International Study Tour. A seminar in International Higher Education in the format of a summer tour to visit systems of higher education that have influenced post-secondary education in different parts of the world, such as Europe, Asia, Africa and Latin America. The tour includes campus visits and interaction with faculty and students of public, private, and Adventist international institutions of higher education, and meets the requirements of master's and doctoral programs. Travel expenses are mostly covered by tuition credits.

International Internships. The Higher Education program works with international Seventh-day Adventist colleges and universities to develop an internship program that integrates theory and research with the practice of higher education in international settings. The extent and format of these programs vary and are negotiated on a personal basis between the participant and the institution.

Intercultural Seminar. This is a seminar in intercultural communication that explores the role of culture and diversity in today's organizations in order to develop cross-cultural competence and sensitivity. Explores issues such as effective communication across group barriers, leadership and culture, and the impact of cultural differences on relationships, decision making, motivation, conflict management, human resource development, and other leadership issues. For further information, students may contact the coordinator of the Higher Education program.

Higher Education Administration PhD

Mission

To empower diverse scholar-practitioners for service in national and international colleges and universities, committed to Christian values and high professional standards.

Description —Interactive Online

Higher Education is one of the fastest growing areas of education in the world today. Graduates at the master level typically work in administrative and executive positions in student services such as enrollment, admissions, financial services, athletics and residence halls. At the doctoral level, the program serves those who wish to pursue careers and academic positions in teaching and research in colleges and universities, as well as corporate training or policy making positions at the private and state level. The curriculum has an international focus that includes visiting international universities to interact with faculty and students of institutions in different countries around the world.

PhD Description

The doctoral program in Higher Education is designed to prepare experienced practitioners for senior administrative and policy-making positions. The PhD degree is more research oriented and requires more courses in advanced research methodologies. The EdD program primarily serves those seeking administrative and executive positions, while the PhD program serves those who wish to pursue careers in research and teaching. Both degrees require the submission of a research-based article to a peer-reviewed publication. Graduates typically work in the following professional areas:

- Research
- Teaching
- Policy leadership
- College administration at all levels
- Community college leadership and management
- Student personnel administration
- Corporate and post-secondary policy analysis

Degree Requirements

Core—minimum 16

- LEAD 600 – Annual Conference Credits: 0
- LEAD 630 – Introduction to Leadership Credits: 2
- EDAL 655 – Higher Education Finance and Technology Credits: 3
- EDAL 667 – Leadership in Higher Education Credits: 3
- EDFN 500 – Philosophical Foundations for Professionals Credits: 2–3
- LEAD 886 – Advanced Internship: (Topic)_____ Credits: 1–12
- EDCI 606 – Teaching in Higher Education Credits: 2 or any equivalent EDCI course

Concentration—19

- EDAL 640 – Higher Education Law Credits: 2–3
- EDAL 674 – Administration of Student Services Credits: 3
- EDAL 675 – College Student Development Theory Credits: 3
- EDAL 676 – Administration of Academic Services Credits: 3
- LEAD 778 – Higher Education Study Tour Credits: 1–6
- LEAD 789 – Advanced Seminar: (Topic)_____ Credits: 1–12

Electives—As Needed

In consultation with your advisor.

Cognates—12

- Choose from outside Educational Administration, such as Business, Communication, Social Work, Psychology, Religious Education, Curriculum, Leadership, Research Electives, or transfer credits.

Research—19

- EDRM 505 – Research Methods Credits: 3
- EDRM 605 – Qualitative Research Methods in Education and Psychology Credits: 3
- EDRM 611 – Applied Statistical Methods I Credits: 3
- EDRM 636 – Program Evaluation Credits: 3
- EDRM 712 – Applied Statistical Methods II Credits: 3
- LEAD 535 – Principles of Academic Writing Credits: 1–3
- LEAD 637 – Issues in Research Credits: 2

Dissertation—16+

- LEAD 880 – Dissertation Proposal Development Credits: 2
- LEAD 899 – Doctoral Dissertation Credits: 1–14

Total Credits: 90

Application Process

Applicants must meet School of Education admission requirements for doctoral programs. They may transfer up to 42 credits from previous graduate work into the doctoral program. If they have not previously taken the courses, candidates must complete LEAD 630 – Introduction to Leadership and LEAD 600 – Annual Conference as an introduction to the philosophy of leadership and review of the standards that will guide their educational plan. The curriculum consists of a minimum of 90 semester credits beyond the baccalaureate degree and requires the completion of a portfolio and a dissertation. Many courses are offered as variable credits; therefore, candidates should consider their credit needs when planning their course work and registering for courses. The portfolio serves as a component of the doctoral comprehensive examination. Both doctorates require the successful completion of a dissertation.

Beginning the semester after registering for LEAD 880, candidates must register for at least 1 dissertation credit during each semester until their dissertation is successfully defended.

Program Information

Portfolio

The degree programs require the completion of a portfolio that documents the participant's work. These portfolios require documentation that evidences a level of mastery appropriate to each degree and can be presented in person or via electronic media. The portfolio must be assessed and approved by a faculty committee. More details on portfolio requirements are provided in the introductory course, LEAD 630, required in all programs.

Registration

Participants comply with registration guidelines by enrolling in a course at least one semester out of three consecutive semesters until their program is complete. If participants want to remain active and not register for regular course work they will need to register for EDAL 650 Program Continuation at least every third semester. This course has no credit but allows access to faculty advising and access to the Andrews University library. As an alternative to the above, a participant may request to go Inactive. When Active Status is desired, the participant may request reactivation and, if approved, pay the current Reactivation Fee.

Time Limits

Participants must complete the requirements for the MA within four years; EdS, EdD, and PhD degrees within seven years from the beginning of the first semester of class work after acceptance into the doctoral program, irrespective of admission classification.

Guiding Principles for Higher Education Administration

The Higher Education program of Andrews University is committed to the fundamental guiding principles of the Council for the Advancement of Standards in

Higher Education (CAS), a consortium of 35 professional associations concerned with the development and promulgation of professional standards and guidelines for student learning and personal development support programs and services in institutions of higher learning.

According to the Council for the Advancement of Standards in Higher Education, the five guiding principles for Higher Education can be summarized as follows:

1. Students and Their Institutions (the student must be considered as a whole person)

- Each student is a unique person and must be treated as such.
- The student's total environment is educational and must be used to achieve full development.
- Students seek higher education in responsible ways and will, when encouraged to do so, access appropriate educational resources when they are provided, made known, and relevant to students' felt educational and developmental needs.
- Institutions of higher learning are purposeful and function as social and cultural resources to provide opportunities for students to learn and develop in holistic ways.
- The primary responsibility for learning and development rests with the student.
- Institutions of higher learning reflect the diversity of the societies and cultures in which they exist.
- Institutions are responsible for creating learning environments that provide a choice of educational opportunities and challenge students to learn and develop while providing support to nurture their development.

2. Diversity and Multiculturalism

- Institutions embrace diversity and eliminate barriers that impede student learning.
- Justice and respect for differences bond individuals to community.
- Education for multicultural awareness and positive regard for differences is essential to the development and maintenance of a health-engendering society.
- All students must have access to the educational and co-curricular resources available to the academic community at large; no student, for any reason, should be denied access to them.

3. Organization, Educational Administration, and Human Resources

- Capable, credible, knowledgeable, and experienced educational administration is essential for institutional success.
- Organizational units are most successful when their missions and outcome expectations are effectively documented and understood by all concerned.
- Effective programs and services require well-qualified staff members who understand and support the student learning and development outcomes the programs are intended to provide.
- Leaders and staff members alike must possess effective managerial skills, be properly titled, and be well-qualified by both education and experience.

4. Health-Engendering Environments

- Educational programs and services prosper in benevolent environments that provide students with appropriate levels of challenge and support.
- The primary purpose of education has always been to promote change, both in individuals and in society. College and university student support programs are first and foremost educational enterprises.

5. Ethical Considerations

- Ethical standards are essential to guide the behavior of staff members in ways that enhance the program's overall integrity.
- Because special mentoring relationships develop between students and those who facilitate their learning and development, support service providers must exemplify impeccable ethical behavior in both their professional relationships and personal lives.

Competency-Based Student Learning and Development Outcomes for the Higher Education

Administration Programs

Higher Education requires theoretical knowledge and practical application in the following core competencies:

1. Self-Development Competencies: This cluster of competencies focuses on the self-awareness, intellectual growth, and the personal and professional identity required for inspiring and supporting the development of college students.

a. *Philosophical foundations*—Higher Education functions within the context of multiple perspectives and a personal belief system and worldview that influence

their practice.

b. *Ethics, values, and spirituality*—Higher Education functions from a set of principles and personal values that guide their work, promote healthy behavior, and influence decision making and their relationships with others.

c. *Human development and career choice*—Higher Education is committed to continuous learning and personal development, articulating career choices based on assessment of interests, values, skills and abilities resulting from formal education, work experience, community service and volunteer experiences.

2. Interpersonal Development Competencies: This cluster of competencies focuses on the interpersonal aspects of Higher Education that promote growth and development of others and challenge students to learn and develop in holistic ways.

a. *Effective communication and mentoring*—Higher Education fosters effective communication in all internal and external interactions, to establish and maintain cooperative relationships that are trust-centered, providing empowerment that results in personal and performance improvement toward satisfying mutual objectives.

b. *Appreciating diversity*—Higher Education values one's own identity and culture and articulates the advantages and challenges of a diverse society, promoting multicultural awareness and positive regard for differences.

c. *Social responsibility*—Higher Education is accountable to others and endeavors to see that family, community, and environmental needs are met in local and in global ways, as appropriate.

3. Leadership and Organizational Development Competencies: This cluster of competencies addresses the organizational aspects of Higher Education, focusing on the achievement of goals and programs that make colleges and universities an educational enterprise.

a. *Resource development; human and financial*—Higher Education appropriately develops, allocates and manages human and financial resources for promoting change and fostering healthy and strategic outcomes.

b. *Legal and policy issues*—Higher Education applies and understands the scope of a legal and policy structure appropriate for their field.

c. *Organizational behavior, change, and culture*—Higher Education understands personal, group, and inter-group behaviors, and how they impact the organizational culture and shape the vision and strategy for facilitating the change process.

4. Research Development Competency: Research skills are necessary for engaging in organizational development, assessment and evaluation, and other Higher Education projects.

Conducting, evaluating and reporting research—Higher Education understands the logic and processes of scientific inquiry, explains major research methodologies, formulates empirically-driven research problems, selects appropriate research designs, conducts basic data collection and analysis and adequately communicates research findings and implements the findings in the workplace.

International Focus

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Leadership EdD

Basic Degree Requirements

1. Participate in the on-campus program orientation: LEAD 630 – Introduction to Leadership (2 cr) and in annual Leadership Conferences.
2. Complete LEAD 635 – Leadership and Learning Plan (LLP, 4 cr) designed by the participant and approved by the Leadership faculty team.
3. Complete the following web-based learning experiences:
LEAD 535 – Principles of Academic Writing—1–3
LEAD 636 – Issues in Leadership Foundations—2
LEAD 637 – Issues in Research—2
LEAD 638 – Issues in Leadership Theory—2
4. Participate regularly and actively in a Leadership and Learning Group at least seven times a year.
5. Maintain employment throughout the program.
6. Complete the development and a presentation of a portfolio based on the participant's LLP. The portfolio must document the satisfactory completion of the required competencies.
7. Complete the specific number of credits:
64 credits for the EdS degree
90 credits for the EdD/PhD degrees
8. Research:
 - EdS: Complete a research project.
 - Prerequisite: EDRM 505 or equivalent
 - LEAD 798 – EdS Research Project—3–6
 - EdD/PhD: Complete a dissertation. Both degrees require the submission of a research-based article to a peer-reviewed publication.
 - Prerequisite: EDRM 505 or equivalent
 - LEAD 880 – Dissertation Proposal Development—2
 - LEAD 899 – Doctoral Dissertation—14

Competencies of the Program

Leadership requires theoretical knowledge and practical application in the following core competencies:

1. **Leadership and the Self:** This cluster of competencies focuses on the self-awareness and the personal and professional identity required when practicing leadership.
 - a. *Philosophical foundations*—Leadership functions within the context of multiple perspectives and understands how their own worldview influences their practice.
 - b. *Ethics, values, and spirituality*—Leadership functions from a set of principles and standards that guides their work and all their relationships with others.
 - c. *Learning and human development*—Leadership understands the principles of learning and is committed to and practices continuous personal, interpersonal and organizational learning.
2. **Leadership with Others:** This cluster of competencies focuses on the interpersonal aspects of leadership. Growth and development of others is an essential function of leadership.
 - a. *Effective communication*—Leadership fosters effective communication in all internal and external interactions, to establish and maintain cooperative relationships.
 - b. *Mentor/coach*—Leadership promotes relationships that are trust-centered, providing the kind of empowerment that results in personal and performance improvement toward satisfying mutual objectives.
 - c. *Social responsibilities*—Leadership understands social systems and is accountable to others and endeavors to see that family, community, and environmental needs are met in local and, as appropriate, in global ways.
3. **Leadership through Organizations:** This cluster of competencies focuses on the organizational aspects of leadership. Leadership sets direction in ways that facilitate achievement of organizational goals.
 - a. *Resource development, human and financial*—Leadership appropriately allocates and manages human and financial resources for healthy and strategic outcomes.
 - b. *Legal and policy issues*—Leadership applies and understands the scope of legal and policy structures appropriate for their field.
 - c. *Organizational behavior, development, and culture*—Leadership understands personal, group, and inter-group behaviors, and how they impact organizational history, needs, and goals.

- d. *Implementing change*—Leadership involves working with others in order to collaboratively shape the vision and strategy for change, as well as being capable of facilitating the change process.
- e. *Evaluation and assessment*—Leadership uses appropriate evaluation and assessment tools to make decisions about programs and plans.

4. **Leadership and Research:** This cluster of competencies focuses on the need to use data to communicate, persuade, and make decisions, and to contribute to the knowledge base for leadership. Competence in research needs to include both qualitative and quantitative methods. Research skills are often necessary while engaging in organizational development, assessment, and evaluation, and other leadership projects.
 - a. *Reading and evaluating research*—Leadership critiques the adequacy of research reports, conducts literature reviews using electronic sources, and relates research to the body of knowledge in their professional field.
 - b. *Conducting research*—Leadership understands the logic and processes of scientific inquiry, explains major research methodologies, formulates empirically driven research problems, selects appropriate research designs, explains standards for data collection, and conducts basic data collection and analysis.
 - c. *Reporting and implementing research*—Leadership adequately communicates research findings and implements the findings in the workplace.
5. **Individually Chosen Options:** One required. Additional options may be chosen, if needed.

Basic Competency Requirements for the EdD and PhD degrees

Completion of the EdD or PhD in Leadership is achieved only after the development of a portfolio demonstrating mastery in at least 15 competencies.

The participant prepares a Leadership and Learning Plan (LLP), which becomes his/her course of study. The course of study translates into at least 90 semester credits.

Leadership EdS

Basic Degree Requirements

1. Participate in the on-campus program orientation: LEAD 630 – Introduction to Leadership (2 cr) and in annual Leadership Conferences.
2. Complete LEAD 635 – Leadership and Learning Plan (LLP, 4 cr) designed by the participant and approved by the Leadership faculty team.
3. Complete the following web-based learning experiences:
LEAD 535 – Principles of Academic Writing—1–3
LEAD 636 – Issues in Leadership Foundations—2
LEAD 637 – Issues in Research—2
LEAD 638 – Issues in Leadership Theory—2
4. Participate regularly and actively in a Leadership and Learning Group at least seven times a year.
5. Maintain employment throughout the program.
6. Complete the development and a presentation of a portfolio based on the participant's LLP. The portfolio must document the satisfactory completion of the required competencies.
7. Complete the specific number of credits:
64 credits for the EdS degree
90 credits for the EdD/PhD degrees
8. Research:
 - EdS: Complete a research project.
 - Prerequisite: EDRM 505 or equivalent
 - LEAD 798 – EdS Research Project—3–6
 - EdD/PhD: Complete a dissertation. Both degrees require the submission of a research-based article to a peer-reviewed publication.
 - Prerequisite: EDRM 505 or equivalent
 - LEAD 880 – Dissertation Proposal Development—2
 - LEAD 899 – Doctoral Dissertation—14

Competencies of the Program

Leadership requires theoretical knowledge and practical application in the following core competencies:

1. **Leadership and the Self:** This cluster of competencies focuses on the self-awareness and the personal and professional identity required when practicing leadership.
 - a. *Philosophical foundations*—Leadership functions within the context of multiple perspectives and understands how their own worldview influences their practice.
 - b. *Ethics, values, and spirituality*—Leadership functions from a set of principles and standards that guides their work and all their relationships with others.
 - c. *Learning and human development*—Leadership understands the principles of learning and is committed to and practices continuous personal, interpersonal and organizational learning.
2. **Leadership with Others:** This cluster of competencies focuses on the interpersonal aspects of leadership. Growth and development of others is an essential function of leadership.
 - a. *Effective communication*—Leadership fosters effective communication in all internal and external interactions, to establish and maintain cooperative relationships.
 - b. *Mentor/coach*—Leadership promotes relationships that are trust-centered, providing the kind of empowerment that results in personal and performance improvement toward satisfying mutual objectives.
 - c. *Social responsibilities*—Leadership understands social systems and is accountable to others and endeavors to see that family, community, and environmental needs are met in local and, as appropriate, in global ways.
3. **Leadership through Organizations:** This cluster of competencies focuses on the organizational aspects of leadership. Leadership sets direction in ways that facilitate achievement of organizational goals.
 - a. *Resource development, human and financial*—Leadership appropriately allocates and manages human and financial resources for healthy and strategic outcomes.
 - b. *Legal and policy issues*—Leadership applies and understands the scope of legal and policy structures appropriate for their field.
 - c. *Organizational behavior, development, and culture*—Leadership understands personal, group, and inter-group behaviors, and how they impact organizational history, needs, and goals.
 - d. *Implementing change*—Leadership involves working with others in order to collaboratively shape the vision and strategy for change, as well as being capable of facilitating the change process.
 - e. *Evaluation and assessment*—Leadership uses appropriate evaluation and assessment tools to make decisions about programs and plans.
4. **Leadership and Research:** This cluster of competencies focuses on the need to use data to communicate, persuade, and make decisions, and to contribute to the knowledge base for leadership. Competence in research needs to include both qualitative and quantitative methods. Research skills are often necessary while engaging in organizational development, assessment, and evaluation, and other leadership projects.
 - a. *Reading and evaluating research*—Leadership critiques the adequacy of research reports, conducts literature reviews using electronic sources, and relates research to the body of knowledge in their professional field.
 - b. *Conducting research*—Leadership understands the logic and processes of scientific inquiry, explains major research methodologies, formulates empirically driven research problems, selects appropriate research designs, explains standards for data collection, and conducts basic data collection and analysis.
 - c. *Reporting and implementing research*—Leadership adequately communicates research findings and implements the findings in the workplace.
5. **Individually Chosen Options:** One required. Additional options may be chosen, if needed.

Basic Competency Requirements for the EdS degree.

Completion of the EdS in Leadership is achieved only after the development of a portfolio demonstrating mastery in at least 15 competencies. The participant prepares a Leadership and Learning Plan (LLP) which becomes his/her course of study. The course of study translates into at least 64 semester credits.

Leadership PhD

Basic Degree Requirements

1. Participate in the on-campus program orientation: LEAD 630 – Introduction to Leadership (2 cr) and in annual Leadership Conferences.
2. Complete LEAD 635 – Leadership and Learning Plan (LLP, 4 cr) designed by the participant and approved by the Leadership faculty team.
3. Complete the following web-based learning experiences:
LEAD 535 – Principles of Academic Writing—1–3
LEAD 636 – Issues in Leadership Foundations—2
LEAD 637 – Issues in Research—2
LEAD 638 – Issues in Leadership Theory—2
4. Participate regularly and actively in a Leadership and Learning Group at least seven times a year.
5. Maintain employment throughout the program.
6. Complete the development and a presentation of a portfolio based on the participant's LLP. The portfolio must document the satisfactory completion of the required competencies.
7. Complete the specific number of credits:
64 credits for the EdS degree
90 credits for the EdD/PhD degrees
8. Research:
 - EdS: Complete a research project.
 - Prerequisite: EDRM 505 or equivalent
 - LEAD 798 – EdS Research Project—3–6
 - EdD/PhD: Complete a dissertation. Both degrees require the submission of a research-based article to a peer-reviewed publication.
 - Prerequisite: EDRM 505 or equivalent
 - LEAD 880 – Dissertation Proposal Development—2
 - LEAD 899 – Doctoral Dissertation—14

Competencies of the Program

Leadership requires theoretical knowledge and practical application in the following core competencies:

1. **Leadership and the Self:** This cluster of competencies focuses on the self-awareness and the personal and professional identity required when practicing leadership.
 - a. *Philosophical foundations*—Leadership functions within the context of multiple perspectives and understands how their own worldview influences their practice.
 - b. *Ethics, values, and spirituality*—Leadership functions from a set of principles and standards that guides their work and all their relationships with others.
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 - e. *Evaluation and assessment*—Leadership uses appropriate evaluation and assessment tools to make decisions about programs and plans.

4. **Leadership and Research:** This cluster of competencies focuses on the need to use data to communicate, persuade, and make decisions, and to contribute to the knowledge base for leadership. Competence in research needs to include both qualitative and quantitative methods. Research skills are often necessary while engaging in organizational development, assessment, and evaluation, and other leadership projects.
 - a. *Reading and evaluating research*—Leadership critiques the adequacy of research reports, conducts literature reviews using electronic sources, and relates research to the body of knowledge in their professional field.
 - b. *Conducting research*—Leadership understands the logic and processes of scientific inquiry, explains major research methodologies, formulates empirically driven research problems, selects appropriate research designs, explains standards for data collection, and conducts basic data collection and analysis.
 - c. *Reporting and implementing research*—Leadership adequately communicates research findings and implements the findings in the workplace.
5. **Individually Chosen Options:** One required. Additional options may be chosen, if needed.

Basic Competency Requirements for the EdD and PhD degrees

Completion of the EdD or PhD in Leadership is achieved only after the development of a portfolio demonstrating mastery in at least 15 competencies.

The participant prepares a Leadership and Learning Plan (LLP), which becomes his/her course of study. The course of study translates into at least 90 semester credits.

Postdoctoral Certificate in Leadership

Postdoctoral certificate studies are arranged by a person who has completed his or her doctoral studies. Individual requests may be granted by the Department of Leadership for scholarly pursuits in research, teaching, administration and/or practicums. Pursuit of specific areas of interest is determined on the basis of availability of senior faculty members. The total number of credits taken will be determined on an individual basis and will be reflected on the certificate in the form of self-directed studies, independent study, or formal courses. Postdoctoral scholars can attend selected courses in the department of leadership either for academic credit or on audit basis. The postdoctoral certificate experience at Andrews is typically funded entirely by the student and his or her sponsoring organization.

Total Credits – 12–15

Certificates

Educational Leadership Certificate, Principal

Mission

The Educational Leadership segment of the Department of Leadership (LEAD) seeks to prepare effective educational administrators for servant leadership in educational settings.

Description

Educational Leadership programs at Andrews University are designed to prepare administrators for the opportunities in school leadership as principals, superintendents or supervisors. Whether you are an individual seeking to be mentored, a seasoned administrator, or an aspiring school leader who wishes to enroll in a program that respects and uses your past experiences, we are ready to serve you in ways that meet your needs.

Educational Leadership programs are guided by nine standards. The first six standards are derived from the Educational Leadership Constituent Council (ELCC), which is identified by our accrediting body, the National Council of Accreditation in Teacher Education (NCATE), as the appropriate council to provide guidance for K–12 Educational programs. The additional three standards have been added in consultation with educational leaders in the North American Division of Seventh-day Adventists. The nine standards are listed below followed by an outline of the levels of study we offer.

Educational Leadership Licensure

Private/Public School Administration Certification or Licensure

Certification and licensure requirements for private/public school administrators vary by state. The EDAL program is an ELCC nationally recognized program. These courses align with the ELCC standards that guide educational administration policies throughout the United States. Andrews University School of Education is also accredited by NCATE to offer educational programs. NCATE is the leading accrediting body for K–12 educational preparation programs. The program was approved by the Higher Learning Commission in 2007, to be delivered on-line. It is the responsibility of prospective students to check with their own state or local authorities to determine what coursework meets the requirements for private/public school certification in their state.

Educational Leadership Graduate Certificate

The Educational Leadership Graduate Certificate (18–24 credits) is designed for post-baccalaureate or post-masters participants who want to enhance their administrative skills. Those served by this certificate are:

- Teachers interested in transitioning into educational administration
- Principals of K–8, K–10, K–12, and 9–12 schools
- Supervisors of instruction
- Superintendents of schools

Certificate credits can be transferred to the Andrews University MA in Educational Leadership.

Principal (18 credits minimum):

School Administration

- LEAD 630 – Introduction to Leadership Credits: 2
- EDAL 520 – Foundations of Educational Leadership Credits: 2–3
- EDAL 565 – Leadership for Seventh-day Adventist Education Credits: 1–2

School Law

- EDAL 560 – K–12 Law Credits: 3

Curriculum

- EDCI 547 – Foundations of Curriculum Studies Credits: 3

Supervision

- EDAL 570 – Principles of Educational Supervision Credits: 2–3

School Finance

- EDAL 645 – K–12 Educational Finance Credits: 2–3

Application Process

To be admitted into the Educational Leadership Graduate Certificate program students need to complete a Graduate School application and meet School of Education admission requirements.

Note:

A Graduate Record Examination (GRE) is **not** required for the graduate certificate programs.

Program Information

The Portfolio Component

The degree programs require the completion of a portfolio that documents the participant's work. These portfolios require documentation that evidences a level of mastery appropriate to each degree and can be presented in person or via electronic media. The portfolio must be assessed and approved by a faculty committee. More details on portfolio requirements are provided in the introductory course, LEAD630, required in all administration programs.

Registration

Educational Leadership participants comply with registration guidelines by enrolling in a course at least two semesters out of three consecutive semesters until their program is complete. If participants want to remain active and not register for regular course work they will need to register for EDAL650 Program Continuation. This course has no credit but allows access to faculty advising and access to the Andrews University library. As an alternative to the above, a participant may request to go “Inactive.” When “Active Status” is desired, the participant may request reactivation and if approved pay the current “Reactivation Fee.”

Time Limits

An Educational Leadership participant must complete the requirements for the MA within four years; EdS, EdD and PhD degree within seven years from the beginning of the first semester of class work after acceptance into the program, irrespective of admission classification.

Nine Guiding Standards

Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by:

1. Facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning that is shared and supported by the school community.
2. Promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.
3. Managing the organization, operations and resources in a way that promotes a safe, efficient and effective learning environment.
4. Collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.
5. Acting with integrity, fairly, and in an ethical manner.
6. Understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.
7. Understanding and comprehensively applying technology to advance student achievement.
8. Appreciating the perspectives of others and developing a personal philosophy from which action and service emerge.
9. Understanding and comprehensively applying research and evaluation for effective decision making.

The Internship Experience

All degree programs require an internship experience. This provides significant learning opportunities to synthesize and apply the knowledge and practice and to develop the skills identified in the standards. It requires substantial, sustained, standards-based work in a real setting, planned and guided cooperatively by the institution and school district personnel for graduate credit.

Educational Leadership Certificate, Superintendent of Schools

Mission

The Educational Leadership segment of the Department of Leadership (LEAD) seeks to prepare effective educational administrators for servant leadership in educational settings.

Description

Educational Leadership programs at Andrews University are designed to prepare administrators for the opportunities in school leadership as principals, superintendents or supervisors. Whether you are an individual seeking to be mentored, a seasoned administrator, or an aspiring school leader who wishes to enroll in a program that respects and uses your past experiences, we are ready to serve you in ways that meet your needs.

Educational Leadership programs are guided by nine standards. The first six standards are derived from the Educational Leadership Constituent Council (ELCC), which is identified by our accrediting body, the National Council of Accreditation in Teacher Education (NCATE), as the appropriate council to provide guidance for K–12 Educational programs. The additional three standards have been added in consultation with educational leaders in the North American Division of Seventh-day Adventists. The nine standards are listed below followed by an outline of the levels of study we offer.

Educational Leadership Licensure

Private/Public School Administration Certification or Licensure

Certification and licensure requirements for private/public school administrators vary by state. The EDAL program is an ELCC nationally recognized program. These courses align with the ELCC standards that guide educational administration policies throughout the United States. Andrews University School of Education is also accredited by NCATE to offer educational programs. NCATE is the leading accrediting body for K–12 educational preparation programs. The program was approved by the Higher Learning Commission in 2007, to be delivered on-line. It is the responsibility of prospective students to check with their own state or local authorities to determine what coursework meets the requirements for private/public school certification in their state.

Educational Leadership Graduate Certificate

The Educational Leadership Graduate Certificate (18–24 credits) is designed for post-baccalaureate or post-masters participants who want to enhance their administrative skills. Those served by this certificate are:

- Teachers interested in transitioning into educational administration
- Principals of K–8, K–10, K–12, and 9–12 schools
- Supervisors of instruction
- Superintendents of schools

Certificate credits can be transferred to the Andrews University MA in Educational Leadership.

Superintendent of Schools (24 credits)

Also fulfills certificate requirements:

School Administration

- LEAD 630 – Introduction to Leadership Credits: 2
- EDAL 520 – Foundations of Educational Leadership Credits: 2–3
- EDAL 565 – Leadership for Seventh-day Adventist Education Credits: 1–2

School Law

- EDAL 560 – K–12 Law Credits: 3

Curriculum

- EDCI 547 – Foundations of Curriculum Studies Credits: 3

Supervision

- EDAL 570 – Principles of Educational Supervision Credits: 2–3

School Finance

- EDAL 645 – K–12 Educational Finance Credits: 2–3

Personnel Administration

- EDAL 635 – Human Resources Administration Credits: 2–3

Public Relations

- LEAD 525 – Public Relations: Community Partnerships Credits: 2–3

Application Process

To be admitted into the Educational Leadership Graduate Certificate program students need to complete a Graduate School application and meet School of Education admission requirements.

Note:

A Graduate Record Examination (GRE) is **not** required for the graduate certificate programs.

Program Information

The Portfolio Component

The degree programs require the completion of a portfolio that documents the participant's work. These portfolios require documentation that evidences a level of mastery appropriate to each degree and can be presented in person or via electronic media. The portfolio must be assessed and approved by a faculty committee. More details on portfolio requirements are provided in the introductory course, LEAD630, required in all administration programs.

Registration

Educational Leadership participants comply with registration guidelines by enrolling in a course at least two semesters out of three consecutive semesters until their program is complete. If participants want to remain active and not register for regular course work they will need to register for EDAL650 Program Continuation. This course has no credit but allows access to faculty advising and access to the Andrews University library. As an alternative to the above, a participant may request to go "Inactive." When "Active Status" is desired, the participant may request reactivation and if approved pay the current "Reactivation Fee."

Time Limits

An Educational Leadership participant must complete the requirements for the MA within four years; EdS, EdD and PhD degree within seven years from the beginning of the first semester of class work after acceptance into the program, irrespective of admission classification.

Nine Guiding Standards

Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by:

- Facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning that is shared and supported by the school community.
- Promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.
- Managing the organization, operations and resources in a way that promotes a safe, efficient and effective learning environment.
- Collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.
- Acting with integrity, fairly, and in an ethical manner.
- Understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.
- Understanding and comprehensively applying technology to advance student achievement.
- Appreciating the perspectives of others and developing a personal philosophy from which action and service emerge.
- Understanding and comprehensively applying research and evaluation for effective decision making.

The Internship Experience

All degree programs require an internship experience. This provides significant learning opportunities to synthesize and apply the knowledge and practice and to develop the skills identified in the standards. It requires substantial, sustained, standards-based work in a real setting, planned and guided cooperatively by the institution and school district personnel for graduate credit.

Educational Leadership Certificate, Supervisor of Instruction

Mission

The Educational Leadership segment of the Department of Leadership (LEAD) seeks to prepare effective educational administrators for servant leadership in educational settings.

Description

Educational Leadership programs at Andrews University are designed to prepare administrators for the opportunities in school leadership as principals, superintendents or supervisors. Whether you are an individual seeking to be mentored, a seasoned administrator, or an aspiring school leader who wishes to enroll in a program that respects and uses your past experiences, we are ready to serve you in ways that meet your needs.

Educational Leadership programs are guided by nine standards. The first six standards are derived from the Educational Leadership Constituent Council (ELCC), which is identified by our accrediting body, the National Council of Accreditation in

Teacher Education (NCATE), as the appropriate council to provide guidance for K–12 Educational programs. The additional three standards have been added in consultation with educational leaders in the North American Division of Seventh-day Adventists. The nine standards are listed below followed by an outline of the levels of study we offer.

Educational Leadership Licensure

Private/Public School Administration Certification or Licensure

Certification and licensure requirements for private/public school administrators vary by state. The EDAL program is an ELCC nationally recognized program. These courses align with the ELCC standards that guide educational administration policies throughout the United States. Andrews University School of Education is also accredited by NCATE to offer educational programs. NCATE is the leading accrediting body for K–12 educational preparation programs. The program was approved by the Higher Learning Commission in 2007, to be delivered on-line. It is the responsibility of prospective students to check with their own state or local authorities to determine what coursework meets the requirements for private/public school certification in their state.

Educational Leadership Graduate Certificate

The Educational Leadership Graduate Certificate (18–24 credits) is designed for post-baccalaureate or post-masters participants who want to enhance their administrative skills. Those served by this certificate are:

- Teachers interested in transitioning into educational administration
- Principals of K–8, K–10, K–12, and 9–12 schools
- Supervisors of instruction
- Superintendents of schools

Certificate credits can be transferred to the Andrews University MA in Educational Leadership.

Supervisor of Instruction (18 credits)

Also fulfills certificate requirements; must complete a minimum of two graduate courses in curriculum, two in supervision and one in school administration as listed below:

School Administration

- LEAD 630 – Introduction to Leadership Credits: 2
- EDAL 520 – Foundations of Educational Leadership Credits: 2–3
- EDAL 565 – Leadership for Seventh-day Adventist Education Credits: 1–2

Curriculum

- EDCI 547 – Foundations of Curriculum Studies Credits: 3
- EDCI 565 – Improving Instruction Credits: 2–3

Supervision

- EDAL 570 – Principles of Educational Supervision Credits: 2–3
- LEAD 689 – Seminar: (Topic)_____ Credits: 1–12 (2 minimum)

Application Process

To be admitted into the Educational Leadership Graduate Certificate program students need to complete a Graduate School application and meet School of Education admission requirements.

Note:

A Graduate Record Examination (GRE) is **not** required for the graduate certificate programs.

Program Information

The Portfolio Component

The degree programs require the completion of a portfolio that documents the participant's work. These portfolios require documentation that evidences a level of mastery appropriate to each degree and can be presented in person or via electronic media. The portfolio must be assessed and approved by a faculty

committee. More details on portfolio requirements are provided in the introductory course, LEAD630, required in all administration programs.

Registration

Educational Leadership participants comply with registration guidelines by enrolling in a course at least two semesters out of three consecutive semesters until their program is complete. If participants want to remain active and not register for regular course work they will need to register for EDAL650 Program Continuation. This course has no credit but allows access to faculty advising and access to the Andrews University library. As an alternative to the above, a participant may request to go “Inactive.” When “Active Status” is desired, the participant may request reactivation and if approved pay the current “Reactivation Fee.”

Time Limits

An Educational Leadership participant must complete the requirements for the MA within four years; EdS, EdD and PhD degree within seven years from the beginning of the first semester of class work after acceptance into the program, irrespective of admission classification.

Nine Guiding Standards

Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by:

1. Facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning that is shared and supported by the school community.
2. Promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.
3. Managing the organization, operations and resources in a way that promotes a safe, efficient and effective learning environment.
4. Collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.
5. Acting with integrity, fairly, and in an ethical manner.
6. Understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.
7. Understanding and comprehensively applying technology to advance student achievement.
8. Appreciating the perspectives of others and developing a personal philosophy from which action and service emerge.
9. Understanding and comprehensively applying research and evaluation for effective decision making.

The Internship Experience

All degree programs require an internship experience. This provides significant learning opportunities to synthesize and apply the knowledge and practice and to develop the skills identified in the standards. It requires substantial, sustained, standards-based work in a real setting, planned and guided cooperatively by the institution and school district personnel for graduate credit.

Graduate Leadership Certificate

The Graduate Leadership Certificate provides an opportunity for professionals from different fields and disciplines to develop and demonstrate competency in the following areas: leadership and the self, leadership with others, leadership in organizations and leadership in the global environment.

Total Credits – 12

Course requirements for the certificate include LEAD 615 – Leadership Certificate Plan (1 credit) and LEAD 696 – Leadership Capstone Experience (1 credit). The remaining 10 required credits are arranged in conversation with the advisor. Certificate credits may be applicable toward other graduate degrees.

Leadership (EDAL)

EDAL 520 – Foundations of Educational Leadership

Credits: 2–3

A basic orientation to the purposes, organization, and administration of educational programs and institutions; the structure and control of school systems; the nature of administration; and the conceptual foundations of educational administration and leadership. **Delivery:** Interactive online option available **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **College Code:** SED

EDAL 560 – K–12 Law

Credits: 3

Emphasizes legal issues affecting teachers and educational administrators, including governmental relations, church state issues, teacher employment, student control, and school board operations and procedures. **Delivery:** Interactive online option available **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **College Code:** SED

EDAL 565 – Leadership for Seventh-day Adventist Education

Credits: 1–2

Explores the spiritual climate and leadership practices of administration in Seventh-day Adventist education. Uses scripture, the writings of Ellen White, and other sources to develop a frame of reference for educational leadership and an understanding of the role of the divine in education. **Delivery:** Interactive online option available **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **College Code:** SED

EDAL 570 – Principles of Educational Supervision

Credits: 2–3

Designed for principals, superintendents, and instructional supervisors concerned with the improvement of teaching and learning by professional supervision; the role, aims, principles, and practices of instructional supervision; introductory study of supervisory techniques. **Delivery:** Interactive online option available **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **College Code:** SED

EDAL 635 – Human Resources Administration

Credits: 2–3

Reviews personnel services; policy for certified and noncertified employees; personnel functions in education; the interpersonal process in educational organizations, communications, and group dynamics for educational administrators. **Delivery:** Interactive online option available **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **College Code:** SED

EDAL 640 – Higher Education Law

Credits: 2–3

Legal aspects of the administration of higher education institutions. Policy issues related to student rights, intellectual property, academic freedom, admission, employee relations, and property use. **Delivery:** Interactive online option available **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **College Code:** SED

EDAL 645 – K–12 Educational Finance

Credits: 2–3

Focuses on financial and economic issues affecting educational institutions, including school support, costs of education, sources of revenue, budgeting, and the organization and maintenance of the fiscal and physical resources of educational systems. **Delivery:** Interactive online option available **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **College Code:** SED

EDAL 650 – Educational Administration Program Continuation (MA)

Credits: 0

A master's student may register for this title to comply with continuous registration requirements. Registration for this title constitutes full-time status. **Grade Mode:** Noncredit (NC,W) **Repeatable:** Repeatable **College Code:** SED

EDAL 655 – Higher Education Finance and Technology

Credits: 3

An overview of issues related to the financing of higher education, including the nature of educational costs, state and federal finance policy, economic perspectives, basic concepts of budgeting, and the implications of financing on college access and affordability. The course focuses on the benefits of contemporary technology systems and its ethical usage to enhance financial and organizational effectiveness. **Delivery:** Interactive online option available **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **College Code:** SED

EDAL 664 – Elementary School Leadership

Credits: 2–3

Explores the role of the principal; leadership in curriculum implementation and reform; organization of schedules, calendar, and catalogue; staff organization and utilization; attendance program; responsibilities such as assemblies, opening and closing of school, supervision of staff, and operation of school facilities. **Delivery:** Interactive online option available **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **College Code:** SED

EDAL 665 – Secondary School Leadership

Credits: 2–3

Explores the role of the principal; leadership in curriculum implementation and reform; organization of schedules, calendar, and catalogue; staff organization and utilization; attendance program; responsibilities such as assemblies, opening and closing of school, and supervision of staff. Also includes office management and auxiliary services. **Delivery:** Interactive online option available **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **College Code:** SED

EDAL 667 – Leadership in Higher Education

Credits: 3

Focuses on the study of governance of higher education institutions, stressing administrative roles and leadership in visioning distinctive organizational and environmental features of colleges, universities and community colleges, and how these features affect the management of these organizations. **Delivery:** Interactive online option available **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **College Code:** SED

EDAL 670 – Technology for Leaders

Credits: 3

Philosophical basis for technology usage in various leadership settings to enhance organizational effectiveness, survey of contemporary technologies appropriate to most organizational settings and cost benefit analysis of various systems, development of a technology plan for leadership development, ethics of technology usage. **Delivery:** Interactive online option available **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **College Code:** SED

EDAL 674 – Administration of Student Services

Credits: 3

Overview of student services in higher education and its historical and philosophical foundations, guiding theories, and professional practices. Focuses on administrative structures and processes, and the organization of student services programs in the context of contemporary issues and trends. **Delivery:** Interactive online option available **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **College Code:** SED

EDAL 675 – College Student Development Theory

Credits: 3

Explores the characteristics of college students and the theories of growth and development for traditional and non–traditional students. Emphasis is placed on understanding the immediate and long–term impact of a college experience. **Delivery:** Interactive online option available **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **College Code:** SED

EDAL 676 – Administration of Academic Services

Credits: 3

Focuses on the principles academic officers use in dealing with selected administrative functions related to academic departments, degree programs, faculty development, curriculum administration, instructional resources, student development, budget planning, enrollment, and academic personnel. **Delivery:** Interactive online option available **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **College Code:** SED

EDAL 680 – Internship: (Topic)_____

Credits: 1–12

A planned internship in leadership at a cooperating organization, institution, school district, or agency. Permission of supervisor and plans required in advance of registration. **Delivery:** Interactive online option available **Grade Mode:** Normal with S/DG (A–F,I,S,U,DG,W) **Repeatable:** Repeatable **College Code:** SED

EDAL 685 – Master's Comprehensive Exam Prep

Credits: 0

\$ – Course or lab fee **Grade Mode:** Noncredit (NC,W) **Repeatable:** Repeatable **College Code:** SED

EDAL 750 – Educational Administration Program Continuation (EdS/Doctoral)

Credits: 0

A doctoral student may register for this title to comply with continuous registration requirements. Registration for this title constitutes full–time status. \$ – Course or lab fee **Grade Mode:** Noncredit (NC,W) **Repeatable:** Repeatable **College Code:** SED

EDAL 785 – Comprehensive Examination Preparation (EdS/Doctoral)

Credits: 0

\$ – Course or lab fee **Grade Mode:** Noncredit (NC,W) **Repeatable:** Repeatable **College Code:** SED

EDAL 888 – Dissertation Continuation

Credits: 0

Registration for this title constitutes full–time status. \$ – Course or lab fee **Grade Mode:** Noncredit (NC,W) **Repeatable:** Repeatable **College Code:** SED

Education—General

EDUC 560 – Degree Reactivation

Credits: 0

When participants request reactivation, they will register for Degree Reactivation and pay the associated fee. \$ – Course or lab fee **College Code:** SED

EDUC 670 – Master's Comprehensive Exam

Credits: 0

College Code: SED

EDUC 870 – Doctoral Comprehensive Exam

Credits: 0

\$ – Course or lab fee **College Code:** SED

Leadership

LEAD 525 – Public Relations: Community Partnerships

Credits: 2–3

Reviews research on public relations and strategies for improving community relationships and strengthening partnerships with community groups. **Delivery:** Interactive online option available **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **Repeatable:** Repeatable up to 3 credits **College Code:** SED

LEAD 530 – Educational Marketing

Credits: 1–2

Provides the foundation knowledge and skills for understanding, planning, and designing marketing plans for educational institutions. Focuses on elements of marketing such as mission statement, target market, image, position, and the market mix (product, price, place, and promotions). **Delivery:** Interactive online option available **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **Repeatable:** Repeatable up to 2 credits **College Code:** SED

LEAD 535 – Principles of Academic Writing

Credits: 1–3

This course offers an introduction to the art of academic discourse that will prepare students for writing research papers, theses and dissertations. It covers summary, analysis and synthesis, structure and language use, style and formatting, and the concept of writing as both a process and a skill learned best through continual practice. **Delivery:** Interactive online option available **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **College Code:** SED

LEAD 600 – Annual Conference

Credits: 0

Registration for this title constitutes full–time status. \$ – Course or lab fee **Grade Mode:** Noncredit (NC,W) **Repeatable:** Repeatable **College Code:** SED

LEAD 615 – Leadership Certificate Plan

Credits: 1

Preparation and submission of a leadership development plan describing a self–designed program of study, building on past experiences and addressing current and future leadership goals. **Delivery:** Interactive online option available **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **College Code:** SED

LEAD 625 – Research Writing Seminar

Credits: 1–2

Provides an overview of the technical aspects involved in writing research reports, focusing specifically on the language, structure, style and composition process typically used in research writing. **Delivery:** Interactive online option available **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **College Code:** SED

LEAD 630 – Introduction to Leadership

Credits: 2

Intensive introduction and orientation to the Leadership program. Focus on leadership concepts, principles of research, and skills relating to the completion of the program. \$ – Course or lab fee **Grade Mode:** Satisfactory w/DG (S,U,I,W,DG) **College Code:** SED

LEAD 635 – Leadership and Learning Plan

Credits: 2–4

Preparation and submission of LLP to faculty for approval. **Delivery:** Interactive online option available **Grade Mode:** S/U w/DG (S,U,I,W,DG) **Prerequisite(s):** LEAD 630. **Repeatable:** Repeatable **College Code:** SED

LEAD 636 – Issues in Leadership Foundations

Credits: 2

Participants review the literature, discuss the findings in study groups and with faculty, and provide scholarly feedback related to assigned topics that address foundations of leadership and worldviews. **Delivery:** Interactive online option available **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **Repeatable:** Repeatable **College Code:** SED

LEAD 637 – Issues in Research

Credits: 2

This course serves to develop skills in reading and evaluating qualitative and quantitative research writings. **Delivery:** Interactive online option available **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **Repeatable:** Repeatable **College Code:** SED

LEAD 638 – Issues in Leadership Theory

Credits: 2

A seminar in the study of leadership theory. This course is intended to provide a wide coverage of leadership theory based on sound research principles, with implications for informed practice. The seminar includes concept formation in such areas as organizational development, historical and contemporary views of leadership, power and influence, “followership,” ethical leadership and diversity, and applications to problem solving in leadership and administrative settings. **Delivery:** Interactive online option available **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **Repeatable:** Repeatable **College Code:** SED

LEAD 645 – Ethical Leadership

Credits: 1–3

Explores the dynamics of moral leadership, ethical decision–making and the administrative role in institutional integrity in organizations and schools. **Delivery:** Interactive online option available **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **Repeatable:** Repeatable up to 3 credits **College Code:** SED

LEAD 646 – Leadership Communications

Credits: 2

A practical class to help students develop their voice for authentic leadership, articulating shared mission and vision, and developing key competencies for effective speaking, writing and multimedia communication. **Delivery:** Interactive online option available **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **College Code:** SED

LEAD 647 – Creative Critical Thinking and Problem Solving

Credits: 3

Helps leaders learn to make better decisions through creative thinking and problem–solving, focusing on the nature and techniques of critical thought and using multiple perspectives to develop creative strategies for confronting ambiguous and complex issues with practical, well–considered solutions. **Delivery:** Interactive online option available **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **College Code:** SED

LEAD 648 – Workshop: (Topic)_____

Credits: 1–12

Selected learning experiences. **Delivery:** Interactive online option available **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **Prerequisite(s):** Permission of instructor required. **Repeatable:** Repeatable **College Code:** SED

LEAD 650 – Leadership Program Continuation

Credits: 0

After the LLP is approved, the participant may register for this title to maintain active status while clearing DGs (deferred grades) with advisor approval only. Registration for this title constitutes full–time status. \$ – Course or lab fee **Grade Mode:** Noncredit (NC,W) **Repeatable:** Repeatable **College Code:** SED

LEAD 675 – Portfolio Development: (Topic)_____

Credits: 1–3

Development of expertise and documentation in a selected competency area including self reflection that describes personal growth and the theoretical knowledge base supporting the competency. **Delivery:** Interactive online option available **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **Repeatable:** Repeatable up to 12 credits **College Code:** SED

LEAD 678 – Higher Education Study Tour

Credits: 1–6

International or comparative dimensions of education and leadership through a study tour program with travel to destinations relevant to specific topics of study. Intended to give participants a cross–cultural perspective and a global vision of the challenges of education and leadership around the world. Fee may apply. \$ – Course or lab fee **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **Repeatable:** Repeatable up to 6 credits **College Code:** SED

LEAD 680 – Internship: (Topic)_____

Credits: 1–12

Planned field experience in leadership at cooperating institutions, school systems, or agencies. Permission of instructor required. **Delivery:** Interactive online option available **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **Repeatable:** Repeatable **College Code:** SED

LEAD 689 – Seminar: (Topic)_____

Credits: 1–12

Selected topics offered. **Delivery:** Interactive online option available **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **Prerequisite(s):** Permission of instructor required. **Repeatable:** Repeatable **College Code:** SED

LEAD 690 – Independent Study: (Topic)_____

Credits: 1–12

Selected topics. **Delivery:** Interactive online option available **Grade Mode:** Normal w S/DG (A–F,I,S,U,DG,W) **Prerequisite(s):** Permission of advisor and instructor required. **Repeatable:** Repeatable with different topics **College Code:** SED

LEAD 696 – Leadership Capstone Experience

Credits: 1

Presentation of a portfolio demonstrating the development of selected leadership competencies. Participants will reflect on and evaluate their personal and professional growth, their leadership development, and the lifelong impact of these competencies on their career. **Delivery:** Interactive online option available **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **College Code:** SED

LEAD 698 – MA Research Project

Credits: 3

A planned research experience whereby a problem or issue in the workplace relating to leadership is identified by the participant. The process includes the development of a research proposal, implementation of the research plan, and a written paper using the Andrews University Standards for Written Work. **Delivery:** Interactive online option available **Grade Mode:** Satisfactory w/DG (S,U,I,W,DG) **Repeatable:** Repeatable up to 3 credits **College Code:** SED

LEAD 699 – Thesis

Credits: 1–3

Delivery: Interactive online option available **Grade Mode:** Satisfactory w/DG (S,U,I,W,DG) **College Code:** SED

LEAD 756 – Advanced Studies: (Topic)_____

Credits: 1–12

Advanced studies in leadership. **Delivery:** Interactive online option available **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **Prerequisite(s):** Permission of instructor required. **Repeatable:** Repeatable with different topics **College Code:** SED

LEAD 775 – Advanced Portfolio Development: (Topic)_____

Credits: 1–3

Building upon the knowledge base developed in LEAD 675, the participant continues to develop expertise and documentation in a selected competency area.

Delivery: Interactive online option available **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **Prerequisite(s):** Permission of instructor required. **Repeatable:** Repeatable up to 12 credits **College Code:** SED

LEAD 778 – Higher Education Study Tour

Credits: 1–6

International or comparative dimensions of education and leadership through a study tour program with travel to destinations relevant to specific topics of study. Intended to give participants a cross-cultural perspective and a global vision of the challenges of education and leadership around the world. Fee may apply. \$ – Course or lab fee **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **Repeatable:** Repeatable up to 6 credits **College Code:** SED

LEAD 789 – Advanced Seminar: (Topic)_____

Credits: 1–12

Advanced topics in leadership. **Delivery:** Interactive online option available **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **Prerequisite(s):** Permission of instructor required. **Repeatable:** Repeatable with different topics **College Code:** SED

LEAD 798 – EdS Research Project

Credits: 3–6

This project includes the identification of a problem in a professional environment, implementation of a research plan, and a research paper. **Delivery:** Interactive online option available **Grade Mode:** Satisfactory w/DG (S,U,I,W,DG) **Repeatable:** Repeatable up to 6 credits **College Code:** SED

LEAD 880 – Dissertation Proposal Development

Credits: 2

Designing and writing the doctoral dissertation proposal. Registering for this title constitutes full-time status. **Delivery:** Interactive online option available **Grade Mode:** Satisfactory w/DG (S,U,I,W,DG) **Prerequisite(s):** LEAD 535, LEAD 637 and an approved topic and committee prior to registration for this course. Graded S/U. Spring only. **Repeatable:** Repeatable **College Code:** SED

LEAD 886 – Advanced Internship: (Topic)_____

Credits: 1–12

Under supervision of a faculty member in a leadership area. Student interns in responsible positions with specialists/ administrators in cooperating institutions, school systems, or agencies. Permission of instructor required. **Delivery:** Interactive online option available **Grade Mode:** Normal w S/DG (A–F,I,S,U,DG,W) **Repeatable:** Repeatable **College Code:** SED

LEAD 899 – Doctoral Dissertation

Credits: 1–14

A minimum of 14 credits required. **Delivery:** Interactive online option available **Grade Mode:** Satisfactory w/DG (S,U,I,W,DG) **Repeatable:** Repeatable **Offering:** Fall, Spring, Summer **College Code:** SED

School of Health Professions

Emmanuel Rudatsikira, Dean
Deby Andvik, Assistant to the Dean
269-471-6651
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www.andrews.edu/shp/

Mission

To provide excellence in education for healthcare professionals that fosters collaboration, research, and service within a Christ-centered environment.

Pre-Professional Health Care Programs

The undergraduate programs in the School of Health Professions provide an excellent preparation for and bridge into medical school, dental school, and other graduate healthcare and research graduate programs. The knowledge acquired and patient-centered experience of each of our health care professional programs establishes a solid foundation for future professional growth and pursuit of career goals.

Pre-Professional

Pre-Professional Program in Chiropractic

Pre-Professional Programs

The School of Health Professions offers certain pre-professional curricula for students who plan to enter professional schools. For medical and paramedical curricula, Andrews University maintains a special relationship with Loma Linda University.

Chiropractic

Lee. E. Olson, Coordinator
269-471-6491
Physical Therapy Building

Entrance requirements for colleges of chiropractic vary. Students are advised to consult the admissions advisor at the chiropractic school to familiarize themselves with the requirements of the school of their choice. The admission requirements of chiropractic schools range from 60 credits to a baccalaureate degree and a minimum GPA of 2.50. For a list of the various schools contact the chiropractic coordinator. For information about the profession and publications check out the website: www.amerchiro.org.

The courses listed below at a minimum grade level of C with a cumulative GPA of at least 2.5 and 90 semester or 135 quarter credits satisfy the requirements for Palmer College of Chiropractic.

Pre-chiropractic Curriculum (semester hours)

Biology (BIOL 165 & BIOL 166 recommended)—8-10
General Chemistry—3
Chemistry Elective—3
Organic and/or Bio Chemistry—6
General Physics—6
English Composition and/or Communication Skills — 6
Introduction to Psychology — 3
Social Sciences/Humanities — 15

Pre-Professional Program in Cytotechnology

Pre-Professional Programs

The School of Health Professions offers certain pre-professional curricula for students who plan to enter professional schools. For medical and paramedical curricula, Andrews University maintains a special relationship with Loma Linda University.

Cytotechnology

Marcia Kilsby, Coordinator
269-471-6294
Halenz Hall (Science Complex)

Cytotechnology is a specialty within a broad field of clinical laboratory science. Cytotechnologists aid in the early detection of disease by differentiating normal,

atypical, and malignant cells. In recognizing microscopic abnormalities of cells and cellular patterns from the various body sites, the cytotechnologist assists the pathologist in detecting cancer at its earliest and potentially most curable stage. Medical applications of cytologic techniques are constantly expanding, particularly in the diagnosis and management of the cancer patient.

Students pursuing a career in cytotechnology should complete the first two or three years (according to their selection of school for technical education) and then complete the professional courses offered at Loma Linda University or another school. For more information: www.ascp.org.

Pre-Professional Program in Health Information Management

Pre-Professional Programs

The School of Health Professions offers certain pre-professional curricula for students who plan to enter professional schools. For medical and paramedical curricula, Andrews University maintains a special relationship with Loma Linda University.

Health Information Management

Health Information Administrator
Marcia A. Kilsby, Coordinator
269-471-6294

Halenz Hall (Science Complex)

Health information management includes the development of information systems to provide optimal user access to medical records and other vital patient data. The health information administrator also manages or consults in maintenance of quality and legal standards for data used in administrative planning, research, health care quality evaluation, and financial reimbursement. For more information: www.ahima.org.

Pre-Professional Program in Physical Therapy

Pre-Professional Programs

The School of Health Professions offers certain pre-professional curricula for students who plan to enter professional schools. For medical and paramedical curricula, Andrews University maintains a special relationship with Loma Linda University.

Physical Therapy

Jillian Panigot, Advisor
269-471-6490
Physical Therapy Building

Andrews University offers all of the prerequisite courses necessary for admission into the Doctor of Physical Therapy (DPT) program. Students take three years (92 semester credits) of the prerequisite courses at Andrews, or any accredited U.S. college, followed by three years in the DPT program. Please see the physical therapy section of this bulletin for specific course requirements.

Other Programs

Pre-Professional Program in Dentistry (Health Professions)

Marcia Kilsby, 269-471-6294 (Science Complex)
Winston Craig, 269-471-3351 (Marsh Hall)

Preference is given to applicants who have a broad academic background with a baccalaureate degree. The minimum entrance requirement is 96 semester credits with a 2.70 GPA (C=2.00) in both science and non-science courses, although it is recommended that students should maintain an A/B average in science as well as overall. The Dental Aptitude Test (DAT) must be taken not later than October of the year preceding admission. Minimum entrance requirements for most dental schools follow. For more information, contact the American Association of Dental Schools: www.aads.jhu.edu and the American Dental Association www.ada.org.

Pre-Professional Programs

The School of Health Professions offers certain pre-professional curricula for students who plan to enter professional schools. For medical and paramedical

curricula, Andrews University maintains a special relationship with Loma Linda University.

Required courses for applicants to Loma Linda

University:

English Composition—6
Foundations of Biology—10
General Chemistry—8
Organic Chemistry—8
General Physics—8
Biochemistry—4

Recommended:

Human anatomy, biochemistry, histology, computer science, systems physiology, management and organization, fundamentals of accounting, a survey of calculus, machine shop, and religion.

Total pre–dental credits: 96

Pre–Professional Program in Medicine (Health Professions)

Students from Departments within The School of Health Professions

Marcia Kilsby, 269–471–6294, (Science Complex)

Winston Craig, 269–471–3351, (Marsh Hall)

Although allopathic (MD) and osteopathic (DO) medicine represent different philosophies of patient care, a physician in either branch of medicine is required to pass the same national board examination to practice.

Students seeking admission to medical schools are encouraged to plan a baccalaureate degree that includes courses which meet the stated entrance requirements of the medical school of their choice as listed in Medical School Admissions Requirements or the websites of the Association of American Medical Colleges: www.aamc.org and the American Association of Colleges of Osteopathic Medicine: www.aacom.org. The pre–medical student may choose any major or minor and is encouraged to become acquainted with the main bodies of knowledge as represented by the various academic disciplines.

In light of adequate preparation for the Medical College Admissions Test (MCAT) and changes in medical school requirements, students should incorporate classwork in the following areas into their curriculum:

- Biochemistry
- Sociology
- Psychology
- Statistics

Pre–Professional Programs

The School of Health Professions offers certain pre–professional curricula for students who plan to enter professional schools. For medical and paramedical curricula, Andrews University maintains a special relationship with Loma Linda University.

Required Courses

For Applicants to Loma Linda University School of Medicine

English Composition—6
Foundations of Biology—10
General Chemistry—8
General Physics—8
Organic Chemistry—8
Religion—9

Students should maintain an A/B average in science as well as overall.

Pre–Professional Program in Occupational Therapy (Health Professions)

Students from Departments within the School of Health Professions

Jillian Panigot, 269–471–6490, (Physical Therapy Building)

The occupational therapist helps people cope with psychological or physiological dysfunction.

Pre–Professional Programs

The School of Health Professions offers certain pre–professional curricula for students who plan to enter professional schools. For medical and paramedical curricula, Andrews University maintains a special relationship with Loma Linda University.

Prerequisites for Loma Linda University Admission

To be eligible for admission, the applicant must have completed a minimum of 96 quarter units (64 semester units) at an accredited college or university. The following prerequisites are required and must be completed successfully with a grade of C or better. Upon successful completion of didactic and fieldwork requirements, students will graduate from LLU with a bachelor's degree in health science and a master's in occupational therapy. Students are then eligible to take the NBCOT's National OT board exam.

Prerequisites: Domain 1: Spiritual and Cultural Heritage

Religious studies, 4 quarter units per year of full–time study.

(Applies only to students attending Seventh–day Adventist colleges.)

Minimum 20 quarter units, or 14 semester units. Choose from three subject areas: fine arts, history, civilization, literature, modern language, or philosophy. English as a second language may not be included. A maximum of 4 quarter units will be accepted in applied or performing art/music.

Prerequisites: Domain 2: Scientific Inquiry and Analysis: Natural Sciences

Human Anatomy with lab

Human Physiology with lab: 2 semesters or quarters of A&P are required.

Select one additional science course from chemistry, physics or physical science.

Mathematics: Two years of HS mathematics or equivalent. Accepted courses include algebra I&II, geometry, with grades of C or better. (These credits do not transfer although they meet the math requirement.)

Completed Need Social Sciences:

Sociology

General Psychology

Human Growth & Development. (Other acceptable equivalents are Developmental Psychology, Life Cycle, or Child Psychology and Adolescent Psychology.)

Prerequisites: Domain 3: Communication (9–13 quarter units, or 6–9 semester units)

Freshman English Composition, complete sequence, as required by the college you attended or are currently attending.

Note: If you test out of any Freshman English courses, you are still required to meet the minimum number of units for this Domain.

Speech, public speaking

Domain 4:

Health education (personal health or nutrition)

Two physical activities courses

Electives

Minimum requirement for entry is 96 quarter units, or 64 semester units.

Computer knowledge in the following areas is required: creating college level papers and assignments, Internet–based research, e–mail usage, PowerPoint presentations, online learning components.

Observation/Volunteer Service

40 hours of observation in occupational therapy settings. Documentation of community service performed is permissible as partial fulfillment of this requirement. Documentation of observation and/or community service must be submitted prior to admission consideration.

CPR—infant, child and adult. BLS health care provider. We only accept CPR from American Heart Association. This certification is not needed for the admissions process, but will be required upon acceptance to the program.

Note:

A minimum grade of C is required for transfer credit. C– and D grades are not transferable.

Pre–Professional Program in Physician Assistant (Health Professions)

Students from Departments within The School of Health Professions

Winston Craig, 269–471–3351 (Marsh Hall)

Physician assistants (PAs), members of a health–care team, practice medicine with supervision of licensed physicians. PAs perform a wide range of medical duties from basic primary care to high–technology specialty procedures. Professional PA education offered at any one of more than 100 accredited schools is an intensive 2–3 year program. Most PA programs are moving toward requiring a bachelors degree including courses in biology, chemistry, English, humanities/social science, mathematics, and psychology. The level of the science courses varies from program to program; consequently, each school should be consulted about its prerequisite requirements. Acceptance to a professional program typically requires an extensive health–care experience such as nurse assistant, medical/X–ray lab technician, respiratory therapist, paramedic, hospital aide, and emergency medical technician.

The National Directory of PA Programs may be ordered from APAP at 950 N. Washington St., Alexandria, VA 22314 or phone: 800– 708–7581. PA programs and education can be accessed via the web: www.aapa.org.

Pre–Professional Programs

The School of Health Professions offers certain pre–professional curricula for students who plan to enter professional schools. For medical and paramedical curricula, Andrews University maintains a special relationship with Loma Linda University.

Medical Laboratory Sciences

Halenz Hall, Room 326
269-471-3336
mls@andrews.edu
www.andrews.edu/mls/

Faculty

Marcia A. Kilsby, Chair, *MLS Program Director*
Aileen Hyde
Tim A. Newkirk
Karen A. Reiner, *Graduate Program Coordinator*
Richard D. Show

Mission

The mission of the Department of Medical Laboratory Sciences, in harmony with Andrews University and the Seventh-day Adventist Church, is to prepare students for Christian service as medical laboratory scientists.

The MLS **department** encourages faculty in professional, educational and spiritual growth.

The MLS **faculty** educates students to develop excellence in the skills necessary for a life work of service in quality health care and dedication to improving the human condition.

MLS **graduates** will minister to the needs of others by practicing and promoting standards of excellence as medical laboratory science professionals.

Bachelors

Allied Health Administration BS

BS: Allied Health Administration

This degree is designed for health-care professionals seeking to enhance the knowledge they already have and to help them prepare for future career employment requirements. The degree format features a strong general education and administrative/business component and provides an academic foundation for health-care administrative positions. It is open only to individuals holding an associate degree or a two-year certificate in an allied-health professional area with earned certification where applicable in such areas as diagnostic ultrasound, nuclear medicine, physician assistant, radiation therapy, radiologic technology, respiratory therapy, and special procedures in radiologic technology. Admission to the program is by permission of the Department of Medical Laboratory Sciences chair.

General Education Requirements—46

See professional program requirements, see here, and note the following specific requirements:

Religion:

Equivalent of one per year of full-time enrollment at AU. Courses taken at SDA institutions can be used to meet this requirement.

Language/Communication:

professional degree requirements

History:

professional degree requirements

Fine Arts/Humanities:

professional degree requirements

Life/Physical Sciences:

completed through the associate/certificate program transfer credits

Mathematics:

Statistics preferred. Transfer students—any college level course.

Computer Literacy:

fulfilled through clinical practica

Service:

fulfilled through clinical practica

Social Sciences:

- PSYC 101 – Introduction to Psychology Credits: 3 **and**
- BHSC 220 – An Interdisciplinary Approach to Contemporary Social Issues Credits: 3 **or**
- BHSC 235 – Culture, Place and Interdependence Credits: 3

Fitness Education:

professional degree requirements

Transfer credits — 34

Accepted from an AS degree or certificate program

Business/Administration Courses — 27

- ACCT 121 – Fundamentals of Accounting Credits: 3
- ACCT 122 – Fundamentals of Accounting Credits: 3
- BSAD 355 – Management and Organization Credits: 3
- BSAD 384 – Human Resource Management Credits: 3
- ECON 226 – Principles of Microeconomics Credits: 3
- MKTG 310 – Principles of Marketing Credits: 3
- and management courses selected in consultation with and approval of the advisor.

Practicum in Administration — 4

- ALHE 480 – Practicum in _____ Credits: 4

Total Credits: 65

Medical Laboratory Science BSMLS

Medical Laboratory Science

The degree program includes three years of undergraduate (BS pre-clinicals) studies plus one year (3 semesters) of clinical (BSMLS) education.

Pre-clinical Program. The first three years of undergraduate study include General Education, cognate science, and preclinical degree requirements. Program options feature directed elective course work selected in consultation with the faculty advisor according to the student's career goals and interests.

Clinical (Professional) Program. The year of clinical studies is comprised of lectures and student laboratories on the Berrien Springs campus and clinical practica at an affiliated hospital or clinical laboratory site.

Clinical Experience (Practica). Students work side-by-side with practicing professionals in patient health care during the final portion of the clinical year. Andrews University maintains a number of affiliations with clinical institutions across the country. Student preferences for clinical site assignments are solicited and granted when possible. Final site assignments are made at the discretion of the faculty. Each student is responsible for providing his/her own transportation for the clinical practica. We strongly advise that each student have his/her own car for that purpose.

Clinical Year Admission Requirements. An independent admissions process is required for university students who wish to enter clinical studies. The application form may be obtained from the Department of Medical Laboratory Sciences office. Students should complete the application and return it to the departmental office by January 31 prior to their anticipated clinical-study year.

Admission requires an overall GPA of 2.50. In the admissions process, the GPAs for the cognate science courses and medical laboratory science content courses are computed together. This combined GPA must also be a minimum of 2.50. Preference is given to students with the higher GPAs. Students may only repeat the fundamentals courses once to be eligible for admission consideration for the program.

Applicants must be able to meet the program's published *Essential Functions*, copies of which are incorporated into the application packet, and express a willingness to comply with the principles, rules, regulations, and policies of both the university and the program as they relate to the ideals and values of the Seventh-day Adventist Church and the medical laboratory science profession.

All prerequisite course work, including General Education, cognate science, and pre-clinical courses, must be completed prior to entry into the clinical year. A personal interview may be required at the discretion of the Admissions Committee. In exceptional circumstances, the Admissions Committee may accept students outside the stated policy.

Student Progression in Clinical Year. The clinical year is highly structured and sequential. Enrolled students may not drop a class, audit a class, or earn a grade lower than C– in any class. Students may enter clinical practica only upon satisfactory completion of on-campus course work. Satisfactory completion is defined as a senior-year minimum cumulative GPA of 2.50 and the recommendation of the faculty. A student receiving a cumulative GPA of less than 2.50 may be allowed to advance if the program faculty identifies exceptional circumstances and recommends that the student continue in the program.

Student continuance in the clinical practica is conditional upon acceptable ethical deportment and exemplary patient–care practices. The clinical affiliate supervisors and program faculty are final arbiters in determining student continuance.

Professional Certification. Students who complete the degree program are eligible to write the national certification examination sponsored by the ASCP (American Society for Clinical Pathology) Board of Certification.

Program Accreditation. The Andrews University Program for Medical Laboratory Sciences holds accreditation from the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS), 5600 N River Rd, Suite 720, Rosemont, IL 60018, (773) 714–8880 fax (773) 714–8886, e-mail at info@naacsls.org, or the Web at www.naacls.org.

Academic Calendar 2013–2014

2013

July 26	Fri	Senior summer term (clinicals) ends
July 29	Mon	Registry review week begins
August 3	Sat	Certification ceremony

2014

March 10	Mon	Clinical Practica begins
May 2	Fri	Senior spring semester (clinicals) ends
May 5	Mon	Senior summer semester (clinicals) begins
July 25	Fri	Senior summer term (clinicals) ends
July 28	Mon	Registry review week begins
August 3	Sat	Certification ceremony

BS in Medical Laboratory Science (BSMLS)

General Education Requirements—32

See Professional Degree Requirements, and note the following specific requirements:

Religion:

Equivalent of one per year of full-time enrollment at AU. Courses taken at SDA institutions can be used to meet this requirement.

Language/Communication:

professional degree requirements

History or Fine Arts/Humanities:

professional degree requirements

Life/Physical Sciences:

See cognate sciences below

Mathematics:

Statistics preferred. Students transferring into clinical program—any college level course.

Computer Literacy:

fulfilled through clinical practica

Service:

fulfilled through clinical practica

Social Sciences:

professional degree requirements

Fitness Education:

2 courses. Recommend freshmen take HLED 120 – Fit for Life and one additional course from personal fitness, outdoor skills or team activity. Transfer students take two from the three categories above. Must also pass a physician-administered physical exam before advancement to clinical practica.

Cognate Science Requirements — 26

- BIOL 165 – Foundations of Biology Credits: 5 or 4
- BIOL 166 – Foundations of Biology Credits: 5 or 4 **or**
- BIOL 221 – Anatomy and Physiology I Credits: 4
- CHEM 131 – General Chemistry I Credits: 4
- CHEM 132 – General Chemistry II Credits: 4
- CHEM 231 – Organic Chemistry I Credits: 3
- CHEM 232 – Organic Chemistry II Credits: 3
- CHEM 241 – Organic Chemistry Laboratory I Credits: 1
- CHEM 242 – Organic Chemistry Laboratory II Credits: 1
- (Fulfills General Education Life/Physical Science requirement)

Major Requirements — 61

Prerequisites — 11

- MLSC 105 – Introduction to Medical Laboratory Science Credits: 1
- MLSC 110 – Medical Terminology Credits: 1
- MLSC 210 – Fundamentals of Hematology and Hemostasis Credits: 2
- MLSC 230 – Fundamentals of Clinical Microbiology Credits: 3
- MLSC 240 – Fundamentals of Immunohematology Credits: 1
- MLSC 350 – Fundamentals of Clinical Chemistry Credits: 3

Major courses — 50

- MLSC 320 – Fundamentals of Immunology Credits: 3
- MLSC 400 – Specimen Procurement and Processing Credits: 1
- MLSC 401 – Clinical Year Seminar and Research Methodology Credits: 0
- MLSC 405 – Clinical Year Seminar and Research Project Credits: 1
- MLSC 411 – Hematology Credits: 3
- MLSC 412 – Hemostasis Credits: 1
- MLSC 413 – Clinical Hematology & Hemostasis Practicum Credits: 4
- MLSC 421 – Clinical Immunology and Molecular Diagnostics Credits: 2
- MLSC 423 – Clinical Immunology, Virology, and Molecular Diagnostics Practicum Credits: 1
- MLSC 431 – Clinical Bacteriology Credits: 4
- MLSC 432 – Clinical Mycology and Parasitology Credits: 2
- MLSC 433 – Clinical Microbiology Practicum Credits: 4
- MLSC 441 – Immunohematology Credits: 3
- MLSC 442 – Transfusion Medicine Credits: 2
- MLSC 443 – Clinical Immunohematology Practicum Credits: 4
- MLSC 451 – Clinical Chemistry I Credits: 4
- MLSC 452 – Clinical Chemistry II Credits: 2
- MLSC 453 – Clinical Chemistry Practicum Credits: 4
- MLSC 461 – Body Fluids Credits: 1
- MLSC 463 – Body Fluids Practicum Credits: 1
- MLSC 475 – Medical Laboratory Management Concepts Credits: 2
- MLSC 493 – Practicum Project Credits: 1

Directed electives — 5–8

Students select courses in consultation with and by the consent of their advisors in a planned program to enhance professional preparation. Pre-medical/pre-dental students must include

- PHYS 141 – General Physics I Credits: 4
- PHYS 142 – General Physics II Credits: 4 **or**
- PHYS 241 – Physics for Scientists and Engineers I Credits: 4
- PHYS 242 – Physics for Scientists and Engineers II Credits: 4

- PHYS 271 – Physics for Scientists and Engineers Laboratory I Credits: 1
- PHYS 272 – Physics for Scientists and Engineers Laboratory II Credits: 1

Total Credits: 124

Masters

Medical Laboratory Science, Education Emphasis MSMLS

Degree Requirements

In addition to meeting the general requirements for graduate degree programs, students must meet the following departmental requirements:

- Complete a minimum of 36 semester credits including the core of 20 semester credits and 16 semester credits selected from the chosen emphasis.
- Have the graduate program coordinator approve course selections and course sequencing. Students may substitute alternate courses listed in this Bulletin with the consent of the graduate program coordinator and the approval of the dean of the School of Health Professions.
- No grade lower than C is acceptable.
- Maintain a minimum cumulative GPA of 3.00 for the graduate portion of the program.
- Competency in statistics is required and is determined by the graduate program coordinator.

Core courses — 20 credits

Student must take the following courses:

- MLSC 500 – Foundations for Graduate Study in Medical Laboratory Science Credits: 1
- MLSC 501 – Seminar in Medical Laboratory Science Credits: 1
- MLSC 561 – Laboratory Management Issues and Strategies Credits: 3
- MLSC 562 – Issues in Laboratory Regulations and Practice Credits: 3
- MLSC 585 – Applied Studies in Medical Laboratory Science Credits: 5
- ACCT 501 – Survey of Accounting Credits: 2
- Plus a minimum of 2–3 graduate religion credits selected in consultation with graduate program coordinator.

Choose one of the following courses:

- BSAD 500 – Survey of Management Credits: 2 **or**
- BSAD 515 – Organizational Behavior & Leadership Credits: 3

Education Emphasis — 16 credits

Required Courses

- EDAL 520 – Foundations of Educational Leadership Credits: 2–3
- EDCI 545 – Assessment & Evaluation of Learning Credits: 3
- EDCI 650 – Curriculum Design and Development Credits: 3

Additional courses to select from:

- EDAL 670 – Technology for Leaders Credits: 3
- EDCI 606 – Teaching in Higher Education Credits: 2
- EDCI 610 – Teaching the Adult Learner Credits: 2–3
- GDPC 514 – Psychology of Learning Credits: 3
- GDPC 520 – Life Span Development Credits: 3
- GDPC 554 – Career Development Credits: 3
- LEAD 638 – Issues in Leadership Theory Credits: 2
- A relevant course not listed in this emphasis may be selected in consultation with and approved by the graduate program coordinator.

Admissions Requirements

The Department of Medical Laboratory Sciences offers a graduate program leading to the Master of Science in Medical Laboratory Science. In response to the diversity of skills required by the medical laboratory scientist, the degree features a variety

of program emphases, including laboratory sciences, laboratory leadership and administration, education, and laboratory mission and development Admission requirements. In addition to the general requirements for admission to a graduate program listed in the graduate admission section of this bulletin, the following are departmental requirements:

- Applicants' previous course work must include 16 semester credits of biological sciences, 16 semester credits of chemistry, and one college-level course in mathematics. Deficiencies must be removed prior to admission to the graduate program.
- Applicants must have an overall GPA of at least 3.0 in undergraduate courses and at least 3.0 in the undergraduate cognate science (chemistry, biology, math and medical laboratory science) courses.
- The Graduate Record Examination (GRE) is not required for admission but is required for GRE Scholarship consideration.
- Applicants must hold professional certification and/or licensure in medical laboratory science acceptable to the admissions committee. Certification may be either general or in one of the recognized areas of specialization. Acceptable certification is typically defined as that offered by the American Society for Clinical Pathology Board of Certification for the United States (ASCP) or for international certification (ASCP)¹.
- Students must receive United States professional certification before completing more than 9 graduate credits, and must meet the GPA requirements as stated above.

Individuals lacking United States professional certification may request to be admitted on a provisional basis while they pursue the course work required for eligibility to write the national certification examinations. These clinical courses and their prerequisites require a minimum of four academic semesters. The courses include:

For individuals lacking United States professional certification please see the required coursework found just before the list of Medical Laboratory Science Courses at the end of this section.

Medical Laboratory Science, Laboratory Leadership & Administration Emphasis MSMLS

Degree Requirements

In addition to meeting the general requirements for graduate degree programs, students must meet the following departmental requirements:

- Complete a minimum of 36 semester credits including the core of 20 semester credits and 16 semester credits selected from the chosen emphasis.
- Have the graduate program coordinator approve course selections and course sequencing. Students may substitute alternate courses listed in this Bulletin with the consent of the graduate program coordinator and the approval of the dean of the School of Health Professions.
- No grade lower than C is acceptable.
- Maintain a minimum cumulative GPA of 3.00 for the graduate portion of the program.
- Competency in statistics is required and is determined by the graduate program coordinator.

Core courses — 20 credits

Student must take the following courses:

- MLSC 500 – Foundations for Graduate Study in Medical Laboratory Science Credits: 1
- MLSC 501 – Seminar in Medical Laboratory Science Credits: 1
- MLSC 561 – Laboratory Management Issues and Strategies Credits: 3
- MLSC 562 – Issues in Laboratory Regulations and Practice Credits: 3
- MLSC 585 – Applied Studies in Medical Laboratory Science Credits: 5
- ACCT 501 – Survey of Accounting Credits: 2
- plus a minimum of 2–3 graduate religion credits selected in consultation with graduate program coordinator.

Choose one of the following courses:

- BSAD 500 – Survey of Management Credits: 2 **or**
- BSAD 515 – Organizational Behavior & Leadership Credits: 3

Laboratory Leadership and Administration Emphasis — 16 credits

Required Courses

- ACCT 625 – Financial Analysis and Reporting Credits: 3
- LEAD 638 – Issues in Leadership Theory Credits: 2

Additional courses to select from:

- BSAD 530 – Leadership & Management of Not-for-Profit Organizations Credits: 3
- BSAD 545 – International Business Management Credits: 3
- BSAD 560 – Intercultural Business Relations Credits: 3
- BSAD 615 – Management of Quality Credits: 3
- BSAD 620 – Christian Ethics, Service & Society Credits: 3
- EDAL 670 – Technology for Leaders Credits: 3
- INFS 510 – Management Information Systems Credits: 3
- LEAD 638 – Issues in Leadership Theory Credits: 2

Admissions Requirements

The Department of Medical Laboratory Sciences offers a graduate program leading to the Master of Science in Medical Laboratory Science. In response to the diversity of skills required by the medical laboratory scientist, the degree features a variety of program emphases, including laboratory sciences, laboratory leadership and administration, education, and laboratory mission and development

Admission requirements. In addition to the general requirements for admission to a graduate program listed in the graduate admission section of this bulletin, the following are departmental requirements:

- Applicants' previous course work must include 16 semester credits of biological sciences, 16 semester credits of chemistry, and one college-level course in mathematics. Deficiencies must be removed prior to admission to the graduate program.
- Applicants must have an overall GPA of at least 3.0 in undergraduate courses and at least 3.0 in the undergraduate cognate science (chemistry, biology, math and medical laboratory science) courses.
- The Graduate Record Examination (GRE) is not required for admission but is required for GRE Scholarship consideration.
- Applicants must hold professional certification and/or licensure in medical laboratory science acceptable to the admissions committee. Certification may be either general or in one of the recognized areas of specialization. Acceptable certification is typically defined as that offered by the American Society for Clinical Pathology Board of Certification for the United States (ASCP) or for international certification (ASCP)¹.
- Students must receive United States professional certification before completing more than 9 graduate credits, and must meet the GPA requirements as stated above.

Individuals lacking United States professional certification may request to be admitted on a provisional basis while they pursue the course work required for eligibility to write the national certification examinations. These clinical courses and their prerequisites require a minimum of four academic semesters. The courses include:

For individuals lacking United States professional certification please see the required coursework found just before the list of Medical Laboratory Science Courses at the end of this section.

Medical Laboratory Science, Laboratory Mission & Development Emphasis MSMLS

Degree Requirements

In addition to meeting the general requirements for graduate degree programs, students must meet the following departmental requirements:

- Complete a minimum of 36 semester credits including the core of 20 semester credits and 16 semester credits selected from the chosen emphasis.
- Have the graduate program coordinator approve course selections and course sequencing. Students may substitute alternate courses listed in this Bulletin with the consent of the graduate program coordinator and the approval of the dean of the School of Health Professions.
- No grade lower than C is acceptable.
- Maintain a minimum cumulative GPA of 3.00 for the graduate portion of the program.

- Competency in statistics is required and is determined by the graduate program coordinator.

Core courses — 20 credits

Student must take the following courses:

- MLSC 500 – Foundations for Graduate Study in Medical Laboratory Science Credits: 1
- MLSC 501 – Seminar in Medical Laboratory Science Credits: 1
- MLSC 561 – Laboratory Management Issues and Strategies Credits: 3
- MLSC 562 – Issues in Laboratory Regulations and Practice Credits: 3
- MLSC 585 – Applied Studies in Medical Laboratory Science Credits: 5
- ACCT 501 – Survey of Accounting Credits: 2
- plus a minimum of 2–3 graduate religion credits selected in consultation with graduate program coordinator.

Choose one of the following courses:

- BSAD 500 – Survey of Management Credits: 2 **or**
- BSAD 515 – Organizational Behavior & Leadership Credits: 3

Laboratory Mission & Development Emphasis:

Required Courses

- BSAD 545 – International Business Management Credits: 3 **or**
- BSAD 560 – Intercultural Business Relations Credits: 3

- BSAD 620 – Christian Ethics, Service & Society Credits: 3 **or**
- MSSN 615 – Anthropology for Mission and Ministry Credits: 2–3

Additional courses to select from:

- ANTH 517 – Cultural and Developmental Anthropology Credits: 2
- LEAD 525 – Public Relations: Community Partnerships Credits: 2–3
- PSYC 515 – Organization and Human Resources Credits: 2
- SOCI 508 – Emergency Preparedness Credits: 2
- SOCI 545 – Program Implementation and Evaluation Credits: 2
- SOCI 560 – Family Resource Management Credits: 3

The following courses may be selected if not already taken as part of the required courses for the emphasis.

- BSAD 545 – International Business Management Credits: 3
- BSAD 560 – Intercultural Business Relations Credits: 3
- BSAD 620 – Christian Ethics, Service & Society Credits: 3
- MSSN 615 – Anthropology for Mission and Ministry Credits: 2–3

Admissions Requirements

The Department of Medical Laboratory Sciences offers a graduate program leading to the Master of Science in Medical Laboratory Science. In response to the diversity of skills required by the medical laboratory scientist, the degree features a variety of program emphases, including laboratory sciences, laboratory leadership and administration, education, and laboratory mission and development

Admission requirements. In addition to the general requirements for admission to a graduate program listed in the graduate admission section of this bulletin, the following are departmental requirements:

- Applicants' previous course work must include 16 semester credits of biological sciences, 16 semester credits of chemistry, and one college-level course in mathematics. Deficiencies must be removed prior to admission to the graduate program.
- Applicants must have an overall GPA of at least 3.0 in undergraduate courses and at least 3.0 in the undergraduate cognate science (chemistry, biology, math and medical laboratory science) courses.
- The Graduate Record Examination (GRE) is not required for admission but is required for GRE Scholarship consideration.
- Applicants must hold professional certification and/or licensure in medical laboratory science acceptable to the admissions committee. Certification may be either general or in one of the recognized areas of specialization. Acceptable certification is typically defined as that offered by the American Society for Clinical Pathology Board of Certification for the United States (ASCP) or for international certification (ASCP)¹.

- Students must receive United States professional certification before completing more than 9 graduate credits, and must meet the GPA requirements as stated above.

Individuals lacking United States professional certification may request to be admitted on a provisional basis while they pursue the course work required for eligibility to write the national certification examinations. These clinical courses and their prerequisites require a minimum of four academic semesters. The courses include:

For individuals lacking United States professional certification please see the required coursework found just before the list of Medical Laboratory Science Courses at the end of this section.

Medical Laboratory Science, Laboratory Science Emphasis MSMLS

Degree Requirements

In addition to meeting the general requirements for graduate degree programs, students must meet the following departmental requirements:

- Complete a minimum of 36 semester credits including the core of 20 semester credits and 16 semester credits selected from the chosen emphasis.
- Have the graduate program coordinator approve course selections and course sequencing. Students may substitute alternate courses listed in this Bulletin with the consent of the graduate program coordinator and the approval of the dean of the School of Health Professions.
- No grade lower than C is acceptable.
- Maintain a minimum cumulative GPA of 3.00 for the graduate portion of the program.
- Competency in statistics is required and is determined by the graduate program coordinator.

Core courses — 20 credits

Student must take the following courses:

- MLSC 500 – Foundations for Graduate Study in Medical Laboratory Science Credits: 1
- MLSC 501 – Seminar in Medical Laboratory Science Credits: 1
- MLSC 561 – Laboratory Management Issues and Strategies Credits: 3
- MLSC 562 – Issues in Laboratory Regulations and Practice Credits: 3
- MLSC 585 – Applied Studies in Medical Laboratory Science Credits: 5
- ACCT 501 – Survey of Accounting Credits: 2
- plus a minimum of 2–3 graduate religion credits selected in consultation with graduate program coordinator.

Choose one of the following courses:

- BSAD 500 – Survey of Management Credits: 2 **or**
- BSAD 515 – Organizational Behavior & Leadership Credits: 3

Laboratory Science Emphasis — 16 credits

Required Courses

- BCHM 421 – Biochemistry I Credits: 4
- BCHM 422 – Biochemistry II Credits: 3
- BCHM 430 – Biochemistry Lab Credits: 1
- BIOL 445 – Molecular Genetics Credits: 3

Additional courses to select from:

- BIOL 444 – Electron Microscopy in Biological Investigations Credits: 1
- BIOL 446 – Electron Microscopy Laboratory Credits: 2
- BIOL 455 – Medical Botany Credits: 3
- BIOL 530 – Molecular Laboratory Techniques Credits: 3
- BIOL 464 – Systems Physiology Credits: 4
- BIOL 465 – Histology Credits: 3
- BIOL 477 – Neurobiology Credits: 3

Admissions Requirements

The Department of Medical Laboratory Sciences offers a graduate program leading to the Master of Science in Medical Laboratory Science. In response to the diversity of skills required by the medical laboratory scientist, the degree features a variety of program emphases, including laboratory sciences, laboratory leadership and administration, education, and laboratory mission and development

Admission requirements. In addition to the general requirements for admission to a graduate program listed in the graduate admission section of this bulletin, the following are departmental requirements:

- Applicants' previous course work must include 16 semester credits of biological sciences, 16 semester credits of chemistry, and one college-level course in mathematics. Deficiencies must be removed prior to admission to the graduate program.
- Applicants must have an overall GPA of at least 3.0 in undergraduate courses and at least 3.0 in the undergraduate cognate science (chemistry, biology, math and medical laboratory science) courses.
- The Graduate Record Examination (GRE) is not required for admission but is required for GRE Scholarship consideration.
- Applicants must hold professional certification and/or licensure in medical laboratory science acceptable to the admissions committee. Certification may be either general or in one of the recognized areas of specialization. Acceptable certification is typically defined as that offered by the American Society for Clinical Pathology Board of Certification for the United States (ASCP) or for international certification (ASCP)¹.
- Students must receive United States professional certification before completing more than 9 graduate credits, and must meet the GPA requirements as stated above.

Individuals lacking United States professional certification may request to be admitted on a provisional basis while they pursue the course work required for eligibility to write the national certification examinations. These clinical courses and their prerequisites require a minimum of four academic semesters. The courses include:

For individuals lacking United States professional certification please see the required coursework found just before the list of Medical Laboratory Science Courses at the end of this section.

Course work requirements for national certification examination eligibility

This is required coursework for individuals lacking United States professional certification

- MLSC 210 – Fundamentals of Hematology and Hemostasis
- MLSC 230 – Fundamentals of Clinical Microbiology
- MLSC 240 – Fundamentals of Immunohematology
- MLSC 320 – Fundamentals of Immunology
- MLSC 350 – Fundamentals of Clinical Chemistry
- MLSC 400 – Specimen Procurement and Processing
- MLSC 401 – Clinical Year Seminar and Research Methodology
- MLSC 405 – Clinical Year Seminar and Research Project
- MLSC 411 – Hematology
- MLSC 412 – Hemostasis
- MLSC 413 – Clinical Hematology & Hemostasis Practicum
- MLSC 421 – Clinical Immunology and Molecular Diagnostics
- MLSC 423 – Clinical Immunology, Virology, and Molecular Diagnostics Practicum
- MLSC 431 – Clinical Bacteriology
- MLSC 432 – Clinical Mycology and Parasitology
- MLSC 433 – Clinical Microbiology Practicum
- MLSC 441 – Immunohematology
- MLSC 442 – Transfusion Medicine
- MLSC 443 – Clinical Immunohematology Practicum
- MLSC 451 – Clinical Chemistry I
- MLSC 452 – Clinical Chemistry II
- MLSC 453 – Clinical Chemistry Practicum
- MLSC 461 – Body Fluids
- MLSC 463 – Body Fluids Practicum
- MLSC 475 – Medical Laboratory Management Concepts
- MLSC 493 – Practicum Project

Allied Health

ALHE 440 – Topics in _____

Credits: 1–4

Swing course—Approved 400–499 courses qualify for graduate–level credit for graduate students **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** permission of program director. **Repeatable:** Repeatable with different topics **College Code:** SHP

ALHE 480 – Practicum in _____

Credits: 4

Grade Mode: Normal with DG (A–F,I,W,DG,DN) **Prerequisite(s):** permission of program director. **Repeatable:** Repeatable up to 12 credits **College Code:** SHP

Medical Laboratory Science

MLSC 105 – Introduction to Medical Laboratory Science

Credits: 1

Lectures and/or demonstrations presented by each of the departmental faculty members covering the major disciplines in clinical laboratory science. Weekly: 1 lecture **Grade Mode:** Normal (A–F,I,W) **College Code:** SHP

MLSC 110 – Medical Terminology

Credits: 1

An in–depth study of medical terms and abbreviations relating to diseases, disorders and drugs. Weekly: 1 lecture **Delivery:** Self–paced online course option available **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **Prerequisite(s):** permission of instructor. **College Code:** SHP

MLSC 210 – Fundamentals of Hematology and Hemostasis

Credits: 2

Introduces the production, maturation, function of normal blood cells and hemostasis. Selected routine manual hematology and hemostasis procedures are performed. Weekly: 3 lectures and 1 lab \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **College Code:** SHP

MLSC 230 – Fundamentals of Clinical Microbiology

Credits: 3

Orientation to clinical microbiology; specimen selection, collection, and transport; microscopic evaluation; stains and sterilization techniques; media and incubation selections; identification of routine and non–routine microorganisms; susceptibility testing; automation and quality assurance. Weekly: 2 lectures and 2 labs \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** BIOL 165. **College Code:** SHP

MLSC 240 – Fundamentals of Immunohematology

Credits: 1

Introduces blood group antigen systems, antibody screening, antibody identification, and compatibility testing. Selected routine procedures are performed. Weekly: 3 lectures and 1 lab \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **College Code:** SHP

MLSC 320 – Fundamentals of Immunology

Credits: 3

Innate and acquired immune systems of the human organism; immunoglobulin production, structure, function, and diversity; antigen characteristics, variety, and specific red cell groups; tolerance and memory; complement structure and function; cell mediated immunity function and regulation; autoimmune disorders; transplantation and tumor immunology; immunodeficiency disorders; principles and procedures of techniques used in modern immunology lab. Weekly: 3 lectures **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **Prerequisite(s):** BIOL 165. **College Code:** SHP

MLSC 350 – Fundamentals of Clinical Chemistry

Credits: 3

Clinical lab procedures, safety, application of statistical procedures in quality control, and principles of clinical laboratory instrumentation. Topics include carbohydrates, lipids, electrolytes, and hepatic function with selected pathologies. Weekly: 3 lectures and 1 lab \$ – Course or lab fee **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **Prerequisite(s):** completed or currently enrolled in CHEM 131 or permission of instructor **College Code:** SHP

MLSC 400 – Specimen Procurement and Processing

Credits: 1

Clinical specimen collection and processing; point–of–care testing, professional ethics; phlebotomy practicum. **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **Prerequisite(s):** permission of the program director. **College Code:** SHP

MLSC 401 – Clinical Year Seminar and Research Methodology

Credits: 0

Introduction to educational methodology, multicultural communication, professionalism, medical laboratory sciences literature review, research design and practice. Attendance to all sessions is required. A pass/fail grade is assigned. **Grade Mode:** Satisfactory w/DG (S,U,I,W,DG) **Prerequisite(s):** permission of program director. **College Code:** SHP

MLSC 405 – Clinical Year Seminar and Research Project

Credits: 1

Introduction to team building, service outreach and professional development. Research in medical laboratory science under the direction of a departmental faculty member. Preparation and delivery of a written report and oral presentation on the research project. Attendance to all sessions is required. **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** permission of program director. **College Code:** SHP

MLSC 411 – Hematology

Credits: 3

Cellular elements of the blood, their maturation, functions, and morphologies; abnormal and disease state hematologies; principles and procedures of routine and special hematology assay methodologies; correlation of patient conditions with results of hematology assay results. **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **Prerequisite(s):** MLSC210 and permission of program director. **College Code:** SHP

MLSC 412 – Hemostasis

Credits: 1

Hemostasis systems, their function, interaction, and monitoring; correlation of hemostasis assay results with various disorders; thrombosis and anticoagulant therapy; principles and procedures of routine and special hemostasis assays. **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **Prerequisite(s):** MLSC411 and permission of program director. **College Code:** SHP

MLSC 413 – Clinical Hematology & Hemostasis Practicum

Credits: 4

Professional health–care laboratory practicum; emphasis in patient–care application of hematology and hemostasis procedures. **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **Prerequisite(s):** MLSC411, 412 and permission of program director. **College Code:** SHP

MLSC 421 – Clinical Immunology and Molecular Diagnostics

Credits: 2

Theory and application of immunologic/serologic and basic molecular techniques including detection, analyses and epidemiology. Emphasis on correlation of patient conditions with test results for viral and bacterial diseases and cancers. **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **Prerequisite(s):** MLSC320 and permission of program director. **College Code:** SHP

MLSC 423 – Clinical Immunology, Virology, and Molecular Diagnostics Practicum

Credits: 1

Professional health–care laboratory practicum: emphasizes patient–care applications of immunology, serology, virology and molecular techniques. **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **Prerequisite(s):** MLSC421 and permission of program director. **College Code:** SHP

MLSC 431 – Clinical Bacteriology

Credits: 4

Emphasis on specimen collection, culture, identification and clinical significance of bacterial pathogens. Simulated clinical practice for the separation of normal flora from pathogenic microorganisms encountered in various body sites including the study of antimicrobial susceptibility testing. **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **Prerequisite(s):** MLSC230 and permission of program director. **College Code:** SHP

MLSC 432 – Clinical Mycology and Parasitology

Credits: 2

Study of fungi and parasites associated in human infections. Emphasis on specimen collection and preservation, culture and identification procedures. **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **Prerequisite(s):** MLSC431 and permission of program director. **College Code:** SHP

MLSC 433 – Clinical Microbiology Practicum

Credits: 4

Professional health–care laboratory practicum; emphasis in patient–care applications of bacteriology, mycology and parasitology. **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **Prerequisite(s):** MLSC431, MLSC432 and permission of program director. **College Code:** SHP

MLSC 441 – Immunohematology

Credits: 3

Blood grouping and typing; blood group antigen systems; compatibility testing; antibody identification; quality control and quality assurance; donor recruitment and selection; component preparation; blood–banking records; grouping and compatibility problem solving; patient clinical state correlations. **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **Prerequisite(s):** MLSC240, MLSC320 and permission of program director. **College Code:** SHP

MLSC 442 – Transfusion Medicine

Credits: 2

In–depth study of immunohematology testing results, clinical patient manifestations, blood component therapy and blood product requirements. **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **Prerequisite(s):** MLSC 441 and permission of program director. **College Code:** SHP

MLSC 443 – Clinical Immunohematology Practicum

Credits: 4

Professional health–care laboratory practicum; emphasis in patient–care applications of immunohematology. **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **Prerequisite(s):** MLSC 441, MLSC 442 and permission of program director. **College Code:** SHP

MLSC 451 – Clinical Chemistry I

Credits: 4

Carbohydrate, lipid, enzyme, electrolyte, acid–base balance, trace element, protein systems, and gastric functions. Correlations with normal physiology and selected pathological conditions. Analysis of relevant blood and body fluids constituents. **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **Prerequisite(s):** MLSC 350 and permission of program director. **College Code:** SHP

MLSC 452 – Clinical Chemistry II

Credits: 2

Liver function, renal function, endocrinology, toxicology, and therapeutic drug monitoring. Correlations with normal physiology and selected pathological conditions. **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **Prerequisite(s):** MLSC 451 and permission of program director. **College Code:** SHP

MLSC 453 – Clinical Chemistry Practicum

Credits: 4

Professional health–care laboratory practicum. Emphasis on patient–care applications in clinical chemistry. **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **Prerequisite(s):** MLSC 451, MLSC 452 and permission of program director. **College Code:** SHP

MLSC 461 – Body Fluids

Credits: 1

Analysis of various body fluids such as serous fluids, synovial fluids, amniotic fluid, and urine. Correlations with normal physiology and selected pathological conditions. **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **Prerequisite(s):** MLSC 451 and permission of the program director. **College Code:** SHP

MLSC 463 – Body Fluids Practicum

Credits: 1

Professional health–care laboratory practicum. Emphasis in patient–care applications of body fluids. **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **Prerequisite(s):** MLSC 461 and permission of program director. **College Code:** SHP

MLSC 475 – Medical Laboratory Management Concepts

Credits: 2

Discussion in selected areas that include health–care delivery systems; problem solving in the clinical laboratory; human resource management; supply and equipment acquisition; financial management performance standards and assessment; ethics; laboratory information systems; and regulatory processes. **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **Prerequisite(s):** permission of the program director. **College Code:** SHP

MLSC 490 – Topics In _____

Credits: 1–4

An in–depth study of selected topics in the medical laboratory sciences. **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **Prerequisite(s):** permission of program director. **Repeatable:** Repeatable with different topics **College Code:** SHP

MLSC 493 – Practicum Project

Credits: 1

Designed to be an integral component of the clinical year practica experience. Introduces students to the principles, practices, and performance of clinical laboratory projects expected of practicing professional medical laboratory scientists. **Grade Mode:** Normal w S/DG (A–F,I,S,U,DG,W) **College Code:** SHP

MLSC 495 – Independent Project

Credits: 1–4

Topics may be from areas relevant to clinical laboratory practice and must be approved by the Program director. **Grade Mode:** Normal w S/DG (A–F,I,S,U,DG,W) **Prerequisite(s):** permission of program director. **Repeatable:** Repeatable with different topics **College Code:** SHP

MLSC 496 – Extended Clinical Practicum

Credits: 1

A twelve–week professional health–care laboratory practicum. Emphasis in patient–care applications. Subject areas are to be coordinated with the Clinical Site Education Coordinator and the program director. **Grade Mode:** Satisfactory w/DG (S,U,I,W,DG) **Prerequisite(s):** successful completion of the 20–week clinical practica of the clinical–year program and permission of program director. **College Code:** SHP

MLSC 500 – Foundations for Graduate Study in Medical Laboratory Science

Credits: 1

Orientation designed for students to refine the skills needed for successful graduate work. Focus on academic and professional proficiencies such as critical thinking, principles of research, and scholarly writing. Written and oral presentation required. **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** permission of graduate program coordinator. **College Code:** SHP

MLSC 501 – Seminar in Medical Laboratory Science

Credits: 1

Literature review of current laboratory science topics. A service–based activity addressing a relevant issue in laboratory science required. **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** permission of graduate program coordinator. **College Code:** SHP

MLSC 561 – Laboratory Management Issues and Strategies

Credits: 3

The health–care environment is rapidly changing, and will continue to change for the foreseeable future. In the clinical laboratory, ever–changing government regulations and reimbursement policies require a laboratory manager to be flexible and adopt new skills. Issues faced by the manager and styles and strategies used to deal with these issues are explored. **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** permission of graduate program coordinator. **College Code:** SHP

MLSC 562 – Issues in Laboratory Regulations and Practice

Credits: 3

Clinical laboratories are increasingly regulated by state, federal and other agencies. Applicable regulations will be examined and their impact on laboratory operations evaluated. A selected number of laboratory quality assurance procedures, as specified by CLIA '88 regulations, will be performed in the laboratory. **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** Statistics and permission of graduate program coordinator. **College Code:** SHP

MLSC 585 – Applied Studies In Medical Laboratory Science

Credits: 5

Designed in consultation with and coordinated by the area specialty advisor. A proposal, cumulative report, presentation and defense required. Clinical placement depends on clinical site availability. **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **Prerequisite(s):** Certification and/or licensure as a medical laboratory scientist and permission of graduate program coordinator. **College Code:** SHP

MLSC 595 – Independent Study/Readings/Research Project

Credits: 1–4

Topics may be from immunology, immunohematology, clinical chemistry, hematology, microbiology and other areas of patient–care science, clinical laboratory science education, management, or applications specially relevant to clinical laboratories. **Grade Mode:** Normal w S/DG (A–F,I,S,U,DG,W)

Prerequisite(s): permission of graduate program coordinator. **Repeatable:** Repeatable up to 4 credits with different topics **College Code:** SHP

MLSC 650 – Project Continuation

Credits: 0

Students may register for this course while clearing deferred grade (DG) and/or incomplete (I) courses with approval only. Registration for this course indicates full–time status. \$ – Course or lab fee **Grade Mode:** Noncredit (NC,W) **Repeatable:** Repeatable **Special Approval:** Permission of the graduate program coordinator. **College Code:** SHP

MLSC 655 – Program Continuation

Credits: 0

Students may register for this non–credit continuation course to maintain active status. For additional information on active status, please refer to the School of Graduate Studies & Research. Registration does not indicate full–time status. \$ – Course or lab fee **Grade Mode:** Noncredit (NC,W) **College Code:** SHP

Nursing

Marsh Hall (Second Floor)
269-471-3311 or (800) 877-2863
nursing@andrews.edu
www.andrews.edu/nrsg/

Faculty

Karen A. Allen, *Chair, and Director of Graduate Programs*
Ruth D. Abbott
Nancy A. Carter, *Director of Undergraduate Admissions and Progressions*
Grace C. Chi
Henrietta H. Hanna, *Director of Undergraduate Curriculum*
Gisele D. Kuhn
Mary N. Ngugi
Arlene M. Saliba
Gisela E. Schmidt

Mission

The Andrews University Department of Nursing, a program based on Seventh-day Adventist precepts and Restoration to the Image of God, provides transformational nursing education which equips students to function as professional nurses in direct care, advanced practice, research, and education. Through the following activities, the Department of Nursing encourages students to seek knowledge, affirm faith, and provide changes that impact the world of healthcare:

Seek Knowledge

- Prepare nurses that provide culturally competent, high quality, evidence-based patient-centered care.
- Prepare nurses for first-time licensing and certification success.
- Encourage lifelong learning.

Affirm Faith

- Prepare nurses to practice within the Christian context of "Restoration to the Image of God."
- Promote personal spiritual growth.
- Teach theoretical underpinning of wellness, illness, and disease within the context of the Great Controversy.

Change the World

- Teach with service/mission focus, medical evangelism.
- Teach current whole-person nursing care across the life span which addresses wellness and illness.
- Prepare nurse leaders with a mind set for professional and ethical practice which incorporates communication (all venues), teamwork and collaboration.

Vision

To prepare professional nurses to reflect Christian spirituality, caring attitudes, clinical excellence, and cultural competence for service and practice in concert with the four main initiatives from the Institute of Medicine and the Robert Wood Johnson Foundation's report on the Future of Nursing (October 5, 2010):

- Nurses should practice to the full extent of their education and training.
- Nurses should achieve higher levels of education and training through an improved education system that promotes seamless academic progression.
- Nurses should be full partners, with physicians and other health care professionals, in redesigning health care in the United States.
- Effective workforce planning and policy making require better data collection and information infrastructure.

Program Accreditation

The Andrews University Nursing program is approved by the Michigan Board of Nursing and holds accreditation from the National League for Nursing Accrediting Commission* (NLNAC).

* NLNAC
3343 Peachtree Rd NE, Suite 500
Atlanta GA 30326
Phone: 800-669-1656

Bachelors

Nursing, (Completion) BS

For information, contact: Myrna Araujo-Constantine, myrnac@andrews.edu, 269-471-3311

BS: Completion provides the RN with an associate degree an opportunity to complete their Bachelor of Science degree. The curriculum focuses on the professional and leadership roles of the BS-prepared nurse. As students come from varying school backgrounds, the program of completion is individualized. Normally students complete in two to three years (4-6 semesters). The program requirements will involve clinical activities that cannot be carried out in the student's normal work setting.

Delivery: This program is offered on campus.

Nursing Major Requirements—34

RN's without recognized academic credit in nursing may obtain credit by successfully passing the NLN Upward Mobility Profile II Tests, or an acceptable option. These tests passed at the recommended score would count toward the 31 credits of lower-division nursing credits (although not counted in the GPA).

- NRSG 305 – Health Assessment Credits: 3
- NRSG 315 – Pathophysiology Credits: 3
- NRSG 320 – Professional Nursing Concepts for the RN Credits: 3
- NRSG 366 – Complementary Wellness and Restoration I Credits: 1
- NRSG 408 – Families in Stress and Crisis Credits: 2
- NRSG 414 – Critical Care Nursing Credits: 3
- NRSG 418 – Leadership in Nursing Credits: 3
- NRSG 438 – Intercultural Mission Service in Nursing Credits: 2
- NRSG 445 – Nursing Research Credits: 3-4 (4 credits required for program)
- NRSG 450 – Community Nursing Credits: 4
- NRSG 466 – Complementary Wellness and Restoration II Credits: 2-3 (3 credits required for program)
- NRSG 480 – Senior Nursing Internship Credits: 3

Admission Requirements

Application for admission may require a minimum of six weeks for processing evaluation. Deadline for applications is May 1 to be considered for entry into the nursing program in the Fall Semester.

1. Minimal overall GPA of 3.00
2. An acceptable criminal background check from company recommended by Department of Nursing—to include Berrien County.
3. Physical examination report that must include:
 - a. Tuberculin skin test (if positive a chest x-ray is required, will be evaluated individually) and yearly evaluation thereafter
 - b. Proof of immunization or serum immunity for MMR1 and MMR2 (measles, mumps, rubella, rubeola), T-dap (Tetanus, Diphtheria, Pertussis), and hepatitis B
 - c. Proof of either having had chickenpox (dates of disease or tested for varicella-zoster antibodies) or the immunization
4. Meeting the minimum requirements does not guarantee admission.
5. Current licensure as an RN in the United States or equivalent accreditation in country of residence.

Orientation

- Required Webinar or Adobe Connect session. (Time will be scheduled.)

Progression

All undergraduate nursing students need to understand that:

- Nursing courses must be taken in the required sequence.
- A percentage as stated in the department handbook is required to pass each nursing course.
- A test average as stated in the department handbook is required for identified nursing courses.
- No grade lower than a B- is accepted in any undergraduate nursing course.
- A minimum GPA of 3.00 is required for cumulative cognate GPA (with no grade lower than a C in any cognate) and cumulative overall GPA.
- Independent study courses cannot replace required nursing courses.
- Students wishing to transfer in nursing credits must have course work evaluated by the Nursing Department—Admissions and Progression's Committee. (Please allow a minimum of six weeks prior to the beginning of classes for evaluation.)
- Annual flu shots are required.
- Maintaining a current certification of the American Heart Association Health Care Provider CPR course.
- There is an annual review of required health care competencies. (See Handbook for specifics)

- Any student on a Leave of Absence for two years or more, must have a readmission reevaluation of both clinical and theoretical knowledge.
- Class attendance is required: The Department of Nursing will uphold University Policy.
- Clinical attendance is required: See p. 20 and p. 21 of the Department of Nursing Handbook.
- Student will be asked to withdraw from the nursing program if one or more nursing courses are failed at any time.
- Students have the right to reapply to the program.
- Readmission will be considered on an individual basis.
- Student will be required to show competence via a standardized external exam and remediation before progressing to certain classes.
- Academic performance alone does not ensure completion of the nursing preparation. Students must also continuously meet acceptable professional ethics, disposition and safety standards as determined by the admissions and progressions committee.
- Finger printing is required.
- A urine drug screen must be completed 20–30 days prior to the start of the first clinical rotation.
- Annual flu shots are required.

Practicum

Undergraduate nursing practicum: In nursing classes with a practicum, a ratio of four clinical hours will be required for each semester credit. For example, a 1–credit practicum meets for 60 clock hours, a 2–credit practicum course meets for 120 clock hours, a 1–credit lab meets for 30 clock hours. Practicum hours are indicated in the bulletin in the course description.

Nursing, (Completion) Online BS

For information, contact: Myrna Araujo–Constantine, myrnac@andrews.edu, 269–471–3311

BS: Completion provides the RN with an associate degree an opportunity to complete their Bachelor of Science degree. The curriculum focuses on the professional and leadership roles of the BS–prepared nurse. As students come from varying school backgrounds, the program of completion is individualized. Normally students complete in two to three years (4–6 semesters). The program requirements will involve clinical activities that cannot be carried out in the student's normal work setting.

Delivery: This program is offered in an interactive online format (see School of Distance Education Definitions). In the interactive online format, courses have specific start and end dates. The interactive online program does not require any time on campus. Students in the interactive online program are encouraged to come to campus for graduation. Tuition for the interactive online degree is 50% of regular tuition.

Nursing Major Requirements – 34

RN's without recognized academic credit in nursing may obtain credit by successfully passing the NLN Upward Mobility Profile II Tests, or an acceptable option. These tests passed at the recommended score would count toward the 31 credits of lower–division nursing credits (although not counted in the GPA).

- NRSG 305 – Health Assessment Credits: 3
- NRSG 315 – Pathophysiology Credits: 3
- NRSG 320 – Professional Nursing Concepts for the RN Credits: 3
- NRSG 366 – Complementary Wellness and Restoration I Credits: 1
- NRSG 408 – Families in Stress and Crisis Credits: 2
- NRSG 414 – Critical Care Nursing Credits: 3
- NRSG 418 – Leadership in Nursing Credits: 3
- NRSG 438 – Intercultural Mission Service in Nursing Credits: 2
- NRSG 445 – Nursing Research Credits: 3–4
- NRSG 450 – Community Nursing Credits: 4
- NRSG 466 – Complementary Wellness and Restoration II Credits: 2–3
- NRSG 480 – Senior Nursing Internship Credits: 3

Admission Requirements

Application for admission may require a minimum of six weeks for processing evaluation. Deadline for applications is May 1 to be considered for entry into the nursing program in the Fall Semester.

1. Minimal overall GPA of 3.00
2. An acceptable criminal background check from company recommended by Department of Nursing—to include Berrien County.

3. Physical examination report that must include:
 - a. Tuberculin skin test (if positive a chest x–ray is required, will be evaluated individually) and yearly evaluation thereafter
 - b. Proof of immunization or serum immunity for MMR1 and MMR2 (measles, mumps, rubella, rubeola), T–dap (Tetanus, Diptheria, Pertussin), and hepatitis B
 - c. Proof of either having had chickenpox (dates of disease or tested for varicella–zoster antibodies) or the immunization
4. Meeting the minimum requirements does not guarantee admission.
5. Current licensure as an RN in the United States or equivalent accreditation in country of residence.

Orientation

- Required Webinar or Adobe Connect session. (Time will be scheduled.)

Progression

All undergraduate nursing students need to understand that:

- Nursing courses must be taken in the required sequence.
- A percentage as stated in the department handbook is required to pass each nursing course.
- A test average as stated in the department handbook is required for identified nursing courses.
- No grade lower than a B– is accepted in any undergraduate nursing course.
- A minimum GPA of 3.00 is required for cumulative cognate GPA (with no grade lower than a C in any cognate) and cumulative overall GPA.
- Independent study courses cannot replace required nursing courses.
- Students wishing to transfer in nursing credits must have course work evaluated by the Nursing Department—Admissions and Progression's Committee. (Please allow a minimum of six weeks prior to the beginning of classes for evaluation.)
- Annual flu shots are required.
- Maintaining a current certification of the American Heart Association Health Care Provider CPR course.
- There is an annual review of required health care competencies. (See Handbook for specifics)
- Any student on a Leave of Absence for two years or more, must have a readmission reevaluation of both clinical and theoretical knowledge.
- Class attendance is required: The Department of Nursing will uphold University Policy.
- Clinical attendance is required: See p. 20 and p. 21 of the Department of Nursing Handbook.
- Student will be asked to withdraw from the nursing program if one or more nursing courses are failed at any time.
- Students have the right to reapply to the program.
- Readmission will be considered on an individual basis.
- Student will be required to show competence via a standardized external exam and remediation before progressing to certain classes.
- Academic performance alone does not ensure completion of the nursing preparation. Students must also continuously meet acceptable professional ethics, disposition and safety standards as determined by the admissions and progressions committee.
- Finger printing is required.
- A urine drug screen must be completed 20–30 days prior to the start of the first clinical rotation.
- Annual flu shots are required.

Practicum

Undergraduate nursing practicum: In nursing classes with a practicum, a ratio of four clinical hours will be required for each semester credit. For example, a 1–credit practicum meets for 60 clock hours, a 2–credit practicum course meets for 120 clock hours, a 1–credit lab meets for 30 clock hours. Practicum hours are indicated in the bulletin in the course description.

Nursing, (NCLEX–preparatory) BS

This is an eight–semester nursing program planned to cover four academic years. The curriculum focuses on the provision of care and the promotion of health for individuals and families. Students gain proficiency through both class (theory) and laboratory (practicum/clinical) experiences in a variety of settings. To receive a strong and varied clinical experience, students travel to nearby hospitals and community agencies and work with clients of varied socio–economic groups. Each student is responsible for providing or arranging her/his own transportation for clinical practice.

Students may enter the university as declared nursing majors, but the first year is typically spent in general education requirements, and cognate courses. While

taking NRSG 215 – Introduction to Professional Nursing Concepts, students are encouraged to apply for entrance into the nursing program prior to completion of the spring semester of their freshman year. Transfer students will take NRSG 215 – Introduction to Professional Nursing Concepts in the Spring Semester of their Sophomore year. The deadline for application is May 1.

Total Credits: 125

Nursing Major Requirements—65

- NRSG 211 – Nursing Pharmacology I Credits: 2
- NRSG 212 – Nursing Pharmacology II Credits: 3
- NRSG 215 – Introduction to Professional Nursing Concepts Credits: 1
- NRSG 216 – Fundamentals of Nursing Theory and Practice Credits: 5
- NRSG 240 – Psychiatric–Mental Health Nursing Credits: 4
- NRSG 305 – Health Assessment Credits: 3
- NRSG 315 – Pathophysiology Credits: 3
- NRSG 331 – Medical–Surgical I Credits: 5
- NRSG 332 – Medical–Surgical II Credits: 6
- NRSG 366 – Complementary Wellness and Restoration I Credits: 1
- NRSG 408 – Families in Stress and Crisis Credits: 2
- NRSG 414 – Critical Care Nursing Credits: 3
- NRSG 416 – Comprehensive Overview Credits: 2
- NRSG 418 – Leadership in Nursing Credits: 3
- NRSG 430 – The Childbearing Family Credits: 4
- NRSG 438 – Intercultural Mission Service in Nursing Credits: 2
- NRSG 440 – The Developing Child Credits: 4
- NRSG 445 – Nursing Research Credits: 3–4 (3 credits required for program)
- NRSG 450 – Community Nursing Credits: 4
- NRSG 466 – Complementary Wellness and Restoration II Credits: 2–3 (2 credits required for program)
- NRSG 480 – Senior Nursing Internship Credits: 3

Required cognates—22

- BIOL 221 – Anatomy and Physiology I Credits: 4
- BIOL 222 – Anatomy and Physiology II Credits: 4
- BIOL 260 – General Microbiology Credits: 4
- CHEM 110 – Introduction to Inorganic and Organic Chemistry Credits: 4
- FDNT 230 – Nutrition Credits: 3 (credits counted in general education requirements)
- PSYC 101 – Introduction to Psychology Credits: 3 (credits counted in general education requirements)
- PSYC 301 – Human Development—Lifespan Credits: 3
- STAT 285 – Elementary Statistics Credits: 3

Note:

*Please note that if any cognates (Anatomy & Physiology, Human Development, Microbiology, Nutrition, Psychology, Statistics) are older than five years they will not be accepted as credit (exception for RNs) and will need to be retaken as a class for credit or the student may take a standardized challenge exam, such as the CLEP exam as approved by the Department of Nursing.

General Education Requirements—38

See Professional Education Requirements and note the following **specific** requirements:

Religion:

professional degree requirements

Language/Communication:

professional degree requirements

History:

professional degree requirements

Fine Arts/Humanities:

professional degree requirements

Life/Physical Sciences:

- FDNT 230 – Nutrition Credits: 3

Mathematics:

- MATH 145 – Reasoning with Functions Credits: 3

Service:

Field service credit requirements are met in these classes.

- NRSG 438 – Intercultural Mission Service in Nursing Credits: 2
- NRSG 450 – Community Nursing Credits: 4

Social Sciences:

- PSYC 101 – Introduction to Psychology Credits: 3

Fitness Education:

professional degree requirements

Additional Requirements

All NCLEX–preparatory students accepted into the nursing program will:

1. Be asked to seek experience in a hospital acute care setting as a nursing assistant, nursing technician or the equivalent, for approximately 380 hours while enrolled in the nursing program. The majority of these hours can be done over the summer. The breakdown of hours is as follows:
 - 75–80 hours prior to beginning NRSG 331 – Medical–Surgical I
 - Externship or equivalent hospital designed experience during the summer after completing NRSG 332 – Medical–Surgical II and prior to entering NRSG 430/NRSG 440 The Childbearing Family and The Developing Child (hours will vary, but a min. of 300)

International students who are at Andrews University on F–1 student visa, must obtain government authorization for paid employment. The Andrews University Office of International Student Services will facilitate the job petition to work in a healthcare facility in order to meet the program requirements. Students may not be allowed to progress in the nursing program unless these qualifications are met, except by approval of faculty. A form signed by the facility where the student works must be submitted to their advisor prior to registering for fall courses.

2. Be expected to complete the NCLEX–preparatory program within 3–4 years, beginning with NRSG 216 – Fundamentals of Nursing Theory and Practice.

Admission Requirements

Application for admission may require a minimum of six weeks for processing evaluation. The deadline for applications is May 1 to be considered for entry into the nursing program in the Fall Semester.

1. Minimal overall GPA of 3.00
2. BIOL 221, BIOL 222, CHEM 110 FDNT 230, PSYC 101, PSYC 301, Minimal combined GPA for cognates of 3.00. A grade of C– is unacceptable for any cognate course.
3. Acceptable SAT or ACT Math scores or a higher level math class with a grade of C or better.
4. Nelson Denny Reading Test score of 15 or greater
5. An acceptable criminal background check from company recommended by Department of Nursing—to include Berrien County.
6. Physical examination report that must include:
 - a) Tuberculin skin test (if positive a chest x-ray is required, will be evaluated individually) and yearly evaluation thereafter
 - b) b. Proof of immunization or serum immunity for MMR1 and MMR2 (measles, mumps, rubella, rubeola), T–dap (Tetanus, Diphtheria, Pertussin), and hepatitis B
 - c) c. Proof of either having had chickenpox (dates of disease or tested for varicella–zoster antibodies) or the immunization
7. Must complete KAPLAN Pre–Admission exam with pre–established score as determined by the Department of Nursing.
8. Meeting the minimum requirements does not guarantee admission.

Orientation

All students admitted into the nursing program will be required to complete a 2-day orientation before beginning the Fall Semester. During this process, they will be required to do:

- Finger printing.
- A urine drug screen that must be completed 20–30 days prior to the start of the first clinical rotation (check with the Nursing Office).
- Show proof of CPR Certification of an American Heart Association Healthcare Provider course.

Progression

All undergraduate nursing students need to understand that:

- Nursing courses must be taken in the required sequence.
- A percentage as stated in the department handbook is required to pass each nursing course.
- A test average as stated in the department handbook is required for identified nursing courses.
- No grade lower than a B– is accepted in any undergraduate nursing course.
- A minimum GPA of 3.00 is required for cumulative cognate GPA (with no grade lower than a C in any cognate) and cumulative overall GPA.
- Independent study courses cannot replace required nursing courses.
- Students wishing to transfer in nursing credits must have course work evaluated by the Nursing Department—Admissions and Progression’s Committee. (Please allow a minimum of six weeks prior to the beginning of classes for evaluation.)
- Annual flu shots are required.
- Maintaining a current certification of the American Heart Association Health Care Provider CPR course is required.
- There is an annual review of required health care competencies. (See Handbook for specifics)
- Any student on a Leave of Absence for two years or more, must have a readmission reevaluation of both clinical and theoretical knowledge.
- Class attendance is required: The Department of Nursing will uphold University Policy.
- Clinical attendance is required: See p. 20 and p. 21 of the Department of Nursing Handbook.
- Student will be asked to withdraw from the nursing program if one or more nursing courses are failed at any time.
- Students have the right to reapply to the program.
- Readmission will be considered on an individual basis.
- Student will be required to show competence via a standardized external exam and remediation before progressing to certain classes.
- Academic performance alone does not ensure completion of the nursing preparation. Students must also continuously meet acceptable professional ethics, disposition and safety standards as determined by the admissions and progressions committee.

Practicum

Undergraduate nursing practicum: In nursing classes with a practicum, a ratio of four clinical hours will be required for each semester credit. For example, a 1-credit practicum meets for 60 clock hours, a 2-credit practicum course meets for 120 clock hours, a 1-credit lab meets for 30 clock hours. Practicum hours are indicated in the bulletin in the course description.

Masters

Nursing, (Education) MS

For information, contact: Leigh Everhart, everhal@andrews.edu, 269–471–3312

MS: Building upon a BS in nursing this graduate nursing program requires five semesters of study for Registered Nurses. A research utilization project that is education focused is required. This program includes practicum hours in an appropriate setting.

Core Classes—15

- NRS 510 – Christian Ministry Credits: 2
- NRS 517 – Health Care Systems Credits: 3
- NRS 530 – Health Promotion/Disease Prevention Credits: 3
- NRS 580 – Nursing Theory and Application Credits: 2
- NRS 655 – Research Utilization Credits: 3
- NRS 698 – Research Utilization Project Credits: 2

Nurse Education—23

- NRS 515 – Teaching Strategies Credits: 3
- NRS 548 – Advanced Pathophysiology Credits: 3
- NRS 555 – Advanced Health Assessment Credits: 2
- NRS 638 – Interpersonal Dynamics Credits: 2
- NRS 658 – Learning Theory and Health Teaching Credits: 2
- NRS 660 – Curricular Development Credits: 2
- NRS 665 – Nursing Education Outcomes Credits: 3
- NRS 668 – Roles in Nursing Education Credits: 2
- NRS 680 – Teaching Practicum Credits: 4

Interactive Online Programs

This is a fully interactive online program only (see School of Distance Education Definitions). The courses follow fixed enrollment with semester start and end dates. Participants interact with each other and with instructor throughout all courses. This program does not require any time on campus. Students are encouraged to come to campus for graduation.

Admission Requirements

In addition to the general admission requirements in the Graduate Admissions section of the University bulletin, certain departmental requirements should be noted:

1. BS: Nursing degree from an NLNAC or CCNE accredited school or equivalent licensure in country of residence.
2. Completion of GRE Exam as per University requirements.
3. Overall graduate GPA of 3.25.
4. Current licensure as an RN in the United States or equivalent accreditation in country of residence.
5. Undergraduate course in statistics.
6. Positive recommendations by present or recent employers.

Applicants who fail to meet any of the above may be admitted only after committee consideration of the specific circumstances. Additional course work may be required.

Progression

All graduate nursing students need to understand that:

- Graduate nursing courses must be taken in the required sequence.
- No grade lower than a B is accepted at the graduate level.
- One credit of practicum is equal to 75 literal clock hours.
- Academic performance alone does not ensure completion of the nursing preparation. Students must also continuously meet acceptable professional ethics, disposition and safety standards as determined by the practicum site.

Certificates

Nursing, (Certificate) Post–MS

For information, contact: Leigh Everhart, everhal@andrews.edu, 269–471–3312.

This program is for nurses (RN's) who have a master's degree in nursing and wish to focus on nursing education. See Financial Information section for examination fees.

Post–MS Nursing Education Certificate Requirements—16

- NRS 515 – Teaching Strategies Credits: 3
- NRS 658 – Learning Theory and Health Teaching Credits: 2
- NRS 660 – Curricular Development Credits: 2
- NRS 665 – Nursing Education Outcomes Credits: 3
- NRS 668 – Roles in Nursing Education Credits: 2
- NRS 680 – Teaching Practicum Credits: 4

Admission Requirements

In addition to the general admission requirements in the Graduate Admissions section of the University bulletin, certain departmental requirements should be noted:

1. MS: Nursing degree from an NLNAC or CCNE accredited school or equivalent licensure in country of residence.

2. Completion of GRE Exam as per University requirements.
3. Overall graduate GPA of 3.25.
4. Current licensure as an RN in the United States or equivalent accreditation in country of residence.
5. Positive recommendations by present or recent employers.
6. Applicants who fail to meet any of the above may be admitted only after committee consideration of the specific circumstances. Additional course work may be required.

Interactive Online Programs

This is a fully interactive online program only (see School of Distance Education Definitions). The courses follow fixed enrollment with semester start and end dates. Participants interact with each other and with instructor throughout all courses. This program does not require any time on campus. Students are encouraged to come to campus for graduation.

Progression

All graduate nursing students need to understand that:

- Graduate nursing courses must be taken in the required sequence.
- No grade lower than a B is accepted at the graduate level.
- One credit of practicum is equal to 75 literal clock hours.
- Academic performance alone does not ensure completion of the nursing preparation. Students must also continuously meet acceptable professional ethics, disposition and safety standards as determined by the practicum site.

Nursing

NRSG 211 – Nursing Pharmacology I

Credits: 2

Beginning nursing knowledge related to pharmacology, medication administration, and related monitoring of therapeutic and non-therapeutic patient response that builds a foundation for safe practice. **Grade Mode:** Normal (A–F,I,W)

Corequisite(s): NRSG 216 **College Code:** SHP

NRSG 212 – Nursing Pharmacology II

Credits: 3

A continuation of pharmacology principles that examines major classifications of medications. Focuses on uses, dosages, therapeutic and non-therapeutic effects, interactions, and nursing interventions. **Grade Mode:** Normal (A–F,I,W)

Prerequisite(s): NRSG 211 or permission of the Department of Nursing. **Offering:** Fall **College Code:** SHP

NRSG 215 – Introduction to Professional Nursing Concepts

Credits: 1

Introduces students to nursing history, mission, standards, language and critical thinking, and applies principles from the Department of Nursing conceptual framework, “Restoration to the Image of God,” along with other key nursing concepts. Must be taken spring semester of freshman year. **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **Offering:** Spring **College Code:** SHP

NRSG 216 – Fundamentals of Nursing Theory and Practice

Credits: 5

Integrates the nursing process into basic nursing skills, medication administration, and assessment of the adult client; with special emphasis on older adults. Includes 3 credits theory and 2 credits practicum. \$ – Course or lab fee **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **Prerequisite(s):** BIOL 221, BIOL 222, PSYC 101, PSYC 301, FDNT 230, NRSG 215 or permission of the Department of Nursing.

Offering: Fall **College Code:** SHP

NRSG 240 – Psychiatric–Mental Health Nursing

Credits: 4

Presents the nurse's role in facilitation of mental health and prevention, assessment and management of mental illness. Includes 3 credits theory and 1 credit practicum. \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W)

Prerequisite(s): NRSG 211, NRSG 216, PSYC 101 or permission of the Department of Nursing. **Offering:** Spring **College Code:** SHP

NRSG 305 – Health Assessment

Credits: 3

Introduces theoretical and practical skills for performing a focused and comprehensive health assessment. Emphasizes data collection for recognition of normal findings and common variations throughout the life span, and use of nursing diagnoses to describe areas needing restoration. Includes 2 credits theory and 1 credit lab. **Delivery:** Interactive online option available **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** NRSG 216 or RN, LPN; BIOL 221, BIOL 222 or permission of the Department of Nursing. **Offering:** Spring **College Code:** SHP

NRSG 315 – Pathophysiology

Credits: 3

Explores physiological adaptations and changes that occur due to chronic and acute illnesses. Provides etiology of disease states to use as a basis for nursing interventions. **Delivery:** Interactive online option available **Grade Mode:** Normal (A–F,I,W) **Corequisite(s):** NRSG 216. **Prerequisite(s):** BIOL 221, BIOL 222. **Offering:** Fall **College Code:** SHP

NRSG 320 – Professional Nursing Concepts for the RN

Credits: 3

Introduces and applies principles from the Department of Nursing conceptual framework, “Restoration to the Image of God,” along with other key nursing concepts, and bridges educational preparation and role expectation of the associate degree nurse for functioning at the professional level. Must be taken during the first year of schooling by BS–completion students. (Needs to be taken before 418 and 450.) **Delivery:** Interactive online option available **Grade Mode:** Normal (A–F,I,W) **Offering:** Fall **College Code:** SHP

NRSG 331 – Medical–Surgical I

Credits: 5

Integrates and applies the nursing process to prevent disease, manage, promote, restore or maintain health for adult clients with acute and chronic medical–surgical conditions. Includes 3 credits theory and 2 credits practicum. \$ – Course or lab fee **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **Prerequisite(s):** NRSG 211, NRSG 240, NRSG 305, NRSG 315. **Offering:** Fall **College Code:** SHP

NRSG 332 – Medical–Surgical II

Credits: 6

Integrates and applies the nursing process to restore health, manage disease, and/or provide end-of-life care for adult clients and their families with acute medical–surgical conditions, in acute and critical-care settings. Includes 4 credits theory and 2 credits practicum. \$ – Course or lab fee **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **Prerequisite(s):** NRSG 212, NRSG 331. **Offering:** Spring **College Code:** SHP

NRSG 366 – Complementary Wellness and Restoration I

Credits: 1

Introduces the use of complementary therapies in disease prevention, and health promotion and maintenance towards restoration of clients, families and communities. Specific attention is given to the eight natural laws of health. **Delivery:** Interactive online option available **Grade Mode:** Normal (A–F,I,W) **Offering:** Fall **College Code:** SHP

NRSG 408 – Families in Stress and Crisis

Credits: 2

Utilizes family systems and other theories as a basis for understanding family functioning. Prepares the students to be able to assess and intervene with families experiencing stress and/or crises. **Delivery:** Interactive online option available **Grade Mode:** Normal (A–F,I,W) **Corequisite(s):** NRSG 331 or permission of the Department. **Offering:** Fall **College Code:** SHP

NRSG 414 – Critical Care Nursing

Credits: 3

Focuses on the needs of clients with life-threatening conditions in an acute care setting; which may present in multiple body systems. Special needs of pediatric and elderly clients addressed as well. **Delivery:** Interactive online option available **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** NRSG 332 for NCLEX–preparatory students, NRSG 315, NRSG 408, NRSG 430, NRSG 440. **Offering:** Spring **College Code:** SHP

NRSG 416 – Comprehensive Overview

Credits: 2

Review of knowledge to serve as preparation of pre–licensure students for the NCLEX. **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **Prerequisite(s):** NRSG 430, NRSG 440. **Offering:** Spring **College Code:** SHP

NRSG 418 – Leadership in Nursing

Credits: 3

Provides opportunity for the student to gain knowledge in nursing leadership. Promotes the utilization of restorative principles in leadership theory and practice. Prepares students for leadership roles in all areas of nursing, and instills the pursuit of lifelong learning and professional development. **Delivery:** Interactive online option available **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **Prerequisite(s):** NRSG 332; or NRSG 320. **Offering:** Fall **College Code:** SHP

NRSG 430 – The Childbearing Family

Credits: 4

Emphasizes restorative and evidence–based nursing care of the childbearing family throughout preconception, pregnancy, postpartum, and the neonatal period with an added focus on women's health issues. Includes 3 credits theory and 1 credit practicum. **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **Prerequisite(s):** NRSG 332, PSYC 301. **Offering:** Fall **College Code:** SHP

NRSG 438 – Intercultural Mission Service in Nursing

Credits: 2

* Field service credit requirements are met in this class. Prepares students to apply principles of the Andrews University Department of Nursing conceptual framework, “Restoration to the Image of God,” while providing Christian nursing care and service in a worldwide context. Course includes principles and preparation for intercultural nursing practice. **Course Attribute:** Service course **Delivery:** Interactive online option available **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** NRSG 430, NRSG 440; or NRSG 414. **Offering:** Spring **College Code:** SHP

NRSG 440 – The Developing Child

Credits: 4

Emphasizes an evidence–based nursing practice in both the maintenance and restorative health needs of the growing and developing child, from newborn through adolescence. Includes 3 credits theory and 1 credit practicum. \$ – Course or lab fee **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **Prerequisite(s):** NRSG 332, PSYC 301. **Offering:** Fall **College Code:** SHP

NRSG 445 – Nursing Research

Credits: 3–4

Provides foundational concepts on the research process and steps for utilizing research with the focus being on evidence–based practice. Introduces nursing perspectives related to critical thinking, scientific methods, ethical concerns, and search techniques necessary to the research process. **Delivery:** Interactive online option available **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** NRSG 331 or NRSG 320; or permission of the Department of Nursing. (BS – Completion students take the class for 4 credits.) **Offering:** Spring **College Code:** SHP

NRSG 450 – Community Nursing

Credits: 4

* Field service credit requirements are met in this class. Focuses on community as the primary client, in contrast with community as the setting for individual care. Students consider factors affecting the wellbeing, function, and/or existence of the community and its response to those problems. Includes 2 credits theory and 2 credits practicum. \$ – Course or lab fee **Course Attribute:** Service course **Delivery:** Interactive online option available **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** NRSG 418, NRSG 430, NRSG 440; for BS – Completion NRSG 320, and NRSG 418. **Offering:** Spring **College Code:** SHP

NRSG 460 – Topics in _____

Credits: 1–3

Study of selected topics relevant to professional nursing practice. Subject and credits to be announced in advance. **Grade Mode:** Normal (A–F,I,W) **Repeatable:** Repeatable **College Code:** SHP

NRSG 466 – Complementary Wellness and Restoration II

Credits: 2–3

An in–depth exploration of complementary therapies that can be utilized in conjunction with traditional therapies to assist clients with a chronic illness or high acuity need towards restoration to the image of God in wellness, health maintenance and disease management. **Delivery:** Interactive online option available **Grade Mode:** Normal (A–F,I,W) **Corequisite(s):** NRSG 414 **Prerequisite(s):** NRSG 366, NRSG 418 or permission of the Department of Nursing. (BS – Completion students take the class for 3 credits.) **Offering:** Spring **College Code:** SHP

NRSG 478 – Study Tour:

Credits: 0

Travel to selected areas combined with lectures, directed readings, projects and assignments. The amount of credit and the geographic area are designated at the time a study tour is announced. Fee may be required. \$ – Course or lab fee **Grade Mode:** Noncredit (NC,W) **College Code:** SHP

NRSG 480 – Senior Nursing Internship

Credits: 3

A capstone practicum that integrates nursing skills and knowledge with principles of daily practice. Takes place in acute care settings where the student manages groups of clients in conjunction with a preceptor (120 clock hours). Includes 1 credit seminar and 2 credits practicum. **Grade Mode:** Satisfactory w/DG (S,U,I,W,DG) **Corequisite(s):** NRSG 414, NRSG 450. **Prerequisite(s):** NRSG 418, NRSG 430, NRSG 440. **Offering:** Spring **College Code:** SHP

NRSG 495 – Independent Study_____

Credits: 1

Grade Mode: Normal w S/DG (A–F,I,S,U,DG,W) **Repeatable:** Repeatable **College Code:** SHP

NRSG 510 – Christian Ministry

Credits: 2

Explores spiritual needs within the context of health and illness and the incorporation of spiritual beliefs into the plan of care. Includes an assessment of how the client and one's own individual spirituality affects health care behaviors. **Delivery:** Interactive online course **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **Offering:** Spring **College Code:** SHP

NRSG 515 – Teaching Strategies

Credits: 3

Explores the knowledge and competencies needed to develop and apply evidence based innovative teaching strategies in the classroom and clinical settings. Strategies for distance and web–based learning are also included. **Delivery:** Interactive online course **Grade Mode:** Normal (A–F,I,W) **Offering:** Fall **College Code:** SHP

NRSG 517 – Health Care Systems

Credits: 3

Examines the organizational structure of health–care systems in the United States and other countries. Alternative approaches for the delivery of health care are compared with consideration of quality–related, economical, and ethical concerns. **Delivery:** Interactive online course **Grade Mode:** Normal (A–F,I,W) **Offering:** Fall **College Code:** SHP

NRSG 530 – Health Promotion/Disease Prevention

Credits: 3

Explores theories of health promotion and disease prevention at the advanced practice level with emphasis on patient education, epidemiology, health beliefs, and the seven laws of health. **Delivery:** Interactive online course **Grade Mode:** Normal (A–F,I,W) **Offering:** Fall **College Code:** SHP

NRSG 548 – Advanced Pathophysiology

Credits: 3

An in–depth study of select pathophysiology concepts which will enable nurses to critically evaluate therapeutic strategies for maintenance and achievement of restoration. Age–related and ethnic variations will be explored. **Delivery:** Interactive online course **Grade Mode:** Normal (A–F,I,W) **Offering:** Spring **College Code:** SHP

NRSG 555 – Advanced Health Assessment

Credits: 2

Develop advanced assessment skills necessary to teach the skills to others as they restore clients of various ethnic groups to health and identify risk factors for illness of particular cultural groups. **Delivery:** Interactive online course **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **Prerequisite(s):** NRSG 510, NRSG 517, NRSG 548, NRSG 638. **Offering:** Fall **College Code:** SHP

NRSG 580 – Nursing Theory and Application

Credits: 2

Examines theories and conceptual frameworks of nursing, ethics, leadership, models for providing care, and Restoration to the Image of God in regards to advanced practice of nursing. Explores feasibility, conceptual integrity, and congruence with personal values. **Delivery:** Interactive online course **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **Prerequisite(s):** NRSG 510, NRSG 517, NRSG 638. **Offering:** Fall **College Code:** SHP

NRSG 638 – Interpersonal Dynamics

Credits: 2

Provides graduate nursing students with advanced knowledge related to underlying interpersonal concepts, skills, and practical approaches specifically for relationship building, effective communication, facilitation of informed decision-making, conflict awareness and management, crisis intervention, constructive feedback, and delivery of potentially disturbing information; in academic, health care, and community-based settings. **Delivery:** Interactive online course **Grade Mode:** Normal (A–F,I,W) **Offering:** Fall **College Code:** SHP

NRSG 655 – Research Utilization

Credits: 3

Prepares the student to critically evaluate research studies and to design strategies for integrating or utilizing research to guide and develop an evidence based practice specific to their anticipated advanced practice role. **Delivery:** Interactive online course **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **Prerequisite(s):** NRSG 510, NRSG 517, NRSG 580, NRSG 638, NRSG 658, NRSG 660. **Offering:** Spring **College Code:** SHP

NRSG 658 – Learning Theory and Health Teaching

Credits: 2

Provides advanced practice nurses with evidence based knowledge regarding educational theories and their application in academic and clinical settings for successful instruction and teaching of clients, community, nursing students and other healthcare professionals. **Delivery:** Interactive online course **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** NRSG 510, NRSG 517, NRSG 638. **Offering:** Fall **College Code:** SHP

NRSG 660 – Curricular Development

Credits: 2

Provides students with knowledge related to analysis, development or design, and redesign or improvement, and evaluation of client, student, or professional nursing curricula. Instruction on principles and procedures for curricular development will be addressed. **Delivery:** Interactive online course **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** NRSG 510, NRSG 517, NRSG 638. **Offering:** Fall **College Code:** SHP

NRSG 665 – Nursing Education Outcomes

Credits: 3

Students are provided information on methods for assessing overall educational outcomes, such as the individual patient education, classroom instruction, and in providing continuing education units for professional nurses. **Delivery:** Interactive online course **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** NRSG 510, NRSG 517, NRSG 580, NRSG 638, NRSG 658, NRSG 660. **Offering:** Spring **College Code:** SHP

NRSG 668 – Roles in Nursing Education

Credits: 2

Explores the various teaching and faculty roles that impinge upon the nurse educator. An understanding of the requirements of scholarship activities such as clinical currency, academic productivity, and teaching expertise are examined. **Delivery:** Interactive online course **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** NRSG 510, NRSG 517, NRSG 580, NRSG 638, NRSG 658, NRSG 660. **Offering:** Spring **College Code:** SHP

NRSG 670 – Project Continuation

Credits: 0

Student may register for this title while clearing deferred grade (DG) and/or incomplete (I) courses with advisor approval only. Registration for this title indicates full-time status. \$ – Course or lab fee **Delivery:** Interactive online course **Grade Mode:** Noncredit (NC,W) **College Code:** SHP

NRSG 675 – Program Continuation

Credits: 0

Students may register for this non-credit continuation course to maintain active status. Please see active status for additional information. Registration does not indicate full-time status. \$ – Course or lab fee **Delivery:** Interactive online course **Grade Mode:** Noncredit (NC,W) **Repeatable:** Repeatable **College Code:** SHP

NRSG 680 – Teaching Practicum

Credits: 4

Provides the student with the opportunity to utilize knowledge gained in the nursing-education courses, in a nursing-focused educational experience of their choosing. A total of 300 clock hours are required. **Delivery:** Interactive online course **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **Prerequisite(s):** NRSG 510, NRSG 515, NRSG 517, NRSG 548, NRSG 555, NRSG 580, NRSG 638, NRSG 655, NRSG 658, NRSG 660, NRSG 665, NRSG 668. **Offering:** Fall **College Code:** SHP

NRSG 690 – Independent Study

Credits: 1–3

Delivery: Interactive online course **Grade Mode:** Satisfactory w/DG (S,U,I,W,DG) **Repeatable:** Repeatable **College Code:** SHP

NRSG 698 – Research Utilization Project

Credits: 2

Requires the student to use a recognized research utilization model to develop an evidence-based Nursing Education project. **Delivery:** Interactive online course **Grade Mode:** Satisfactory (S,U,I,W) **Prerequisite/Corequisite:** NRSG 655. **Offering:** Fall **College Code:** SHP

Public Health and Wellness

Marsh Hall, Room 301
269-471-3370
Fax: 269-471-3485
nutrition@andrews.edu
www.andrews.edu/shp/nutrition/

Fitness & Exercise Studies

Johnson Gym, Lower Level
269-471-3254
Fax: 269-471-3485
www.andrews.edu/shp/fitness

Faculty

Winston Craig, *Chair, Graduate Program Director*
Erica Baker
Magaly Hernandez, *Director of Internship Program in Nutrition and Dietetics (IP)*
Gretchen Krivak, *Director of Didactic Program in Nutrition and Dietetics (DP)*
Jasel McCoy, *Director of Fitness & Exercise Studies*
Emmanuel Rudatsikira
Peter Pribis
Alice Williams

Adjunct Professors of Public Health

Ralph Peterson MD, DrPH
Dr Z. Marcel-Charles
Joycelyn Peterson DrPH, RD, LD
Mark Ghamsary PhD
Fred Hardinge DrPH
Jiri Moskala PhD, ThD

Staff

Christian Lighthall, *Gymnics Coach*
Greggory Morrow, *Aquatics Program Director*

Mission

The mission of the Andrews University Department of Public Health and Wellness is to prepare dietetic, nutrition, wellness and fitness professionals for service in their church, society and the world, and to influence the community-at-large to affirm the Adventist lifestyle, including the vegetarian diet and the benefits of regular exercise and physical fitness.

Bachelors

Exercise Science BS

ACE CPT (Certified Personal Trainer) Certification is required (to pass) before a student can graduate with BS: Exercise Science. A minimum grade of C is required in all majors and cognate courses. A minimum cumulative GPA of 3.0 is required for junior acceptance.

Required Courses – 47

- FDNT 230 – Nutrition Credits: 3
- FTES 325 – Sports Nutrition Credits: 3
- FDNT 448 – Nutrition and Wellness Credits: 3
- FDNT 460 – Seminar Credits: 1-2
- FDNT 498 – Research Methods Credits: 2
- HLED 210 – Philosophy of Health Credits: 3
- HLED 380 – Natural Therapies Credits: 2 or NRSB 466 – Complementary Wellness and Restoration II
- HLED 445 – Consumer Health Credits: 2
- HLED 480 – Wellness Programs Credits: 3
- FTES214
- FTES 305 – Current Concepts and Applications in Physical Fitness Credits: 3
- FTES 355 – Methods of Fitness Instruction Credits: 3
- FTES 410 – Issues in Exercise Studies Credits: 2
- FTES 465 – Exercise Physiology Credits: 4
- two additional FTES activity courses (1 credit each) selected in consultation with your advisor
- FTES 475 – Kinesiology Credits: 3

- FTES 497 – Internship Credits: 2
- PSYC 210 – Introduction to Health Psychology Credits: 3

Required Cognates – 28

- BIOL 221 – Anatomy and Physiology I Credits: 4
- BIOL 222 – Anatomy and Physiology II Credits: 4
- BSAD 355 – Management and Organization Credits: 3
- MKTG 310 – Principles of Marketing Credits: 3
- PSYC 471 – Behavior Modification Credits: 3
- CHEM 110 – Introduction to Inorganic and Organic Chemistry Credits: 4
- BCHM 120 – Introduction to Biological Chemistry Credits: 4
- STAT 285 – Elementary Statistics Credits: 3

Total Credits: 75

Nutrition & Dietetics BS

The Didactic Program in Nutrition and Dietetics (DP) at Andrews University is currently accredited by the Accreditation Council for Education in Nutrition and Dietetics (ACEND) of the Academy of Nutrition and Dietetics, 120 S Riverside Plaza, Suite 2000, Chicago, IL 60606-6995, 312/899-5400.

Pre-professional program: BHS Wellness

Prospective dietetics students are accepted into the Wellness BHS (Non-Professional program). To transition into the professional program, students need to apply to the director of the Didactic Program in Nutrition and Dietetics (DP) in their sophomore year for acceptance into BS Dietetics. Successful completion of the prerequisite courses listed below with a minimum cumulative GPA of 3.0, and a minimum overall GPA of 2.5 in the science and FDNT courses, is required for entry into BS Dietetics. Upon acceptance into the professional program, the student's major will be changed to BS Dietetics.

Prerequisite Courses – 29

- BCHM 120 – Introduction to Biological Chemistry Credits: 4
- BIOL 221 – Anatomy and Physiology I Credits: 4
- BIOL 222 – Anatomy and Physiology II Credits: 4
- BIOL 260 – General Microbiology Credits: 4
- CHEM 110 – Introduction to Inorganic and Organic Chemistry Credits: 4
- FDNT 230 – Nutrition Credits: 3
- PSYC 101 – Introduction to Psychology Credits: 3
- SOCI 119 – Principles of Sociology Credits: 3

Professional Program: BS Dietetics

Cognate Requirements – 9

- BSAD 355 – Management and Organization Credits: 3
- BSAD 384 – Human Resource Management Credits: 3
- MKTG 310 – Principles of Marketing Credits: 3

DP Requirements – 36

- FDNT 118 – The Profession of Dietetics Credits: 1
- FDNT 124 – Food Science Credits: 3
- FDNT 310 – Nutrition in the Life Cycle Credits: 3
- FDNT 351 – Food Service Management I Credits: 3
- FDNT 352 – Food Service Management II Credits: 3
- FDNT 421 – Community Nutrition I Credits: 2
- FDNT 422 – Community Nutrition II Credits: 2
- FDNT 441 – Medical Nutrition Therapy I Credits: 3
- FDNT 451 – Medical Nutrition Therapy I Lab Credits: 1
- FDNT 442 – Medical Nutrition Therapy II Credits: 3
- FDNT 452 – Medical Nutrition Therapy II Lab Credits: 1
- FDNT 448 – Nutrition and Wellness Credits: 3
- FDNT 460 – Seminar Credits: 1-2

- FDNT 485 – Nutrition and Metabolism Credits: 3
- FDNT 490 – Dietetic Program Review Credits: 1
- FDNT 498 – Research Methods Credits: 2

Total Credits: 74

General Education Requirements – 43

See professional program requirements, see here, and note the following specific requirements:

Religion:

professional degree requirements

Language/Communication:

professional degree requirements

History:

professional degree requirements

Fine Arts/Humanities:

professional degree requirements

Life/Physical Sciences:

- BIOL 221 – Anatomy and Physiology I Credits: 4
- BIOL 222 – Anatomy and Physiology II Credits: 4
- BIOL 260 – General Microbiology Credits: 4
- CHEM 110 – Introduction to Inorganic and Organic Chemistry Credits: 4
- BCHM 120 – Introduction to Biological Chemistry Credits: 4

Mathematics:

professional degree requirements

Computer Literacy:

- INFS 120 – Foundations of Information Technology Credits: 3
- Or
- pass competency exam

Service:

- FDNT 421 – Community Nutrition I Credits: 2
- FDNT 422 – Community Nutrition II Credits: 2

Social Sciences:

- PSYC 101 – Introduction to Psychology Credits: 3
- SOCI 119 – Principles of Sociology Credits: 3

Fitness Education:

professional degree requirements

Preparation for the Registration Exam

Andrews University offers two programs to prepare the student for the registration examination given by the Commission on Dietetic Registration of the Academy of Nutrition and Dietetics (AND).

- The DPD program, which meets the academic requirements for registration eligibility.
- The Dietetic Internship, a post-baccalaureate program, designed to meet the supervised practice requirements for registration eligibility.

The Dietetic Internship at Andrews University is currently accredited by the Accreditation Council for Education in Nutrition and Dietetics (ACEND) of the Academy of Nutrition and Dietetics (AND), 120 S Riverside Plaza, Suite 2000, Chicago, IL 60606-6995, 312/899-5400.

The Didactic Program in Nutrition and Dietetics (DP)

Admission Requirements

Prospective dietetics students are accepted into the Wellness BHS (Non-Professional program). To transition into the professional program, students need to apply to the director of the Didactic Program in Nutrition and Dietetics (DP) in their sophomore year for acceptance into BS Dietetics by July 15 for the following fall semester. Successful completion of the prerequisite courses listed below with a minimum cumulative GPA of 3.0, and a minimum overall GPA of 2.5 in the science and FDNT courses, is required for entry into BS Dietetics. Upon acceptance into the professional program, the student's major will be changed to BS Dietetics.

Degree Requirements The DP has two phases:

Pre-Professional Program – BHS Wellness: Two years of introductory professional (e.g. Food Science and Nutrition), science prerequisites (such as Intro to Chemistry, Anatomy & Physiology, and Microbiology) and General Education courses which may be obtained at Andrews University or another accredited college or university, or equivalent institution for international students.

Professional Program – BS Nutrition and Dietetics: Two years of study in clinical dietetics, food-service management, and community nutrition obtained on the Andrews University campus. Students must complete requirements for the professional Bachelor of Science in Nutrition and Dietetics degree. Students who complete the DP requirements will be issued a DP verification statement.

No grade below a C– is accepted for prerequisite and cognate courses (or below a C for dietetic courses). Students planning graduate study in nutrition or medical dietetics are recommended to take the following chemistry courses: CHEM 131, CHEM 132; CHEM 231, CHEM 232, CHEM 241, CHEM 242; BCHM 421, BCHM 422,

At least 124 semester hours are recommended for graduation. For BS requirements other than those listed above, refer to the General Education requirements.

Graduation is dependent upon the completion of all curriculum requirements with the maintenance of at least a minimal overall GPA of 2.85 and a minimal GPA of 2.25 in all dietetic and science courses.

Graduates are provided with a Didactic Program in Nutrition and Dietetics Verification Statement, testifying to the fact that they have successfully completed the requirements for a BS degree in Nutrition and Dietetics. Students must successfully pass a comprehensive review exam in their senior year before they are eligible to receive a DP verification form. Dietetics graduates are eligible to apply for an accredited Internship Program in Nutrition and Dietetics.

Students are expected to complete a professional development portfolio during the DP program outlining their goals and accomplishments, including 200 hours of professional dietetic experience (125 hours for students transferring into Andrews University in the junior or senior year). A verification form for completion of the DP program will not be issued until the professional development portfolio has been satisfactorily completed by the student.

After completion of the BS course work for the DP, an eight month Dietetic Internship must be completed by a dietetic student for registration eligibility.

Internship Program

Students need to apply for the Internship Program in Nutrition and Dietetics. A minimum cumulative GPA of 3.0 and DP (Didactic program in Nutrition and Dietetics) GPA of 3.2 is recommended for admission into the program.

This supervised practice provides experiences in three main areas of dietetics—community nutrition, clinical nutrition, and food-service management. The Internship Program is available at several hospitals affiliated with Andrews University. Successful completion of this intensive eight-month supervised practice permits a student to write the national registration exam in dietetics. Students who successfully complete the internship will be issued an Internship Program verification statement.

Upon passing the registry exam, graduates receive formal recognition as Registered Dietitians (RD). This status is maintained by participating in continuing professional education activities approved by the AND. With advanced study or experience, the dietitian may qualify as a specialist in clinical dietetics, food service management, nutrition education, or research.

Total Credits: 74

Nutrition Science BS

The BS: Nutrition Science is recommended for pre-medical students wishing to have a nutrition and health promotion emphasis as they prepare for medical school. However, this BS does not prepare students for dietetics registration eligibility.

Required Courses

- BCHM 421 – Biochemistry I Credits: 4
- BIOL 165 – Foundations of Biology Credits: 5 or 4
- BIOL 166 – Foundations of Biology Credits: 5 or 4
- CHEM 131 – General Chemistry I Credits: 4
- CHEM 132 – General Chemistry II Credits: 4
- CHEM 231 – Organic Chemistry I Credits: 3
- CHEM 232 – Organic Chemistry II Credits: 3
- CHEM 241 – Organic Chemistry Laboratory I Credits: 1
- CHEM 242 – Organic Chemistry Laboratory II Credits: 1
- FDNT 230 – Nutrition Credits: 3
- FDNT 310 – Nutrition in the Life Cycle Credits: 3
- FDNT 448 – Nutrition and Wellness Credits: 3
- FDNT 460 – Seminar Credits: 1–2
- FDNT 485 – Nutrition and Metabolism Credits: 3
- FDNT 495 – Independent Study/Readings Credits: 1–3

6 credits chosen from

- FDNT 124 – Food Science Credits: 3
- FDNT 421 – Community Nutrition I Credits: 2
- FDNT 422 – Community Nutrition II Credits: 2
- FDNT 441 – Medical Nutrition Therapy I Credits: 3
- FDNT 469 – International Nutrition Credits: 2–3

And 8 elective credits

selected from chemistry, biology, nutrition, and physics in consultation with the program advisor.

Total Credits: 62

Wellness BHS

Required Courses – 13

- FDNT 230 – Nutrition Credits: 3
- FDNT 448 – Nutrition and Wellness Credits: 3
- FDNT 460 – Seminar Credits: 1–2
- HLED 120 – Fit for Life Credits: 1
- HLED 445 – Consumer Health Credits: 2
- FTES 205 – Fitness Conditioning Credits: 1

Required Cognates – Minimum of 12

Choose one of the following:

- BIOL 260 – General Microbiology Credits: 4
or
- MLSC 230 – Fundamentals of Clinical Microbiology Credits: 3
or
- SPPA 280 – Anatomy and Physiology of Speech and Hearing Credits: 4
or
- PHYS 141 – General Physics I Credits: 4 **AND** PHYS 142 – General Physics II

Choose one of the following:

- BIOL 221 – Anatomy and Physiology I Credits: 4
- BIOL 222 – Anatomy and Physiology II Credits: 4
or
- BIOL 165 – Foundations of Biology Credits: 5 or 4
- BIOL 166 – Foundations of Biology Credits: 5 or 4
or
- BIOL 165 – Foundations of Biology credits: 3
- BIOL 221 – Anatomy and Physiology I Credits: 3
or
- BIOL 100 – Human Biology Credits: 4
or

- BIOL 221 – Anatomy and Physiology I Credits:4 (SPLAD emphasis only)

Choose one of the following:

- CHEM 110 – Introduction to Inorganic and Organic Chemistry Credits: 4
- BCHM 120 – Introduction to Biological Chemistry Credits: 4
or
- CHEM 131 – General Chemistry I Credits: 4
- BCHM 120 – Introduction to Biological Chemistry Credits:4
or
- PHYS 225 – Sound and Waves Credits: 4 (SPLAD emphasis only)

Electives: – 5 to 12 (depending on emphasis selected)

In consultation with advisor. A student needs to maintain a cumulative GPA of 2.50 or greater in all credits used to meet the BHS degree requirements.

General Education Requirements for Nutrition, Fitness and Speech Pathology emphasis

See professional program requirements, see here, and note the following specific requirements:

Religion:

One religion course per academic year of attendance in a Seventh-day Adventist college or university.

Language/Communication:

- ENGL 115 – English Composition I Credits: 3
- ENGL 215 – English Composition II Credits: 3
- COMM 104 – Communication Skills Credits: 3

History:

professional degree requirements

- HIST 117 – Civilizations and Ideas I Credits: 3 or HIST 118 – Civilizations and Ideas II

Mathematics:

A basic statistics or research methods course

- MATH 145 – Reasoning with Functions Credits: 3 or STAT 285 – Elementary Statistics

Social Sciences:

Psychology

An introductory psychology course.

- PSYC 101 – Introduction to Psychology Credits: 3 or PSYC 301 – Human Development—Lifespan or similar PSYC course

Fitness Education:

recommend Andrews freshmen take HLED 120 and one additional course from personal fitness, outdoor skills or team activity. Non-Andrews students take two from the three categories above.

- HLED 120 – Fit for Life Credits: 1

Computer Literacy

- INFS 120 – Foundations of Information Technology Credits: 3

ACE Certification

The Department of Nutrition & Wellness offers the option for certification from the American Council on Exercise (ACE) in the following areas: Certified Personal Trainer, Group Fitness Instructor, Lifestyle & Weight Management Consultant, and Advanced Health & Fitness Specialist. The exams for these certifications will be held on-campus.

Emphasis – Choose one of the following:

Speech Pathology – 29

- SPPA 234 – Introduction to Speech–Language Pathology and Audiology Credits: 3
- SPPA 270 – Preclinical Observation Credits: 1
- SPPA 280 – Anatomy and Physiology of Speech and Hearing Credits: 4
- SPPA 285 – Applied Phonetics Credits: 3
- SPPA 310 – Speech Science Credits: 3
- SPPA 321 – Normal Language Development Credits: 3
- SPPA 322 – Child Language Disorders Credits: 3
- SPPA 331 – Basic Audiology Credits: 3
- SPPA 332 – Audiological Procedures Credits: 3 or SPPA 425 – Clinical Principles and Practices
- SPPA 374 – Articulation and Phonology: Development and Disorders Credits: 3

Fitness – 23

- FTES 210 – Personal Fitness Plan Credits: 1
- FTES 214 – Men's Weight Training and Conditioning Credits: 1 could be replaced by: FTES 214–002 – Women's Strength Training and Toning
- FTES 305 – Current Concepts and Applications in Physical Fitness Credits: 3
- FTES 355 – Methods of Fitness Instruction Credits: 2
- FTES 410 – Issues in Exercise Studies Credits: 2
- FTES 465 – Exercise Physiology Credits: 4
- FTES 495 – Independent Study/Reading/Research/Project Credits: 1–4
- FTES 475 – Kinesiology Credits: 3
- HLED 380 – Natural Therapies Credits: 2 or , NRS 366 – Complementary Wellness and Restoration I , NRS 466 – Complementary Wellness and Restoration II
- HLED 480 – Wellness Programs Credits: 3

Nutrition – 30

- FDNT 118 – The Profession of Dietetics Credits: 1
- FDNT 124 – Food Science Credits: 3
- FDNT 310 – Nutrition in the Life Cycle Credits: 3
- FDNT 351 – Food Service Management I Credits: 3
- FDNT 352 – Food Service Management II Credits: 3
- FDNT 421 – Community Nutrition I Credits: 2
- FDNT 422 – Community Nutrition II Credits: 2
- FDNT 476 – Nutrition and Aging Credits: 2
- FDNT 498 – Research Methods Credits: 2
- BSAD 355 – Management and Organization Credits: 3
- BSAD 384 – Human Resource Management Credits: 3
- MKTG 310 – Principles of Marketing Credits: 3

Total Credits for BHS Wellness – Nutrition Emphasis: 60

Total Credits for Fitness Emphasis: 60

Total Credits for Speech Pathology and Audiology Emphasis: 60

Undergraduate Minors

Fitness Education Minor

This minor is not approved for Michigan elementary or secondary teaching certification.

If student seeks to take an ACE National Fitness Certification Exam, it is recommended they also take FTES 465 prior to the exam.

Fitness and Exercise Courses

Each class includes both the fitness component as well as skills instruction. The goals of the fitness & exercise courses are:

1. To aid individuals in the development of Christlike attitudes and conduct in recreational activities, and to promote learning opportunities for cooperative teamwork.
2. To promote the development of physical fitness and physical skills that will continue throughout life and enhance the quality of one's life.
3. To provide a variety of physical activities designed to meet the needs and desires of a diverse student population.

Required Courses

- BIOL 221 – Anatomy and Physiology I Credits: 4
- BIOL 222 – Anatomy and Physiology II Credits: 4
- FTES 205 – Fitness Conditioning Credits: 1
- FTES 214 – Men's Weight Training and Conditioning Credits: 1
- FTES 214–002 – Women's Strength Training and Toning Credits: 1
- FTES 305 – Current Concepts and Applications in Physical Fitness Credits: 3
- FTES 355 – Methods of Fitness Instruction Credits: 3
- FDNT 230 – Nutrition Credits: 3

ACE Certification

Students taking the Minor in Fitness Education have the option of sitting for the Personal Trainer or Group Fitness Instructor Certification that is offered through the American Council on Exercise (ACE). The tests will be offered on-campus.

Total Credits: 20

Health Minor

Required Courses

- FDNT 230 – Nutrition Credits: 3
- FDNT 240 – Nutrition Laboratory Credits: 1
- HLED 120 – Fit for Life Credits: 1
- HLED 210 – Philosophy of Health Credits: 3
- HLED 445 – Consumer Health Credits: 2
- FTES 214 – Men's Weight Training and Conditioning Credits: 1 **OR** FTES 214–002 – Women's Strength Training and Toning Credits: 1
- Plus 9 credits selected from HLED, FDNT, FTES **OR** other health-related courses approved by the program director.

Total Credits: 20

Nutrition and Wellness Minor

Required courses

Must include

- FDNT 124 – Food Science Credits: 3
- FDNT 230 – Nutrition Credits: 3
- FDNT 310 – Nutrition in the Life Cycle Credits: 3
- FDNT 448 – Nutrition and Wellness Credits: 3
- FDNT 460 – Seminar Credits: 1–2
- HLED 120 – Fit for Life Credits: 1
- plus 6 credits selected from the Department of Nutrition and Wellness approved by the director of the Dietetics program.

Total Credits: 20

Masters

Nutrition and Wellness MPH

Delivery: This program is offered in an interactive online format (see School of Distance Education Definitions). The interactive online degree does not require any on-campus time.

Degree Requirements

In addition to the Graduate Academic Requirements for graduate degrees the following departmental requirements should be noted:

- A minimum of 42 semester credits
- Public Health Core – 18 Credits
- Research – 4 Credits
- Concentration – 12 Credits
- Practicum – 8 Credits
- Research – 4 Credits
- Culminating Activity

Public Health Core 18 Credits

- PBHL 511 – Biostatistics Credits: 3
- PBHL 521 – Principles of Epidemiology Credits: 3
- PBHL 525 – Principles of Environmental Health Credits: 3
- PBHL 531 – Principles of Health Behavior Credits: 3
- PBHL 535 – Principles of Health Administration Credits: 3
- PBHL 575 – Integrated Public Health Capstone Credits: 3

Research 4 Credits

- FDNT 560 – Health Research Methods Credits: 2
- FDNT 680 – Research Seminar Credits: 1 + 1
- Student must register for FDNT 680 for two semesters, with a minimum of one credit each semester.

Concentration 12 Credits

- FDNT 545 – Nutrition and Wellness Programs Credits: 3
- FDNT 565 – Current Issues in Nutrition and Wellness Credits: 3
- FDNT 520 – Vegetarian Nutrition and Disease Prevention Credits: 3
- FTES 510 – Fitness and Health Promotion Credits: 3

Practicum 8 Credits

Select one track to fulfill practicum requirement.

Track 1

- PBHL 580 – Field Practicum Credits: 4
- FDNT 698 – Research Project Credits: 4

Track 2

- FDNT 594 – Dietetic Internship Credits: 4 + 4
Student must take this course for two semesters

Culminating Activity

Student is required to demonstrate ability to integrate specific areas of public health: Administration, Epidemiology, Statistics, Environmental Health, Health Behavior and Nutrition during culminating activity experiences.

Culminating activity includes: A written comprehensive exam, field experience/research project/dietetic internship after completion of all courses, professional portfolio, and an exit interview with the department chairman at conclusion of program.

Admission Requirements

To be eligible for admission to the MPH program, you must have completed a bachelor's degree or equivalent with a grade point average (GPA) of 3.0 or better (on a 4.0 scale). A limited number of students whose background and experience show potential for success but whose GPAs are less than 3.0 will be admitted on a provisional basis.

Prerequisites

- College-level writing course

- Physiology course
- Two nutrition courses
- Chemistry course

Total Credits: 42

Nutrition

FDNT 118 – The Profession of Dietetics

Credits: 1

A discussion of the dietetics profession and the role of the dietitian within the health-care team. Ethical concerns in the practice of dietetics. **Grade Mode:** Normal (A–F,I,W) **Offering:** Spring **College Code:** SHP

FDNT 124 – Food Science

Credits: 3

Chemical and physical properties of foods that affect food handling, preparation, and preservation. Lab procedures apply the principles studied to the preparation of foods. Weekly: 2 lectures and a 3-hour lab \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **Offering:** Fall **College Code:** SHP

FDNT 230 – Nutrition

Credits: 3

A study of the basic principles of nutrition science, the biochemical functions of various nutrients, the changes in physiological needs with age, and the relationship between nutrition and health. Students needing life science general education credit must also register for the lab, FDNT240. Weekly: 3 lectures \$ – Course or lab fee **Delivery:** Interactive online option available **Grade Mode:** Normal (A–F,I,W) **Offering:** Fall, Spring **College Code:** SHP

FDNT 230V – Nutrition

Credits: 3

A study of the basic principles of nutrition science, the biochemical functions of various nutrients, the changes in physiological needs with age, and the relationship between nutrition and health. Students needing life science general education credit must also register for the lab, FDNT240. **Delivery:** Self-paced online course **Grade Mode:** Griggs corresp (A–F,I,W,DG,DN) **College Code:** SHP

FDNT 240 – Nutrition Laboratory

Credits: 1

Discovering principles of nutrition science in the laboratory. Weekly: 3-hour lab. Lab required for those students needing life science general education credit. \$ – Course or lab fee **Delivery:** Self-paced online option available **Grade Mode:** Normal (A–F,I,W) **Offering:** Fall, Spring **College Code:** SHP

FDNT 310 – Nutrition in the Life Cycle

Credits: 3

Study of the nutritional needs of the healthy person throughout the life cycle. The influence of socioeconomic, cultural, and psychological factors on food and nutritional behavior. **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** FDNT 230. **Offering:** Fall **College Code:** SHP

FDNT 351 – Food Service Management I

Credits: 3

Introduction to the systems approach and application of the functions of management to foodservice systems. Principles of menu development, food production, service, delivery, procurement, sanitation, safety, and equipment selection in food service organizations. Weekly: 2-hour lecture and 3 to 4 hour practicum \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **Corequisite(s):** FDNT 124, BIOL 260 **Prerequisite(s):** MATH 145 or equivalent, and a passing grade of 85% on a departmental math skills test. **Offering:** Fall, alternate years **College Code:** SHP

FDNT 352 – Food Service Management II

Credits: 3

Application of management functions and principles to foodservice organizations. Specific attention to marketing processes, CQI, and integration of foodservice subsystems. Includes the management of human, material, spatial, and financial resources in environmentally responsible ways. Weekly: 2-hour lecture and up to 4-hour lab \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** FDNT 351; BSAD 355. **Offering:** Spring, alternate years **College Code:** SHP

FDNT 415 – Professional Experience

Credits: 1–4

A supervised lab experience introducing the student to the role of a professional in the workplace. **Grade Mode:** Satisfactory w/DG (S,U,I,W,DG) **Repeatable:** Repeatable up to 8 credits **Offering:** Fall, Spring **College Code:** SHP

FDNT 421 – Community Nutrition I

Credits: 2

Principles for presenting nutrition information to individuals and groups. Community assessment and planning a community nutrition program. Weekly: 1–hour lecture and a 3–hour lab \$ – Course or lab fee Swing course—Approved 400–499 courses qualify for graduate–level credit for graduate students **Course Attribute:** Service course **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** FDNT 310. Fall—Offered alternate years **College Code:** SHP

FDNT 422 – Community Nutrition II

Credits: 2

Analysis of local and national nutrition programs and services. Impact of nutrition policies on community health. Implementing and evaluating a community nutrition program. Weekly: 1–hour lecture and a 3–hour lab \$ – Course or lab fee Swing course—Approved 400–499 courses qualify for graduate–level credit for graduate students **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** FDNT 421. **Offering:** Spring, alternate years **College Code:** SHP

FDNT 440 – Topics in

Credits: 1–3

Selected topics in nutrition. **Grade Mode:** Normal (A–F,I,W) **Repeatable:** Repeatable with different topics **College Code:** SHP

FDNT 441 – Medical Nutrition Therapy I

Credits: 3

Introduction to medical nutrition therapy. Medical terminology for healthcare professionals. Assessment of nutritional status by various methods. Development of nutritional care plans. Theory and techniques of counseling in various settings. Swing course—Approved 400–499 courses qualify for graduate–level credit for graduate students **Grade Mode:** Normal (A–F,I,W) **Corequisite(s):** Prerequisites: FDNT 310, FDNT 485. **Offering:** Fall **College Code:** SHP

FDNT 442 – Medical Nutrition Therapy II

Credits: 3

Implement medical nutrition therapy through the assessment of nutritional status and development of care plans for a variety of clinical conditions, such as chronic diseases, oncology, nutrition support, and renal disease. Swing course—Approved 400–499 courses qualify for graduate–level credit for graduate students **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** FDNT 441. **Offering:** Spring **College Code:** SHP

FDNT 448 – Nutrition and Wellness

Credits: 3

The dietary factors associated with the major chronic diseases of Western society. The use of plant–based diets in health promotion and disease prevention. Discussion of herbal therapies. Swing course—Approved 400–499 courses qualify for graduate–level credit for graduate students **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** FDNT 230. **Offering:** Fall **College Code:** SHP

FDNT 451 – Medical Nutrition Therapy I Lab

Credits: 1

Review of care plans and case studies \$ – Course or lab fee Swing course—Approved 400–499 courses qualify for graduate–level credit for graduate students **Grade Mode:** Normal (A–F,I,W) **Corequisite(s):** FDNT 441 **Offering:** Fall **College Code:** SHP

FDNT 452 – Medical Nutrition Therapy II Lab

Credits: 1

Analysis of care plans and case studies \$ – Course or lab fee Swing course—Approved 400–499 courses qualify for graduate–level credit for graduate students **Grade Mode:** Normal (A–F,I,W) **Corequisite(s):** FDNT 442 **Offering:** Spring **College Code:** SHP

FDNT 460 – Seminar

Credits: 1–2

Review of contemporary issues and/or current literature in nutrition. **Grade Mode:** Normal (A–F,I,W) **Repeatable:** Repeatable up to 3 credits **Offering:** Spring **College Code:** SHP

FDNT 469 – International Nutrition

Credits: 2–3

A study of world food production, supply, storage, and marketing. Causes and symptoms of nutritional deficiencies in the developing world. Diseases of the affluent. Effects of nutritional deprivation on health and productivity. Effects of social and cultural factors in nutrition. Swing course—Approved 400–499 courses qualify for graduate–level credit for graduate students **Grade Mode:** Normal (A–F,I,W) **Offering:** Fall **College Code:** SHP

FDNT 476 – Nutrition and Aging

Credits: 2

Physiological changes in aging. Food–selection patterns, nutritional needs, nutritional disorders, and chronic diseases. Swing course—Approved 400–499 courses qualify for graduate–level credit for graduate students **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** FDNT 230. **Repeatable:** Repeatable **Offering:** Fall **College Code:** SHP

FDNT 478 – Study Tour:

Credits: 0

Travel to destinations relevant to individual programs of study. Classes will be selected from department(s) offerings. Fee may be required. \$ – Course or lab fee Swing course—Approved 400–499 courses qualify for graduate–level credit for graduate students **Grade Mode:** Normal (A–F,I,W) **Repeatable:** Repeatable up to 4 credits **College Code:** SHP

FDNT 485 – Nutrition and Metabolism

Credits: 3

Study of the nutrients and their functions within the living cell and the complex organism. Discussion of the major metabolic pathways. Swing course—Approved 400–499 courses qualify for graduate–level credit for graduate students **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** BCHM 120, FDNT 230. **Offering:** Spring **College Code:** SHP

FDNT 490 – Dietetic Program Review

Credits: 1

A comprehensive review of the major elements of the undergraduate dietetics program (DPD). The senior comprehensive exam will be given at the end of the semester. **Grade Mode:** Satisfactory w/DG (S,U,I,W,DG) **College Code:** SHP

FDNT 495 – Independent Study/Readings

Credits: 1–3

Grade Mode: Normal w S/DG (A–F,I,S,U,DG,W) **Repeatable:** Repeatable up to 4 credits in independent study and 4 credits in readings on nutrition and dietetics **Special Approval:** Instructor permission required. **College Code:** SHP

FDNT 497 – Internship

Credits: 2

Supervised field experience in an approved health institution or health promotion program for a total of 200 hours. Application of knowledge and competencies learned in the health program. **Grade Mode:** Satisfactory w/DG (S,U,I,W,DG) **College Code:** SHP

FDNT 498 – Research Methods

Credits: 2

A study of research methodology, survey methods, and applied statistics as they relate to dietetics. Swing course—Approved 400–499 courses qualify for graduate–level credit for graduate students **Grade Mode:** Normal (A–F,I,W) **Offering:** Fall **College Code:** SHP

FDNT 520 – Vegetarian Nutrition and Disease Prevention

Credits: 3

The role of plant–based diets and exercise in health promotion and prevention of major chronic diseases of affluent societies. The impact of complementary nutrition on personal health. **Delivery:** Interactive online course **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **College Code:** SHP

FDNT 540 – Maternal and Child Nutrition

Credits: 2

Role of nutrition in human growth and development, with emphasis on prenatal period, infancy, childhood, and adolescence. **Grade Mode:** Normal (A–F,I,W) **College Code:** SHP

FDNT 545 – Nutrition and Wellness Programs

Credits: 2–4

Development of nutrition and wellness programs for community groups emphasizing health promotion. Includes participation in community assessment, program planning, implementation, and evaluation of a program. \$ – Course or lab fee **Delivery:** Interactive online course **Grade Mode:** Normal (A–F,I,W)

Prerequisite(s): FDNT 448. **Repeatable:** Repeatable up to 4 credits **College Code:** SHP

FDNT 555 – Advanced Human Nutrition I

Credits: 3

Functions and nutritional metabolism of simple and complex carbohydrates, lipids, amino acids, and proteins. Public health applications. **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** A course in biochemistry. **Offering:** Fall **College Code:** SHP

FDNT 556 – Advanced Human Nutrition II

Credits: 3

Functions and nutritional metabolism and interactions of fat–soluble and water–soluble vitamins, minerals, and trace minerals. Public health applications. **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** A course in biochemistry. **Repeatable:** Repeatable **Offering:** Spring **College Code:** SHP

FDNT 560 – Health Research Methods

Credits: 2

The study of research methodology, statistical analysis, and the evaluation of research papers. **Delivery:** Interactive online course **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **College Code:** SHP

FDNT 565 – Current Issues in Nutrition and Wellness

Credits: 3

Discussion of current issues in nutrition, food safety, public health, and wellness. **Delivery:** Interactive online course **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** FDNT 230. **Offering:** Spring **College Code:** SHP

FDNT 570 – Maternal and Child Health

Credits: 3

Preventive health care and conditions necessary for mother and child well–being in developing countries. Community–based interventions for child survival. Management of maternal and child health programs. **Grade Mode:** Normal (A–F,I,W) **College Code:** SHP

FDNT 585 – Topics in _____

Credits: 1–4

Selected topics in the areas of nutrition and wellness. **Grade Mode:** Normal (A–F,I,W) **Repeatable:** Repeatable up to 6 credits **College Code:** SHP

FDNT 586 – Professional Experience

Credits: 1–4

Opportunities for unique supervised practical experiences in various organizations to introduce the student to the role of a professional. A maximum of 4 credits per semester can be taken. **Grade Mode:** Satisfactory w/DG (S,U,I,W,DG) **Repeatable:** Repeatable up to 8 credits **College Code:** SHP

FDNT 594 – Dietetic Internship

Credits: 0,4

The internship is equivalent to a full–time load. It involves 3540 hours per week of supervised practice. Open only to students seeking registration eligibility with the Commission on Dietetic Registration of the Academy of Nutrition and Dietetics. \$ – Course or lab fee **Grade Mode:** Satisfactory w/DG (S,U,I,W,DG) **Repeatable:** Repeatable up to 8 credits **Offering:** Fall, Spring **College Code:** SHP

FDNT 600 – Research Design

Credits: 1

Criteria for the organization, analysis, and reporting of research in nutrition. Preparation of a proposal for a master's thesis or project. **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** FDNT 498 or equivalent. **Repeatable:** Repeatable **Offering:** Spring **College Code:** SHP

FDNT 648 – Workshop

Credits: 1–4

Grade Mode: Satisfactory w/DG (S,U,I,W,DG) **Repeatable:** Repeatable **College Code:** SHP

FDNT 650 – Project Continuation

Credits: 0

Student may register for this title while clearing deferred grade (DG) and/or incomplete (I) courses with advisor approval only. Registration for this title indicates full–time status. \$ – Course or lab fee **Grade Mode:** Noncredit (NC,W) **Repeatable:** Repeatable **College Code:** SHP

FDNT 655 – Program Continuation

Credits: 0

Students may register for this non–credit continuation course to maintain active status. For additional information on active status, please see Admission Status Categories in the School of Graduate Studies and Research Section of the bulletin. Registration does not indicate full–time status. \$ – Course or lab fee **Grade Mode:** Noncredit (NC,W) **Repeatable:** Repeatable **College Code:** SHP

FDNT 660 – Thesis Continuation

Credits: 0

Student may register for this title while clearing deferred grade (DG) and/or incomplete (I) courses with advisor approval only. Registration for this title indicates full–time status. \$ – Course or lab fee **Grade Mode:** Noncredit (NC,W) **Repeatable:** Repeatable **College Code:** SHP

FDNT 665 – Preparation for Comprehensive Exams

Credits: 0

Advisor approval required. Registration for this title indicates full–time status. \$ – Course or lab fee **Grade Mode:** Noncredit (NC,W) **Repeatable:** Repeatable **College Code:** SHP

FDNT 670 – Comprehensive Exam

Credits: 0

Grade Mode: Satisfactory w/DG (S,U,I,W,DG) **Repeatable:** Repeatable **College Code:** SHP

FDNT 680 – Research Seminar

Credits: 1–4

Individual reports and discussion of recent research data. **Delivery:** Interactive online course **Grade Mode:** Normal w S/DG (A–F,I,S,U,DG,W) **Prerequisite(s):** Consent of instructor required. **Repeatable:** Repeatable up to 4 credits **College Code:** SHP

FDNT 690 – Independent Study

Credits: 1–6

Individual study and/or research. Consent of instructor required. **Grade Mode:** Normal w S/DG (A–F,I,S,U,DG,W) **Repeatable:** Repeatable up to 6 credits **College Code:** SHP

FDNT 698 – Research Project

Credits: 3

Provides students with guidelines and supervision for data collection, analysis, project preparation and oral presentation. **Delivery:** Interactive online course **Grade Mode:** Satisfactory w/DG (S,U,I,W,DG) **Repeatable:** Repeatable **College Code:** SHP

FDNT 699 – Master's Thesis

Credits: 3–6

Grade Mode: Satisfactory w/DG (S,U,I,W,DG) **Repeatable:** Repeatable up to 6 credits **College Code:** SHP

Fitness & Exercise Studies

FTES 106 – Beginning Basketball

Credits: 1

Instruction in the fundamental skills of shooting, passing, ball–handling, man–to–man defensive play, basic rules, offensive strategy, basic rules and team play. \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **College Code:** SHP

FTES 107 – Beginning Volleyball

Credits: 1

Instruction in the basic skills of serving, setting, passing and spiking, and the basic instruction on rules, and 2–, 3–, 4–, and 6–person team play. \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **College Code:** SHP

FTES 109 – Beginning Softball

Credits: 1

Instruction in the fundamental skills of throwing, catching, base running, batting and fielding of ground and fly balls. Position play, game situation drills, scrimmages and rules are covered. Student must supply own glove. \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **College Code:** SHP

FTES 114 – Soccer

Credits: 1

Learning the fundamental skills of ball control, passing, blocking and shooting goals. Indoor or outdoor games depending upon the season and weather. \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **College Code:** SHP

FTES 115 – Disc Sports

Credits: 1

Development of basic skills for "Disc Sports" like disc golf and ultimate frisbee. Students will learn the basic strokes, rules and techniques to allow them to be proficient in these lifetime activities. \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **College Code:** SHP

FTES 116 – Weight Control

Credits: 1

Study of the factors involved in weight loss and health improvement using a combination of concepts and applications in physical fitness, healthy nutrition and self-control. Cardiovascular, strength and flexibility exercises will be introduced and practiced throughout this course. \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **College Code:** SHP

FTES 118 – Badminton

Credits: 1

Analysis and practice of basic strokes, singles and doubles play, strategy and rule interpretations. \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **College Code:** SHP

FTES 119 – Tennis

Credits: 1

Instruction in the fundamental skills of ground strokes, serving, volleying, team play, basic strategy and rules. Students must supply their own racquet and balls. \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **Offering:** Spring **College Code:** SHP

FTES 120 – Scuba

Credits: 1

An entry-level course in scuba diving. Includes instruction in the buddy system, dive planning, donning and removing equipment in the water, alternate air sources, buddy breathing, entries, communication and navigation. Swimming pretest required. Students will earn scuba license upon completion. Additional fees apply. \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **Offering:** Spring **College Code:** SHP

FTES 124 – Backpacking

Credits: 1

Students will gain knowledge of outdoor elements like one match and friction fires, orienteering, lightweight backpacking, and many other necessary skills. The class also uses and applies the current leave no trace principles and how they affect everyday life. The class culminates with a four-day backpacking trip that occurs over a long weekend where the skills and adventure of living outdoors are put into practice. The student will be responsible for providing their own backpack. The department will supply all necessary additional gear. \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **College Code:** SHP

FTES 125 – Canoeing

Credits: 1

Emphasis on precise canoe handling through paddle control. Based on traditional strokes. Practice conducted on local lakes and rivers. One all-day canoe trip or two half-day canoe trips are required. \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **Offering:** Fall **College Code:** SHP

FTES 126 – Cycling

Credits: 1

A study of the various types of cycling, cycling techniques and the proper maintenance of a bicycle. \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **College Code:** SHP

FTES 127 – Rock Climbing

Credits: 1

A safe introductory course that includes learning climbing skills, essential climbing knots, proper equipment and safety, and self-rescue. \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **College Code:** SHP

FTES 128 – Golf

Credits: 1

Study of the basic techniques of the golf swing. An introduction to the game, rules and etiquette of golf. Students must supply their own equipment. \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **Offering:** Spring **College Code:** SHP

FTES 129 – Beginning Racquetball

Credits: 1

Introduction to basic strokes, singles and doubles play, strategy and rule interpretations. Students must supply their own racquet, balls and eye-guards. \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **College Code:** SHP

FTES 130 – Special Activities

Credits: 1

Special areas beyond normally offered courses: Cardinal Athletics, personalized fitness activities, horseback riding. Consult the current class schedule for activities offered each year. \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **Repeatable:** Repeatable with different topics **College Code:** SHP

FTES 131 – Pilates

Credits: 1

The student will learn the Pilates fundamentals and essential mat work exercises, then work towards mastery of these basic skills. Pilates exercises help to strengthen core muscles and increase flexibility, endurance, posture and body awareness. \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **College Code:** SHP

FTES 132 – Cardio Kick

Credits: 1

The student will participate in a high-intensity, cardio workout utilizing kickboxing techniques and aerobic movements. In addition, the student will learn abdominal exercises and whole body strengthening exercises. \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **College Code:** SHP

FTES 135 – Self-Defense

Credits: 1

The purpose of this class is to provide the student with the appropriate level of knowledge and skills in self-defense. As a result of the class the student will improve his/her general physical fitness and skill performance. Principles, techniques and safe practices of self-defense will be taught. \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **College Code:** SHP

FTES 140 – Aqua Aerobics

Credits: 1

This course is designed to use water resistance and rhythmic movements for both low and non-weight bearing improvements in cardiovascular fitness, muscle strength and endurance as well as flexibility. \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **College Code:** SHP

FTES 144 – Floor Hockey

Credits: 1

Introduction to the game, including team composition, rules and fundamental skills. \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **College Code:** SHP

FTES 150 – Swimming

Credits: 1

Designed for multilevel instruction. Three basic levels are incorporated into the class based on a swimming pretest: beginners, intermediate and advanced. No swimming ability necessary. \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **College Code:** SHP

FTES 174 – Cross-Country Skiing

Credits: 1

Instruction in cross-country skiing technique, conditioning, equipment and winter safety. \$ – Course or lab fee **Grade Mode:** Satisfactory (S,U,I,W) **College Code:** SHP

FTES 205 – Fitness Conditioning

Credits: 1

This class is designed to inspire a lifelong fitness program using dynamic movements and natural body resistance. Will explore ways to gain maximum results using the minimal equipment, such as the new suspension system 'TRX.' All workouts will target the anaerobic zone while strength training. \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **College Code:** SHP

FTES 206 – Intermediate Basketball

Credits: 1

Analysis of and drills in fundamental skills, offensive and defensive strategies. Emphasis is given to team play. \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **College Code:** SHP

FTES 207 – Intermediate Volleyball

Credits: 1

Instruction in advanced team play, offensive and defensive strategies. Game scrimmages will help to perfect fundamental skills. \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **College Code:** SHP

FTES 210 – Personal Fitness Plan

Credits: 1

A study of basic–fitness concepts and principles in conjunction with a personalized exercise program for physical fitness. Weekly independent workouts are required. \$ – Course or lab fee **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **College Code:** SHP

FTES 214 – Men's Weight Training and Conditioning

Credits: 1

A study of the basic principles in strength training and conditioning for men and women as well as the application of different methods of muscular strength and endurance training. \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **College Code:** SHP

FTES 214–002 – Women's Strength Training and Toning

Credits: 1

A study of the basic principles in strength training and conditioning for men and women as well as the application of different methods of muscular strength and endurance training. \$ – Course or lab fee **College Code:** SHP

FTES 240 – Gymnics

Credits: 0 or 1

The student will be a part of a demonstration acrobatic team that will perform for various audiences both spiritual and secular in nature. Students will learn to perform various acrobatics, increase their physical fitness level and learn teamwork. Students will develop tolerance both for others and for themselves as they become a part of the team and will have an opportunity to share what God has done and what He is ready to do again in their lives. Class meets four nights a week for 2 hours throughout the fall and spring semesters of the school year. Registration for this class is contingent upon being selected for the team following tryouts. All students on the team must register each semester. Course can be taken for credit one semester per academic year. \$ – Course or lab fee **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **Repeatable:** Repeatable **College Code:** SHP

FTES 266 – Officiating

Credits: 1

Practical field experience in officiating. Rules, officiating mechanics and signals, learned and practiced. MHSAA certification available. Certified officials have opportunities to earn up to \$50.00 a game for officiating elementary school, middle school and high school athletic contests. **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** Previous knowledge of the game and/or experience playing the game. **College Code:** SHP

FTES 275 – Outdoor Trips–N–Treks:

Credits: 1

One– to two–week trips beyond the normally offered activity courses: Biking, Backpacking, Skiing. Consult the current class schedule for activities offered each year. Normally involves out–of–state destinations when school is not in regular session. \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **Repeatable:** Repeatable with different topics **Special Approval:** Instructor permission required. **College Code:** SHP

FTES 278 – Study Tour:

Credits: 0

Travel to destinations relevant to individual programs of study. Classes will be selected from department(s) offerings. Fee may be required. \$ – Course or lab fee **Grade Mode:** Noncredit (NC,W) **Repeatable:** Repeatable **College Code:** SHP

FTES 300 – Lifeguarding

Credits: 1

Instruction in accident prevention, aquatic facility supervision, and water–rescue techniques. Successful completion results in American Red Cross Lifeguard Training certification. Current first aid and CPR certification included. \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** Ability to swim 500 yards in 10 minutes or less. **College Code:** SHP

FTES 305 – Current Concepts and Applications in Physical Fitness

Credits: 3

A foundational course surveying the current trends and practices in the area of physical fitness. Understanding and critically analyzing the concepts, principles, and guidelines for fitness exercise and related activities. \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **Offering:** Fall **College Code:** SHP

FTES 325 – Sports Nutrition

Credits: 3

A study of the association between nutrition and exercise performance. Metabolism of carbohydrates, fats, proteins, vitamins, minerals and water and their effect on training. Nutrition assessment of athletes and how to measure body composition. Sport specific nutrition recommendations and the use of ergogenic aids. **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** FDNT 230 **College Code:** SHP

FTES 330 – Outdoor Adventure

Credits: 1

Instruction in camping and outdoor techniques, open fire cooking, orienteering, backpacking, wilderness first aid and edible wild plants. Department supplies all necessary equipment except backpack. One weekend trip required where students will day hike and live outdoors. \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **College Code:** SHP

FTES 350 – Water Safety Instructor

Credits: 0 or 1

Instruction in techniques for teaching American Red Cross swimming courses. Current CPR certification required. Swimming pretest required. **Grade Mode:** Normal (A–F,I,W) **College Code:** SHP

FTES 355 – Methods of Fitness Instruction

Credits: 3

A course providing knowledge and practical application for instructing safe and effective exercise programming for apparently healthy individuals. Teaching and evaluating of a variety of individual and group exercise sessions including several different types of physical activities. \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** FTES 305. **Offering:** Spring **College Code:** SHP

FTES 389 – WSI Internship

Credits: 1

Students who have a current American Red Cross Water Safety Instructor's Certification or equivalent can take advantage of this opportunity. Participants will teach and organize a class of students for the Learn–To–Swim program. Teachers will be expected to provide lesson plans and teach all the required lessons. **Grade Mode:** Satisfactory w/DG (S,U,I,W,DG) **College Code:** SHP

FTES 410 – Issues in Exercise Studies

Credits: 2

Addresses a variety of current issues within exercise science in the 21st century related to special populations, weight management, nutrition, appropriate methods and safety. **Grade Mode:** Normal (A–F,I,W) **Repeatable:** Repeatable **College Code:** SHP

FTES 465 – Exercise Physiology

Credits: 4

Study of the body's physiological response to exercise. Weekly: 3 lectures and a 3–hour lab \$ – Course or lab fee Swing course—Approved 400–499 courses qualify for graduate–level credit for graduate students **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** BIOL 221, BIOL 222 or equivalent. Must be a junior or senior to register for this course. **Offering:** Spring **College Code:** SHP

FTES 475 – Kinesiology

Credits: 3

An understanding of how the structure of the humans body determines its function, how movement is produced, and how exercise can maintain, rehabilitate, and improve body structure. **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** BIOL 221, BIOL 222 **College Code:** SHP

FTES 495 – Independent Study/Reading/Research/Project

Credits: 1–4

Independent Study: Directed study in an area of interest resulting in a formal term paper. Independent Readings: Weekly meetings with the instructor for individual assignments and reports. Independent Research: Design and execution of an experiment or causal-comparative research. Independent Project: Practical or creative experience or project in consultation with instructor. Permission required from the instructor and department chair. Thirty hours of involvement required for each credit. Contract of proposed activity required. **Grade Mode:** Normal w S/DG (A–F,I,S,U,DG,W) **Repeatable:** Repeatable up to 4 credits **Offering:** Fall, Spring **College Code:** SHP

FTES 497 – Internship

Credits: 2

Supervised field experience in an approved health, fitness or wellness facility engaged in a health promotion program for a total of 90 hours. Application of knowledge and competencies learned in the fitness and wellness program. **Grade Mode:** Normal (A–F,I,W) **Repeatable:** Repeatable up to 4 credits **Offering:** Fall, Spring, Summer **College Code:** SHP

FTES 510 – Fitness and Health Promotion

Credits: 3

The role that fitness plays in promoting personal and community health. The challenges involved in achieving personal fitness and weight management. **Delivery:** Interactive online course **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **College Code:** SHP

Health Education

HLED 120 – Fit for Life

Credits: 1

A balanced up-to-date coverage of all critical areas of wellness including physical fitness, nutrition, weight management and stress, as well as the principles of health according to the Bible and Ellen G. White will be studied. Practical tools will be given to help adopt and model healthier lifestyles. \$ – Course or lab fee **Delivery:** Interactive online option available; self-paced online option available **Grade Mode:** Normal (A–F,I,W) **College Code:** SHP

HLED 210 – Philosophy of Health

Credits: 3

The Biblical basis of health. A study of the historical development and basis of the health message in the Seventh-day Adventist Church. The role of health promotion in current society. **Grade Mode:** Normal (A–F,I,W) **College Code:** SHP

HLED 380 – Natural Therapies

Credits: 2

The study of simple natural therapeutic remedies, including massage, hydrotherapy and herbal therapies. **Grade Mode:** Normal (A–F,I,W) **College Code:** SHP

HLED 425 – Health & Fitness Evangelism

Credits: 3

Explores the principles and concepts of biblical evangelism and applies those teachings within the context of health and fitness in modern society. A deeper exploration of the practical applications of physical activity from the outset of the Seventh-day Adventist Church and how it applies to the current times. A strategic approach in developing modern methods for health and fitness evangelism to strengthen the “right arm” of the church’s effort in ministry. **Grade Mode:** Normal (A–F,I,W) **College Code:** SHP

HLED 445 – Consumer Health

Credits: 2

An analysis of the various fads in society today, and the methods and techniques used by promoters of healthcare products and services. A study of ways in which consumers are vulnerable to certain health claims and scams, and the protection provided to the consumer by governmental agencies. **Grade Mode:** Normal (A–F,I,W) **College Code:** SHP

HLED 480 – Wellness Programs

Credits: 3

Learning the steps of needs assessment of a community, planning a program, conducting a health promotion program while utilizing the resources of the community, and the program evaluation. Two lectures per week and a third hour each week. **Grade Mode:** Normal (A–F,I,W) **College Code:** SHP

Public Health

PBHL 511 – Biostatistics

Credits: 3

Introduces statistical concepts and analytical methods as applied to data encountered in biomedical sciences. It emphasizes the basic concepts of experimental design, quantitative analysis of data, and statistical inferences. **Delivery:** Interactive online course **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **College Code:** SHP

PBHL 521 – Principles of Epidemiology

Credits: 3

Introduces the basic principles and applications of epidemiology. Epidemiology is one of the pillars of public health. Describes the distribution and determinants of disease in human populations. Introduces students to the theory, methods, and body of knowledge of epidemiology. **Delivery:** Interactive online course **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **College Code:** SHP

PBHL 525 – Principles of Environmental Health

Credits: 3

Presents concepts, principles, and applications that form the basis of environmental health. Describes the sources, pathways of exposure, and methods of control of the principal physical, chemical, biologic, and sociologic factors that impact human health in ambient, indoor and occupational environments. **Delivery:** Interactive online course **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **College Code:** SHP

PBHL 531 – Principles of Health Behavior

Credits: 3

Examines the psycho-social, behavioral, and educational principles that determine health behavior. Describes the philosophical, ethical and theoretical foundations of health education in schools, community, work site and hospital settings. **Delivery:** Interactive online course **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **College Code:** SHP

PBHL 535 – Principles of Health Administration

Credits: 3

Describes the application of administrative theory to health delivery, policy, and planning. Examines structures and functions of management and their application in public health. **Delivery:** Interactive online course **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **College Code:** SHP

PBHL 575 – Integrated Public Health Capstone

Credits: 3

The Integrated Public Health Capstone project is a requirement for graduation for students in the MPH program. It is an opportunity for students to work on public health practice projects that is of interest to them. The goal is for students to synthesize, integrate and apply the skills and competencies they have acquired to a public health problem that approximates a professional practice experience. Completion of the capstone project requires both written and oral components. The capstone is typically completed in the last two terms of the program. The project is done under the direction of a capstone advisor. **Delivery:** Interactive online course **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **College Code:** SHP

PBHL 580 – Field Practicum

Credits: 4

A minimum of 400 hours required **Grade Mode:** Satisfactory w/DG (S,U,I,W,DG) **College Code:** SHP

Physical Therapy

8515 E Campus Circle Dr
Berrien Springs MI 49104-0420
269-471-AUPT or 800-827-AUPT
FAX: 269-471-2866
www.andrews.edu/phth/
Admissions Fax: 269-471-2867
Admissions E-mail: pt-info@andrews.edu

Faculty

Wayne L. Perry, *Chair, DPT Program Director*
Kimberly Coleman-Ferreira, *Clinical Education Director, DPT Assistant Program Director*
Greg Almeter, *Orthopedic Musculoskeletal Coordinator*
Kathy A. Berglund, *Postprofessional Program Director*
Staff, *Behavioral Science Coordinator*
Lori Walton, *Research Coordinator*
Elizabeth Oakley, *Clinical Science Coordinator*
Lee E. Olson, *Neuromuscular Coordinator*
Leslie Samuel, *Foundation Science Coordinator*
David P. Village, *General Medicine Coordinator*

Emeritus

William C. Habenicht, MPH – Professor of Physical Therapy, Emeritus
Wayne L. Perry, PT, MBA, PhD – Professor of Physical Therapy, Emeritus
John Carlos, Jr., PT, PhD – Professor of Physical Therapy, Emeritus

Mission

In accordance with the Seventh-day Adventist Church and Andrews University, the mission of the Department of Physical Therapy is to provide a quality physical therapist education within a cooperative learning environment that promotes Christian values. The physical therapy department provides resources and encourages faculty to continue their educational, professional, and spiritual growth. The physical therapy faculty delivers, within a Christ-centered environment, the knowledge base and clinical skills that will prepare students for contemporary physical therapy practice. Physical therapy graduates will serve Christ as evidenced by their ministering to the needs of others through the delivery of effective professional healthcare. The physical therapy department faculty and graduates comprise a Christian network that is balanced in the development of the spiritual, mental, physical, and social life of its members.

Physical therapy is a health profession dedicated to evaluating, treating, and preventing physical injury and disease. Physical therapists design and implement the necessary therapeutic interventions to promote fitness, health and improve the quality of life in patients. They also become active in consultation, education and research.

Physical therapists work closely with their client's family, physician, and other members of the medical team to help their client return to their home environment and resume activities and relationships of normal daily living.

Academic Calendar. Contact the Department of Physical Therapy for academic dates.

Bachelors

Health Science, (Interim Degree) BHS

Students successfully completing the appropriate prerequisites and the first two semesters (36 credits) of the professional program qualify for the Bachelor of Health Science Degree. Successful completion of the BHS is defined as:

1. An earned minimum grade of "C+" (2.33) or "S" (in a "S/U" course) in each DPT program course. The BHS program courses include PTH 400, PTH 410, PTH 415, PTH 416, PTH 418, PTH 420, PTH 425, PTH 426, PTH 428, PTH 430, PTH 440, PTH 445, PTH 450, PTH 455, PTH 457, and PTH 460.
2. No more than a cumulative total of five points earned on the grade-point scale throughout the physical therapy program (see DPT Student Handbook).
3. Students must be able to perform skills listed in the Technical Standards of Performance and demonstrate professional behaviors as outlined in the DPT Student Handbook.
4. Maintain a cumulative GPA of 2.50 or greater in all credits used to meet the BHS degree requirements.

Post-Masters

Physical Therapy DPT

This three-year program begins after a student completes 92 semester credits of specific college prerequisites. Students taking the appropriate prerequisites will earn a Bachelor of Health Science (BHS) after the first year in the professional program and the DPT degree upon successful completion of the program. A previous bachelor's degree is not required however applicants holding a bachelor's degree are eligible to apply as well.

Program Accreditation

The DPT program is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE)*. After receiving the DPT degree graduates may apply to take the physical therapy licensure exam in the state of their choice. * 1111 North Fairfax, Alexandria, VA 22314

Information/Application Process

Please call 1-800-827-2878, e-mail pt-info@andrews.edu or visit www.andrews.edu/cas/pt for application instructions and admission requirements. Information is available by June of each year.

All applicants applying for admission to the DPT professional entry program must apply via the Physical Therapy Centralized Application Service. For priority processing, please submit your application by December 31. Successful completion of prerequisite courses does not guarantee acceptance into the DPT program.

Admission Requirements

There are three tracks for admission into the DPT program. The minimum requirements to be considered for admission are:

- **Freshman Acceptance** (Requires PTCAS application, but no interview or confirmation deposit). Freshman enrolling as a BHS: Physical Therapy major are guaranteed acceptance into the DPT program if they complete at least 90% of prerequisite course requirements at Andrews, maintain at least a 3.4 science and overall prerequisite GPA, meet all program admission requirements, uphold University standards and display professional behavior.
- **Preferred Acceptance** (Requires a PTCAS application, interview and confirmation deposit). Acceptance into the program is preferred when a student transfers into Andrews University for at least their last semester of prerequisite requirements, has at least a 3.3 science and overall prerequisite GPA, meets all program admission requirements, and upholds University standards and display professional behavior.
- **General Acceptance** (Requires a PTCAS application, interview and confirmation deposit). The Andrews University physical therapy program enrolls students from a nationwide pool of applicants. General Acceptance includes any student who has completed all prerequisite requirements from any U.S. accredited college or university (or U.S. equivalent), maintains at least a 3.0 science and overall prerequisite GPA, meets all program admission requirements, and upholds University standards and displays professional behavior.

Additional requirements for students with and without an earned bachelor's degree:

GPA: A minimum GPA of 3.00 is required in science courses and a minimum GPA of 3.00 in all core PT prerequisite courses. A grade of "C" or better is required in each prerequisite course.

Graduate Record Exam (GRE): A minimum composite score of 270 (Verbal + Quantitative), and a minimum Written score of 3.0. Scores should reflect test date within five years of enrollment in the program.

Clinical Observation: Students must complete a minimum of 80 observation hours supervised by a licensed physical therapist in at least 2 different settings; at least 20 hours must be in an inpatient acute care or hospital setting. Please note that a skilled nursing home facility **does not** qualify as a hospital or acute care setting. See PTCAS for a copy of an Observation Hours Verification form.

Personal Interview: Applicants who meet eligibility requirements are invited for a personal interview. Phone interviews may be acceptable, though not preferred.

English Proficiency: Applicants who have been given any part of their education outside the U.S. or Canada or whose first language is not English must demonstrate English proficiency by providing evidence through one of the following methods. Exceptions may be granted by the Department of Physical Therapy on an individual

basis. Test must be taken within one year prior to application. TOEFL internet-based test (iBT) is preferred. Official TOEFL scores must be sent directly to PTCAS from Educational Testing Service (ETS). The PTCAS ETS code is 531.

Minimum Requirements	
TOEFL Internet-based test (iBT)	111 (minimum of 15 in Reading, 15 in Listening, 18 in Speaking and 17 in Writing)
TOEFL Paper-based test	640 (minimum of 56 in each section)
IELTS Academic Version	8.0
MELAB	92 (minimum of 80 in each section)
PTE Academic Version	72

For students applying to the DPT program beginning Fall 2016 (students applying prior to Fall 2016 should consult PT Admissions):

Prerequisite courses including general education requirements for students WITHOUT an earned bachelor's degree

Requires a minimum of 92 semester credits, with at least 15 credits being upper-division. Applicants are considered when a minimum of 4 or more prerequisite science courses and a minimum of 60 semester credits have been completed.

General Education Requirements

See professional program requirements and note the following **specific** requirements:

Religion:

one religion course per academic year of attendance at Andrews University.

Language/Communication:

professional degree requirements

History:

professional degree requirements

Fine Arts/Humanities:

professional degree requirements

Life/Physical Sciences:

Life Science:

- A full sequence of Anatomy and Physiology with labs, **and**
- One course of the General Biology sequence required for pre-med students (not botany) with lab, **and**
- One 3-semester credit *upper division* human biology or exercise physiology course.

Physical Science:

- A full sequence of General Physics with labs, as required for pre-med students
- A full sequence of General Chemistry with labs, as required for pre-med students

Mathematics:

A basic statistics or research methods course

Service:

fulfilled through professional components of the program

Social Sciences:

Psychology

An introductory psychology course.

Fitness Education:

recommend Andrews freshmen take HLED 120 and one additional course from personal fitness, outdoor skills or team activity. Non-Andrews students take two from the three categories above.

Human Development:

A course which covers human development throughout the lifespan.

Medical Terminology:

A course in basic medical terminology. May be taken by distance learning.

Electives:

To fulfill the 92 total semester credits with at least 15 in upper division courses required, some course suggestions include business courses, ethics, cultural and diversity courses, arts and humanities, nutrition and physical activities.

Prerequisite courses for students WITH an earned bachelor's degree:

Life/Physical Sciences

Life Science:

- A full sequence of Anatomy and Physiology with labs, **and**
- One course of the General Biology sequence required for pre-med students (not botany) with lab, **and**
- One 3-semester credit *upper division* human biology or exercise physiology course

Physical Science:

- A full sequence of General Physics with labs, as required for pre-med students
- A full sequence of General Chemistry with labs, as required for pre-med students

Mathematics:

A basic statistics or research methods course.

Social Sciences

Psychology

An introductory psychology course.

Human Development

A course which covers human development throughout the lifespan.

Medical Terminology:

A course in basic medical terminology. May be taken by distance learning.

Additional requirements for students with and without an earned bachelor's degree:

GPA: A minimum GPA of 3.00 is required in science courses and a minimum GPA of 3.00 in all core PT prerequisite courses. A grade of "C" or better is required in each prerequisite course.

Graduate Record Exam (GRE): A minimum composite score of 270 (Verbal + Quantitative), and a minimum written score of 3.0. Submit scores from the General Test taken less than five years prior to enrollment in the program.

Clinical Observation: Document 80 hours (including 20 hours in an inpatient setting) supervised by a licensed physical therapist. All hours must be completed within three years prior to enrollment.

Personal Interview: Applicants who meet eligibility requirements are invited for a personal interview. Phone interviews may be acceptable.

English Proficiency: Applicants who have been given any part of their education outside the U.S. or Canada or whose first language is not English must demonstrate English proficiency by providing evidence through one of the following methods. Exceptions may be granted by the Department of Physical Therapy on an individual basis. Test must be taken within one year prior to application. TOEFL internet-based test (iBT) is preferred. Official TOEFL scores must be sent directly to PTCAS from Educational Testing Service (ETS). The PTCAS ETS code is 531.

TOEFL (iBT) Internet-based test	90 (minimum of 15 in reading, 15 in listening, 18 in speaking, and 17 in writing)
TOEFL paper-based test	600 (minimum of 56 in each section)
IELTS	8.0
MELAB	93 (minimum of 80 in each section)
TOEIC	800

BHS: Bachelor of Health Science (Interim Degree)

Students successfully completing the appropriate prerequisites and the first two semesters (36 credits) of the professional program qualify for the Bachelor of Health Science Degree. Successful completion of the BHS is defined as:

1. An earned minimum grade of “C+” (2.33) or “S” (in a “S/U” course) in each DPT program course. The BHS program courses include PTH 400, PTH 410, PTH 415, PTH 416, PTH 418, PTH 420, PTH 425, PTH 426, PTH 428, PTH 430, PTH 440, PTH 445, PTH 450, PTH 455, PTH 457, and PTH 460.
2. No more than a cumulative total of five points earned on the grade-point scale throughout the physical therapy program (see DPT Student Handbook).
3. Students must be able to perform skills listed in the Technical Standards of Performance and demonstrate professional behaviors as outlined in the DPT Student Handbook.
4. Maintain a cumulative GPA of 2.50 or greater in all credits used to meet the BHS degree requirements.

DPT: Doctor of Physical Therapy

Upon successful completion of the professional phase of the program (116 credits) students earn the Doctor of Physical Therapy degree. All coursework scheduled for each semester must be successfully completed prior to advancing to the next semester. Successful completion of the DPT program is defined as:

1. Completion of a bachelor's degree (BHS or other).
2. An earned minimum grade of “C+” (2.33) or “S” in each DPT program course. DPT program courses include: PTH 400, PTH 410, PTH 415, PTH 416, PTH 418, PTH 420, PTH 425, PTH 426, PTH 428, PTH 430, PTH 440, PTH 445, PTH 450, PTH 455, PTH 457, PTH 460, PTH 540, PTH 601, PTH 602, PTH 610, PTH 611, PTH 612, PTH 620, PTH 621, PTH 622, PTH 625, PTH 627, PTH 632, PTH 635, PTH 637, PTH 640, PTH 645, PTH 646, PTH 647, PTH 650, PTH 651, PTH 652, PTH 661, PTH 662, PTH 680, PTH 711, PTH 712, PTH 721, PTH 722, PTH 726, PTH 728, PTH 736, PTH 748, PTH 765, PTH 768, PTH 770, PTH 799, PTH 870, PTH 880, PTH 881, PTH 882, PTH 883, PTH 884.
3. Maintain a cumulative DPT program GPA of 3.00.
4. No more than a cumulative total of five points earned on the grade-point scale throughout the physical therapy program (see DPT Student Handbook).
5. Students must be able to perform skills listed in the Technical Standards of Performance and demonstrate professional behaviors as outlined in the DPT Student Handbook.
6. Satisfactory completion of the practical and written comprehensive exams: PTH 770, PTH 870.
7. Satisfactory completion of a capstone project and presentation.
8. Satisfactory completion of five clinical internships and the associated “Clinical Performance Instrument.”
9. Satisfactory completion of the exit interview.

Continued Enrollment Requirements

1. Progressive enrollment in the physical therapist education program requires successful completion of all Physical Therapy program course work including clinical education listed for the previous academic term.
2. A student whose cumulative GPA falls below 3.00 in any given academic term is placed on academic probation. Students who do not increase their cumulative GPA to 3.00 during the academic term of probation are normally asked to withdraw.
3. Students who receive less than a “C+” (2.33) or a “U” on a “S/U” course or clinical will be given “grade points” equal to the semester credit for the course. A student who accumulates six or more points will academically disqualify him/herself from continuing in the program.

- PTH 400 – Anatomy Credits: 4
- PTH 410 – Anatomy Laboratory Credits: 3
- PTH 415 – PT Assessment Skills Credits: 3
- PTH 416 – Pathokinesiology Credits: 3

- PTH 418 – General Medicine Credits: 2
- PTH 420 – Therapeutic Interventions Credits: 3
- PTH 425 – PT Assessment Skills Laboratory Credits: 3
- PTH 426 – Pathokinesiology Laboratory Credits: 2
- PTH 428 – General Medicine Laboratory Credits: 1
- PTH 430 – Therapeutic Interventions Laboratory Credits: 2
- PTH 440 – Pathophysiology I Credits: 3
- PTH 445 – Neuroscience Credits: 2
- PTH 450 – Neurology of Motor Control Credits: 1
- PTH 455 – Neuroscience Laboratory Credits: 1
- PTH 457 – Orthopedic Medicine Credits: 1
- PTH 460 – Topics in Comparative Religion Credits: 1–4
- PTH 540 – Pathophysiology II Credits: 2
- PTH 601 – Orthopedics I Credits: 2
- PTH 602 – Orthopedics II Credits: 2
- PTH 610 – Principles of Therapeutic Exercise Credits: 2
- PTH 611 – Orthopedics I Laboratory Credits: 2
- PTH 612 – Orthopedics II Laboratory Credits: 2
- PTH 620 – Principles of Therapeutic Exercise Laboratory Credits: 2
- PTH 621 – Scholarly Inquiry and Dissemination Credits: 2
- PTH 622 – Research Statistics Credits: 1
- PTH 625 – Cardiopulmonary Credits: 2
- PTH 627 – Orthotics and Prosthetics Credits: 1
- PTH 632 – Research Statistics Laboratory Credits: 1
- PTH 635 – Cardiopulmonary Laboratory Credits: 1
- PTH 637 – Orthotics and Prosthetics Laboratory Credits: 1
- PTH 640 – Pediatrics Credits: 2
- PTH 645 – Physical Therapy Administration and Leadership Credits: 4
- PTH 646 – Spirituality in Healthcare Credits: 2–3
- PTH 647 – Differential Diagnosis Credits: 2
- PTH 650 – Pediatrics Laboratory Credits: 2
- PTH 651 – Neurology I Credits: 2
- PTH 652 – Neurology II Credits: 2
- PTH 661 – Neurology I Laboratory Credits: 2
- PTH 662 – Neurology II Laboratory Credits: 2
- PTH 680 – Clinical Practicum Credits: 2
- PTH 711 – Clinical Reasoning I Credits: 1
- PTH 712 – Clinical Reasoning II Credits: 1
- PTH 721 – Clinical Reasoning I Laboratory Credits: 1
- PTH 722 – Clinical Reasoning II Laboratory Credits: 1
- PTH 726 – Geriatrics Credits: 2
- PTH 728 – Christian Finance Seminar Credits: 1
- PTH 736 – Psychosocial Issues in Healthcare Credits: 3
- PTH 748 – Educational Techniques for Health Care Professionals Credits: 1–2
- PTH 765 – Ethical & Legal Issues in Healthcare Credits: 1
- PTH 768 – Professional Compendium Credits: 1
- PTH 770 – Practical Comprehensive Examination Credits: 0
- PTH 799 – Research Project (topic) Credits: 1–2
- PTH 870 – Written Comprehensive Examination Credits: 0
- PTH 880 – PT Seminar Credits: 1
- PTH 881 – Clinical Internship I Credits: 4
- PTH 882 – Clinical Internship II Credits: 4
- PTH 883 – Clinical Internship III Credits: 5
- PTH 884 – Clinical Internship IV Credits: 5

Doctor of Science in Physical Therapy DScPT

This degree is designed to prepare the clinical specialist in orthopedic manual therapy and incorporates courses from the North American Institute of Orthopedic Manual Therapy.

Degree Requirements

The following degree requirements apply to students graduating from the DScPT program.

For Students with BS or Masters Degree – 64 credits

Satisfactory completion or competency in the following courses:

- PTH 500 – Doctoral Colloquium Credits: 2
 - PTH 536 – NAIOMT Level I: Introduction to Fundamentals of Orthopedic Credits: 3
 - PTH 537 – NAIOMT Level II: Intermediate Upper Quadrant Credits: 3
 - PTH 538 – NAIOMT Level II: Intermediate Lower Quadrant Credits: 3
 - PTH 541 – Physiological Basis for Exercise Prescription: Level I Credits: 3
 - PTH 546 – NAIOMT Level III: Advanced Upper Quadrant Credits: 3
 - PTH 547 – NAIOMT Level III: Advanced Lower Quadrant Credits: 3
 - PTH 548 – NAIOMT Level IV: High Velocity Manipulation Credits: 3
 - PTH 549 – Principles of Contemporary Leadership Credits: 3
 - PTH 550 – NAIOMT Supervised Clinical Practice Credits: 1–4
 - PTH 557 – NAIOMT: Thoracic Spine Credits: 2
 - PTH 630 – Clinical Research Credits: 2
 - PTH 615 – Clinical Pharmacology Credits: 2
 - PTH 646 – Spirituality in Healthcare Credits: 2–3
 - PTH 718 – Clinical Screening & Differential Diagnosis Credits: 3
 - PTH 730 – Medical Diagnostics Credits: 2
 - PTH 740 – Advanced Topics in Clinical Research Credits: 3
 - PTH 748 – Educational Techniques for Health Care Professionals Credits: 1–2
 - PTH 760 – Applications in Clinical Research Credits: 2
 - PTH 798 – Capstone Experience Credits: 1–10
- Plus 7 approved elective credits**

For Students with DPT Degree – 38 credits

Satisfactory completion or competency for the following courses:

- PTH 536 – NAIOMT Level I: Introduction to Fundamentals of Orthopedic Credits: 3
 - PTH 537 – NAIOMT Level II: Intermediate Upper Quadrant Credits: 3
 - PTH 538 – NAIOMT Level II: Intermediate Lower Quadrant Credits: 3
 - PTH 546 – NAIOMT Level III: Advanced Upper Quadrant Credits: 3
 - PTH 547 – NAIOMT Level III: Advanced Lower Quadrant Credits: 3
 - PTH 548 – NAIOMT Level IV: High Velocity Manipulation Credits: 3
 - PTH 549 – Principles of Contemporary Leadership Credits: 3
 - PTH 550 – NAIOMT Supervised Clinical Practice Credits: 1–4
 - PTH 557 – NAIOMT: Thoracic Spine Credits: 2
 - PTH 760 – Applications in Clinical Research Credits: 2
 - PTH 798 – Capstone Experience Credits: 1–10
- Plus 3 approved elective credits**

For Students with DPT Degree Specialized – 38 credits

For students with a DPT degree who already have FAAOMPT or manual therapy certification from another approved institution, PTH 548 – NAIOMT Level IV: High Velocity Manipulation, PTH 549 – Principles of Contemporary Leadership, PTH 760 – Applications in Clinical Research, and PTH 798 – Capstone Experience are required, with the remaining curriculum being individually arranged by the director with the student's input.

For Students who completed Orthopedic Clinical Residency Program at AU – 39 Credits

For students with a DPT degree who have already completed the Orthopedic Clinical Residency Program

- PTH 546 – NAIOMT Level III: Advanced Upper Quadrant Credits: 3
- PTH 547 – NAIOMT Level III: Advanced Lower Quadrant Credits: 3
- PTH 548 – NAIOMT Level IV: High Velocity Manipulation Credits: 3
- PTH 549 – Principles of Contemporary Leadership Credits: 3
- PTH 550 – NAIOMT Supervised Clinical Practice Credits: 1–4
- PTH 760 – Applications in Clinical Research Credits: 2
- PTH 798 – Capstone Experience Credits: 1–10

Admission Requirements

The following admissions requirements apply.

1. Hold current licensure as a physical therapist in U.S. or Canada.
2. Proof of employment in an orthopedic setting, at least 20 hours per week.
3. Submit graduate application.
4. Submit a minimum of three satisfactory recommendations: one from a currently practicing physical therapist, one from a medical doctor, and one from another person familiar with the candidate.
5. Graduate of an accredited physical therapy school.
6. For candidates holding a bachelor's degree, with no advanced master's, receipt of PTET scores.
7. For candidates holding a master's degree or DPT degree, receipt of professional portfolio.

General Requirements

- A minimum of 32 credits must be taken at regular tuition for degree conferral.
- Level III Manual Therapy Certification through NAIOMT or equivalent certification from another approved program. Completed by registering for PTH 770 – Practical Comprehensive Examination
- A minimum of 2 years of part-time clinical practice (20 hours per week), or equivalent, in orthopedics, to be completed prior to the conferring of the degree.
- No grade lower than "C" (2.00) in any course.
- A minimum cumulative GPA of 3.00.
- Successful completion of the capstone project. Completed by registering for 6 credits of PTH 798 – Capstone Experience
- Satisfactory completion of the program exit interview

Transitional Doctor of Physical Therapy t-DPT

Degree Requirements – 35 credits

- PTH 500 – Doctoral Colloquium Credits: 2
- PTH 541 – Physiological Basis for Exercise Prescription: Level I Credits: 3
- PTH 549 – Principles of Contemporary Leadership Credits: 3
- PTH 590 – Topics in _____ Credits: 1–12
- PTH 615 – Clinical Pharmacology Credits: 2
- PTH 630 – Clinical Research Credits: 2
- PTH 646 – Spirituality in Healthcare Credits: 2–3
- PTH 718 – Clinical Screening & Differential Diagnosis Credits: 3
- PTH 730 – Medical Diagnostics Credits: 2
- PTH 740 – Advanced Topics in Clinical Research Credits: 3
- PTH 748 – Educational Techniques for Health Care Professionals Credits: 1–2
- PTH 750 – Professional Communication & Consulting Credits: 2
- PTH 760 – Applications in Clinical Research Credits: 2
- PTH 798 – Capstone Experience Credits: 1–10

Admission Requirements

The minimum requirements to be considered for admission are:

1. Hold current licensure as a physical therapist in U.S. or Canada.
2. Submit graduate application.
3. Submit a minimum of three satisfactory recommendations: one from a currently practicing physical therapist, one from a medical doctor, and one from another person familiar with the candidate.
4. Graduate of an accredited physical therapy school.
5. For candidates holding a bachelor's degree with no advanced master's, receipt of PTET scores.

General Requirements

- No grade lower than "C" (2.00) in any course.
- A minimum cumulative GPA of 3.00.
- Successful completion of the capstone project. Completed by registering for 4 credits of PTH 798 – Capstone Experience
- Satisfactory completion of the program exit interview

Certificates

Orthopedic Clinical Residency Program

This program is designed for the licensed physical therapist seeking to become a board certified orthopedic clinical specialist and is a jointly sponsored program between Andrews University and the North American Institute of Orthopedic Manual Therapy. Following successful completion of this program, students will receive a certificate of completion.

Certificate Requirements

The following certificate requirements apply to students successfully completing the orthopedic clinical residency program.

1. Satisfactory completion of the following courses – 17 credits:
PTH 537 – NAIOMT Level II: Intermediate Upper Quadrant
PTH 538 – NAIOMT Level II: Intermediate Lower Quadrant
PTH 557 – NAIOMT: Thoracic Spine
PTH 608 – Post Operative Management of Common Orthopedic Surgeries
PTH 609 – Evidenced Based Orthopedic Clinical Practice: A Research Review
PTH 730 – Medical Diagnostics
2. Successful completion of the oral/practical live patient examinations given through NAIOMT.
3. Successful completion of the NAIOMT supervised clinical hour requirement at an approved clinical mentorship site.
4. An earned minimum grade of “C” (2.00) or “S” (in a “S/U” course) in each program course.
5. A minimum cumulative GPA of 3.00.

Admission Requirements

The following admissions requirements apply.

1. Graduate of an accredited physical therapy program.
2. Hold or be in the process of obtaining licensure as a physical therapist in the U.S. or Canada.
3. Submit residency program application.
4. Submit a portfolio following program guidelines.
5. Submit a minimum of three satisfactory recommendations: one from the ACCE of the physical therapy program applicant attended; one from a faculty member of the physical therapy program applicant attended; one from a clinical supervisor the applicant interned with during physical therapy school. In the case of applicants who have been out of school longer than 3–5 years, the letters of recommendation may follow the same standards as the DScPT applicants.
6. Submission of a mission statement and reasons for applying to this program.

Physical Therapy–Professional & Post–Professional

PTH 400 – Anatomy

Credits: 4

A comprehensive study of human anatomy with emphasis on the nervous, skeletal, muscle, and circulatory systems. Introduction to basic embryology and its relation to anatomy and the clinical sciences concludes the course. Provides a solid morphological basis for a synthesis of anatomy, physiology, and the physical therapy clinical sciences. Swing course—Approved 400–499 courses qualify for graduate–level credit for graduate students **Grade Mode:** Normal (A–F,I,W) **Corequisite(s):** PTH 410. **College Code:** SHP

PTH 410 – Anatomy Laboratory

Credits: 3

Dissection and identification of structures in the cadaver supplemented with the study of charts, models, prosected materials and radiographs are used to identify anatomical landmarks and configurations. Swing course—Approved 400–499 courses qualify for graduate–level credit for graduate students **Grade Mode:** Normal (A–F,I,W) **Corequisite(s):** PTH 400. **College Code:** SHP

PTH 415 – PT Assessment Skills

Credits: 3

Introduction to assessment principles and examination skills utilized in all areas of physical therapy. The Guide to Physical Therapy Practice is referenced for the basic skills required in the assessment, intervention and documentation guidelines. Swing course—Approved 400–499 courses qualify for graduate–level credit for graduate students **Grade Mode:** Normal (A–F,I,W) **Corequisite(s):** PTH 425. **College Code:** SHP

PTH 416 – Pathokinesiology

Credits: 3

The study of human movement including an introduction to the basic concepts of biomechanics with an emphasis on human joint/muscle structures and function, advancing to analysis of body mechanics, normal gait analysis, and pathological movement analysis. Joint abnormalities will be identified using radiographs, related to the resultant movement dysfunction. Swing course—Approved 400–499 courses qualify for graduate–level credit for graduate students **Grade Mode:** Normal (A–F,I,W) **Corequisite(s):** PTH 400, PTH 410 and PTH 426. **College Code:** SHP

PTH 418 – General Medicine

Credits: 2

Clinical techniques applied to the examination, evaluation, treatment, and discharge planning of patients in general medical and acute–care. Emphasis on physical therapy intervention with relevant factors, management of pain and physical complications during medical treatment, and examination and treatment of special populations including wound and burn care. Swing course—Approved 400–499 courses qualify for graduate–level credit for graduate students **Grade Mode:** Normal (A–F,I,W) **Corequisite(s):** PTH 428. **College Code:** SHP

PTH 420 – Therapeutic Interventions

Credits: 3

Basic principles, physiologic effects, indications and contraindications, application and usage of equipment, and intervention rationale for hydrotherapy, thermal agents, wound care, massage, electrotherapy and mechanotherapy (traction) and other therapeutic interventions. Swing course—Approved 400–499 courses qualify for graduate–level credit for graduate students **Grade Mode:** Normal (A–F,I,W) **Corequisite(s):** PTH 430. **College Code:** SHP

PTH 425 – PT Assessment Skills Laboratory

Credits: 3

Basic examination skills including surface palpation of specific underlying muscle and bone structures, joint motion (goniometry), manual procedures for testing muscle strength, sensation, vital signs, limb girth and volumetric measurement will be practiced. Clinical application in basic physical therapy care procedures will be introduced. Swing course—Approved 400–499 courses qualify for graduate–level credit for graduate students **Grade Mode:** Normal (A–F,I,W) **Corequisite(s):** PTH 415. **College Code:** SHP

PTH 426 – Pathokinesiology Laboratory

Credits: 2

Biomechanical, and observational analysis, of normal and abnormal human movement. Integration of basic examination skills with gait and movement analysis. Swing course—Approved 400–499 courses qualify for graduate–level credit for graduate students **Grade Mode:** Normal (A–F,I,W) **Corequisite(s):** PTH 400, PTH 410 and PTH 416. **College Code:** SHP

PTH 428 – General Medicine Laboratory

Credits: 1

Practice in assessment modified for the acute–care environment. Applications include home–and work–place evaluation for architectural barriers, functional evaluation tools, casting, and modification of treatment for acute care including goal setting and professional note writing. Swing course—Approved 400–499 courses qualify for graduate–level credit for graduate students **Grade Mode:** Normal (A–F,I,W) **Corequisite(s):** PTH 418. **College Code:** SHP

PTH 430 – Therapeutic Interventions Laboratory

Credits: 2

Supervised practicum includes patient positioning and application of the therapy to obtain desired physiological response. Techniques of hydrotherapy, thermal agents, wound care, and massage, as well as specific electrotherapy and mechanotherapy treatments and assessment of physiological responses to those treatments. Swing course—Approved 400–499 courses qualify for graduate–level credit for graduate students **Grade Mode:** Normal (A–F,I,W) **Corequisite(s):** PTH 420. **College Code:** SHP

PTH 440 – Pathophysiology I

Credits: 3

Sequence studying disease processes affecting major body systems and the resulting anatomical and pathophysiological changes. Clinical presentations and pharmacological treatment of patients with those disease processes are presented, as well as diagnostic tests and laboratory values used to identify pathological conditions. Swing course—Approved 400–499 courses qualify for graduate–level credit for graduate students **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** PTH 400 and PTH 410. **College Code:** SHP

PTH 445 – Neuroscience

Credits: 2

Basic anatomy and functions of the central and peripheral nervous systems and their related structures. Pathways of the central and peripheral nervous system are examined along with a detailed study of each of the 12 pairs of cranial nerves. Swing course—Approved 400–499 courses qualify for graduate–level credit for graduate students **Grade Mode:** Normal (A–F,I,W) **Corequisite(s):** PTH 455. **Prerequisite(s):** PTH 400 and PTH 410. **College Code:** SHP

PTH 450 – Neurology of Motor Control

Credits: 1

An introduction to the function and interaction of the primary areas of the nervous system involved in controlling human movement, including the cortex, spinal cord, peripheral receptor system, basal ganglia, cerebellum, and the vestibular systems. Students are introduced to terminology and concepts associated with both normal function and pathology in these areas. Swing course—Approved 400–499 courses qualify for graduate–level credit for graduate students **Grade Mode:** Normal (A–F,I,W) **College Code:** SHP

PTH 455 – Neuroscience Laboratory

Credits: 1

Study of the prosected central and peripheral nervous tissues, models and charts. Imaging will be used to compare normal to abnormal CNS presentation. Swing course—Approved 400–499 courses qualify for graduate–level credit for graduate students **Grade Mode:** Normal (A–F,I,W) **Corequisite(s):** PTH 445. **Prerequisite(s):** PTH 400 and PTH 410. **College Code:** SHP

PTH 457 – Orthopedic Medicine

Credits: 1

Medical lectures covering selected topics in orthopedics, including common orthopedic diseases and the use of diagnostic testing and imaging in the orthopedic field. Swing course—Approved 400–499 courses qualify for graduate–level credit for graduate students **Grade Mode:** Normal (A–F,I,W) **College Code:** SHP

PTH 460 – Topics in Comparative Religion

Credits: 1–4

This course surveys the major religious traditions of the world. Study includes an overview of origins; major philosophical and theological underpinnings; typical aspects of worship and ethics; and major social, cultural, and political influences. Study is done from a consciously Christian framework. Swing course—Approved 400–499 courses qualify for graduate–level credit for graduate students **Grade Mode:** Normal (A–F,I,W) **Repeatable:** Repeatable **College Code:** SHP

PTH 495 – Independent Study/Readings/Research/Projects

Credits: 1–4

Permission of department chair required prior to registration for all independent work. **Grade Mode:** Normal w S/DG (A–F,I,S,U,DG,W) **Repeatable:** Repeatable up to 8 credits **College Code:** SHP

PTH 500 – Doctoral Colloquium

Credits: 2

A degree orientation which will include portfolio development and assessment, development of the degree contract, usage of James White Library system, and introduction to the Guide to Physical Therapy Practice. **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **College Code:** SHP

PTH 507 – Applied Clinical Anatomy & Kinesiology

Credits: 3

Lecture/lab course studying regional anatomy and biomechanics as they relate to normal movement and the potential development of movement dysfunctions. Correlations between pathomechanics, clinical presentation of pathology and decision making for therapeutic interventions will be drawn. **Grade Mode:** Normal (A–F,I,W) **College Code:** SHP

PTH 536 – NAIOMT Level I: Introduction to Fundamentals of Orthopedic

Credits: 3

Manual Therapy & Differential Diagnosis Appropriate skills in basic and objective selective tissue examination necessary for generating a provisional differential diagnosis of spinal dysfunction. Signs, symptoms, pathology, and management of common spinal pathologies are reviewed. Selective tissue tensioning techniques for the peripheral joints are introduced. Cyriax's principles are presented. **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **College Code:** SHP

PTH 537 – NAIOMT Level II: Intermediate Upper Quadrant

Credits: 3

A comprehensive biomechanical and anatomical review of the upper thoracic, upper and lower cervical spine, shoulder, elbow, wrist, and hand. Specific biomechanical assessment of each area is taught along with appropriate and effective treatment techniques for common injuries and mechanical dysfunctions. **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **College Code:** SHP

PTH 538 – NAIOMT Level II: Intermediate Lower Quadrant

Credits: 3

A comprehensive biomechanical and anatomical review of the lower thoracic and lumbar spines, the hip, knee, ankle, and foot. Specific biomechanical assessment of each area is taught along with appropriate and effective treatment techniques for common injuries and dysfunctions. **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **College Code:** SHP

PTH 540 – Pathophysiology II

Credits: 2

Sequence studying disease processes affecting major body systems and the resulting anatomical and pathophysiological changes. Clinical presentations and pharmacological treatment of patients with those disease processes considered, as well as diagnostic tests and laboratory values used to identify pathological conditions. **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** PTH 440. **College Code:** SHP

PTH 541 – Physiological Basis for Exercise Prescription: Level I

Credits: 3

Using the system of Medical Exercise Therapy founded by Odvar Holten, this course covers the physiological basis for exercise prescription specifically related to the healing process. Testing strategies, formulas for exercise dosing and equipment conducive to this approach will be presented along with computer software developed to assist dosage and patient tracking. **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **College Code:** SHP

PTH 542 – Physiological Basis for Exercise Prescription: Level II

Credits: 2

Expanding on the knowledge presented in Level I, this course will go into more complex scenarios of patient impairments and more in depth spinal rehabilitation including advanced computer software training. **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **College Code:** SHP

PTH 545 – Advanced Clinical Physiology

Credits: 3

The review of human physiological function of the major body systems with clinical application to musculoskeletal, cardiovascular and pulmonary conditions. Detailed information on exercise physiology will be discussed along with clinical applications among patients with compromised health. **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **College Code:** SHP

PTH 546 – NAIOMT Level III: Advanced Upper Quadrant

Credits: 3

Builds on the techniques learned in Level II and helps the student understand the kinetic chain interrelationships of the upper quadrant. Integrates information generated in the assessment to understand how remote dysfunctions can be casual or contributory. Advanced techniques are demonstrated along with new material on temporo–mandibular–joint material and peripheral manipulation skills. **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **Prerequisite(s):** PTH 537. **College Code:** SHP

PTH 547 – NAIOMT Level III: Advanced Lower Quadrant

Credits: 3

Builds on the techniques learned in Level II and helps the student understand the kinetic chain interrelationships in the lower quadrant. Presents advanced biomechanical tests and treatment and includes the sacroiliac and pubic joints. Discusses the integration of examination and treatment techniques. **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **Prerequisite(s):** PTH 538. **College Code:** SHP

PTH 548 – NAIOMT Level IV: High Velocity Manipulation

Credits: 3

Instructs the student on the indications and contraindications, as well as the safe and effective application of spinal, pelvic, and costal manipulation techniques. **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **Prerequisite(s):** PTH 546 and PTH 547. **College Code:** SHP

PTH 549 – Principles of Contemporary Leadership

Credits: 3

Theory and application of complexity sciences to organizational management; exploration of key leadership roles and changing paradigms; presentation of methods to maximize personal and professional life. **Delivery:** Interactive online course **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **College Code:** SHP

PTH 550 – NAIOMT Supervised Clinical Practice

Credits: 1–4

Using a 3–to1 model, students will be required to do a minimum of 60 supervised clinical hours applying hands–on techniques with patients under the supervision of a certified NAIOMT clinical instructor, FAAOMPT, or other approved instructors. These hours can be split up into two 30–hour blocks, or other increments as agreed upon by the student and CI. No less than 15 hours can be registered for at any given time. **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **Repeatable:** Repeatable up to 4 credits **College Code:** SHP

PTH 557 – NAIOMT: Thoracic Spine

Credits: 2

Lecture/lab course studying the thoracic spine as a source of spinal dysfunction. Emphasis is placed on a biomechanical model for detailed examination and treatment of the thoracic spine and costovertebral dysfunction. **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **College Code:** SHP

PTH 589 – Professional Seminar

Credits: 1–2

Grade Mode: Normal (A–F,I,W) **College Code:** SHP

PTH 590 – Topics in _____

Credits: 1–12

Selected topics in physical therapy. Permission of department chair required.

Delivery: Interactive online course **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** Specific prerequisites may be required for some subject areas. Topics in Comparative Religion (2) This course surveys the major religious traditions of the world. Study includes an overview of origins; major philosophical and theological underpinnings; typical aspects of worship and ethics; and major social, cultural, and political influences. Study is done from a consciously Christian framework. **Repeatable:** Repeatable **College Code:** SHP

PTH 601 – Orthopedics I

Credits: 2

Presentation of fundamental physical therapy knowledge in the assessment and intervention of a patient with both acute and chronic conditions of the extremities. Screening of the cervical and lumbar spine prior to tests is covered, progressing to complete assessment and treatment of extremity joint pathologies. Diagnostic tests and results pertinent to the orthopedic patient are related to a physical therapy differential diagnosis. **Grade Mode:** Normal (A–F,I,W) **Corequisite(s):** PTH 611. **College Code:** SHP

PTH 602 – Orthopedics II

Credits: 2

A continuation of the presentation of information regarding orthopedic pathology of the spine with emphasis on treatment techniques for the different pathologies from a physician and physical therapist's perspective. A decision making model focusing on a differential diagnosis is incorporated throughout the course. **Grade Mode:** Normal (A–F,I,W) **Corequisite(s):** PTH 612. **College Code:** SHP

PTH 608 – Post Operative Management of Common Orthopedic Surgeries

Credits: 2

This course covers the surgical techniques, guidelines for acute postoperative management and principles needed to safely design a rehabilitation program which will enable the patient to return to their previous level of function. **Delivery:** Interactive online course **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **College Code:** SHP

PTH 609 – Evidenced Based Orthopedic Clinical Practice: A Research Review

Credits: 2

This course covers an up–to–date understanding of evidence supporting the evaluation and treatment of orthopedic pathologies. Keys to a working knowledge of contemporary research methodology and design along with the ability to analyze results of published studies from the perspective of statistical analysis will be presented. **Delivery:** Interactive online course **Grade Mode:** Normal (A–F,I,W) **College Code:** SHP

PTH 610 – Principles of Therapeutic Exercise

Credits: 2

Examines the systemic responses to exercise as related to both an acute nature and in response to training. Specific pathological conditions are discussed in relation to exercise testing and prescription, and a clinical decision making process is presented for working with additional pathological conditions. **Grade Mode:** Normal (A–F,I,W) **Corequisite(s):** PTH 620. **College Code:** SHP

PTH 611 – Orthopedics I Laboratory

Credits: 2

Clinical application and practice in the special techniques to assess and treat acute and chronic orthopedic pathologies of the extremities and spine. **Grade Mode:** Normal (A–F,I,W) **Corequisite(s):** PTH601. **College Code:** SHP

PTH 612 – Orthopedics II Laboratory

Credits: 2

Designed for practice of the special techniques required in the assessment of intervention of acute and chronic orthopedic pathologies of the cervical, thoracic, and lumbar spine. **Grade Mode:** Normal (A–F,I,W) **Corequisite(s):** PTH 602. **College Code:** SHP

PTH 615 – Clinical Pharmacology

Credits: 2

Develops a non–prescriptive knowledge of specific medications including indications, contraindications, precautions, adverse reactions, and dosage, especially as related to physiological effects of physical therapy interventions. **Delivery:** Interactive online course **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **College Code:** SHP

PTH 620 – Principles of Therapeutic Exercise Laboratory

Credits: 2

Practical demonstration and experience with responses to exercise, testing procedures, and exercise prescription, focusing on activities appropriate for clinical situations. Tests and interventions noted in the Physical Therapy Guide to Practice are highlighted. **Grade Mode:** Normal (A–F,I,W) **Corequisite(s):** PTH 610. **College Code:** SHP

PTH 621 – Scholarly Inquiry and Dissemination

Credits: 2

Introduction to the principles and practice of research, including designs, ethics, hypothesis testing and critical evaluation of clinical literature. Preparation and development of a graduate research proposal is interwoven throughout this course. **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **College Code:** SHP

PTH 622 – Research Statistics

Credits: 1

Fundamental procedures in collecting, summarizing, presenting, analyzing, and interpreting statistical data. Statistical tests applied to medical specialties. **Grade Mode:** Normal (A–F,I,W) **Corequisite(s):** PTH 632. **College Code:** SHP

PTH 625 – Cardiopulmonary

Credits: 2

Lectures covering selected topics in cardiopulmonary medicine, focusing on clinical presentation, diagnostic tests, and medical and physical therapy interventions. **Grade Mode:** Normal (A–F,I,W) **Corequisite(s):** PTH 635. **College Code:** SHP

PTH 627 – Orthotics and Prosthetics

Credits: 1

Prosthetic management of amputees, management of patients with disabilities requiring orthotic intervention, and application/management of traction and orthotic devices. **Grade Mode:** Normal (A–F,I,W) **Corequisite(s):** PTH 637. **College Code:** SHP

PTH 630 – Clinical Research

Credits: 2

Introduces the student to basic concepts of biostatistics and research design and the formulation of evidence based practice theories. **Delivery:** Interactive online course **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **College Code:** SHP

PTH 632 – Research Statistics Laboratory

Credits: 1

Practice in the computation of statistical data using appropriate formulas. Practical applications of techniques in research and statistical computations including probability, normal distribution, Chi Square, correlations, and linear regressions. **Grade Mode:** Normal (A–F,I,W) **Corequisite(s):** PTH 622. **College Code:** SHP

PTH 635 – Cardiopulmonary Laboratory

Credits: 1

Emphasis on physical therapy assessment and intervention with cardiac and pulmonary patients. Practice of relevant techniques, such as stress testing, percussion, pulmonary function tests and breathing techniques, as well as other techniques identified in the Physical Therapy Guide to Practice. **Grade Mode:** Normal (A–F,I,W) **Corequisite(s):** PTH 625. **College Code:** SHP

PTH 637 – Orthotics and Prosthetics Laboratory

Credits: 1

Practice of the physical therapy techniques required in the application of orthotic and prosthetic devices. Special attention given to gait and function. Selected topics such as wheelchair modifications, miscellaneous ortho–rehab apparatus, and other assistive/adaptive devices included. **Grade Mode:** Normal (A–F,I,W) **Corequisite(s):** PTH 627. **College Code:** SHP

PTH 640 – Pediatrics

Credits: 2

An overview of embryologic development, followed by normal infant/child development to 5 years of age with an emphasis on motor development. Identification of assessment techniques for infants and children with normal and abnormal development. Description of various pediatric pathologies encountered in physical therapy with appropriate corresponding assessment and treatment approaches. **Grade Mode:** Normal (A–F,I,W) **Corequisite(s):** PTH 650. **College Code:** SHP

PTH 645 – Physical Therapy Administration and Leadership

Credits: 4

A study of the organizational structures, operations, and financing of healthcare delivery institutions and an examination of the organization and interrelationship of their professional and support elements. Application of current health care management strategies and theory are related to the acute–care facility and independent practice. **Grade Mode:** Normal (A–F,I,W) **College Code:** SHP

PTH 646 – Spirituality in Healthcare

Credits: 2–3

A discussion of spiritual values from a Christian perspective, how faith and spirituality facilitate the healing process, and how these can be incorporated into patient care. Attention will be given to discerning and addressing the spiritual needs of patients/clients, family members, and ancillary medical staff in a professional environment. **Delivery:** Interactive online course **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **College Code:** SHP

PTH 647 – Differential Diagnosis

Credits: 2

Analysis of the decision–making process, with special focus on clinical guidelines, Physical Therapy Guide to Practice, and differential diagnosis. Differential diagnosis is addressed through comparison of systemic signs and symptoms, as well as appropriate diagnostic tests which may indicate involvement of a problem outside of the scope of PT practice. **Grade Mode:** Normal (A–F,I,W) **College Code:** SHP

PTH 650 – Pediatrics Laboratory

Credits: 2

Practice of physical therapy assessment of the infant/child that addresses different developmental domains. Practice in the special techniques required in assessment and treatment of pediatric patients diagnosed with selected pathologies. Introduces current treatment approaches, such as Neurodevelopmental Treatment (NDT), with their effects on treatment goals. **Grade Mode:** Normal (A–F,I,W) **Corequisite(s):** PTH 640. **College Code:** SHP

PTH 651 – Neurology I

Credits: 2

Review of basic neurophysiological mechanisms specific to nervous system dysfunction, related to clinical concepts in treatment of conditions affecting the nervous system, such as spinal cord injury, head injury, stroke, and selected peripheral pathologies. Emphasis on comparing and contrasting facilitation techniques. **Grade Mode:** Normal (A–F,I,W) **Corequisite(s):** PTH 661. **College Code:** SHP

PTH 652 – Neurology II

Credits: 2

Continuation of PTH 651 – Neurology I, focusing on assessment and intervention with selected neurologic conditions. Common treatment techniques are compared with rationale for use of each. **Grade Mode:** Normal (A–F,I,W) **Corequisite(s):** PTH 662. **Prerequisite(s):** PTH 651. **College Code:** SHP

PTH 655 – Program Continuation

Credits: 0

Students may register for this non–credit continuation course while clearing deferred grade (DG) and/or incomplete (I) courses. Registration for this course indicates active status. Requires program approval. \$ – Course or lab fee **Grade Mode:** Noncredit (NC,W) **Repeatable:** Repeatable **College Code:** SHP

PTH 661 – Neurology I Laboratory

Credits: 2

Clinical application, rehabilitation practice, and techniques applied to nervous system dysfunction. Intervention techniques for conditions affecting the nervous system, such as spinal cord injury, head injury, stroke, and selected peripheral pathologies. **Grade Mode:** Normal (A–F,I,W) **Corequisite(s):** PTH 651. **College Code:** SHP

PTH 662 – Neurology II Laboratory

Credits: 2

Clinical application, rehabilitation practice, and techniques applied to basic physiological and neurophysiological mechanisms specific to nervous system dysfunction. Focus on techniques appropriate for use with neurologic patients and evaluation of patient response to treatment. **Grade Mode:** Normal (A–F,I,W) **Corequisite(s):** PTH 652. **Prerequisite(s):** PTH 661. **College Code:** SHP

PTH 680 – Clinical Practicum

Credits: 2

Practice of the knowledge and skills developed in the classroom and laboratory in a patient–care setting. This practicum consists of 4 weeks full–time physical therapy experience in clinical facilities affiliated with the university. **Grade Mode:** Satisfactory w/DG (S,U,I,W,DG) **College Code:** SHP

PTH 690 – Independent Study

Credits: 1–4

Individualized study and/or research in a specialized area under the guidance of an instructor. Permission from the department chair required prior to registration. **Grade Mode:** Normal w S/DG (A–F,I,S,U,DG,W) **Repeatable:** Repeatable up to 8 credits **College Code:** SHP

PTH 697 – Independent Learning Contract

Credits: 2

The student, working with their advisor and following degree/course guidelines, will develop an independent 40–hour learning contract with a qualified clinical specialist to facilitate intensive focused clinical training in a field of study of their choosing. **Grade Mode:** Normal w S/DG (A–F,I,S,U,DG,W) **Repeatable:** Repeatable **College Code:** SHP

PTH 711 – Clinical Reasoning I

Credits: 1

A course intended to enhance the skills associated with clinical reasoning within the Physical Therapy setting. It will address the thought process that enters into every aspect of patient care in the practice of physical therapy, from the history to the physical exam; the differential diagnosis to the development of the prognosis; the plan of intervention to the eventual discharge. **Grade Mode:** Normal (A–F,I,W) **Corequisite(s):** Corequisite: PTH 721. **College Code:** SHP

PTH 712 – Clinical Reasoning II

Credits: 1

A continuation of PTH 711 Clinical Reasoning I. **Grade Mode:** Normal (A–F,I,W) **Corequisite(s):** PTH 722. **Prerequisite(s):** PTH 711. **College Code:** SHP

PTH 718 – Clinical Screening & Differential Diagnosis

Credits: 3

Knowledge and clinical skills designed for screening patients for medical conditions. Differential diagnosis is addressed through comparison of systematic signs and symptoms. Appropriate diagnostic tests which may indicate involvement of a problem outside the scope of PT practice are addressed. Enhances professional communication with other healthcare practitioners included in the referral process. **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **College Code:** SHP

PTH 721 – Clinical Reasoning I Laboratory

Credits: 1

A continuation of PTH 711. Labs are designed to reinforce specific skills (evaluative or therapeutic) applicable to each lecture topic. **Grade Mode:** Normal (A–F,I,W) **Corequisite(s):** PTH 711. **College Code:** SHP

PTH 722 – Clinical Reasoning II Laboratory

Credits: 1

A continuation of PTH 721 Clinical Reasoning I Laboratory. **Grade Mode:** Normal (A–F,I,W) **Corequisite(s):** PTH 712. **Prerequisite(s):** PTH 721. **College Code:** SHP

PTH 726 – Geriatrics

Credits: 2

Study of the unique characteristics of the geriatric patient, especially the physiological, psychological and social aspects, related to special needs in the physical therapy assessment, plan of care, and intervention. **Grade Mode:** Normal (A–F,I,W) **College Code:** SHP

PTH 728 – Christian Finance Seminar

Credits: 1

This course emphasizes the principles of Christian stewardship in everyday life. It addresses stewardship not only as it relates to finances but also to other human resources such as time, and talent. It will also include the elements of personal and family budgeting and investing. **Grade Mode:** Normal (A–F,I,W) **College Code:** SHP

PTH 730 – Medical Diagnostics

Credits: 2

Addresses imaging, body chemistry values and data derived from musculoskeletal, neurologic, vascular, cardiac and pulmonary testing with the purpose of understanding the disease process. Application of knowledge will determine differential diagnoses. **Delivery:** Interactive online course **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **College Code:** SHP

PTH 736 – Psychosocial Issues in Healthcare

Credits: 3

An introduction to psychosocial responses to illness and disability, especially the interpersonal relationships between the therapist, the family and the patient. Common psychiatric disorders are discussed along with their clinical diagnosis, treatment regimes, projected outcomes and methods for handling these responses in clinical situations. **Grade Mode:** Normal (A–F,I,W) **College Code:** SHP

PTH 740 – Advanced Topics in Clinical Research

Credits: 3

This course continues to cover the topic introduced in PTH 630 in a more in depth fashion. The student will learn how to set up a research study as well as review the literature and analyze the validity of the information presented. An introduction to setting up outcome studies will also be covered. **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **College Code:** SHP

PTH 748 – Educational Techniques for Health Care Professionals

Credits: 1–2

Examines and applies educational theory to skills utilized by the physical therapist in the classroom, community, and clinical facility. Topics include the educational role of the physical therapist, the taxonomies of learning, learning styles, multiple intelligence, and educational technology. **Delivery:** Interactive online course **Grade Mode:** Normal (A–F,I,W) **College Code:** SHP

PTH 750 – Professional Communication & Consulting

Credits: 2

An introduction to the integration of the physical therapist as consultant. Discussion will include applying physical therapy consultation services to individuals, business, schools, government agencies and/or other organizations. **Delivery:** Interactive online course **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **College Code:** SHP

PTH 760 – Applications in Clinical Research

Credits: 2

Information presented on how to develop and present a publishable quality case study. It also includes the actual practice of doing an outcomes study in the clinical environment. **Delivery:** Interactive online course **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **College Code:** SHP

PTH 765 – Ethical & Legal Issues in Healthcare

Credits: 1

Contemporary ethical issues are explored, including the relationships among peers, superiors, subordinates, institutions, clients, and patients. Illustrations include actual cases related to Christian biblical principles. **Grade Mode:** Normal (A–F,I,W) **College Code:** SHP

PTH 768 – Professional Compendium

Credits: 1

Summarization of previous or added learning experiences relative to contemporary issues in physical therapy. An overview of the new graduate's role and responsibility to his/her patients and their families, employer, and community in the expanding physical therapy profession. **Grade Mode:** Normal (A–F,I,W) **College Code:** SHP

PTH 770 – Practical Comprehensive Examination

Credits: 0

Grade Mode: Satisfactory w/DG (S,U,I,W,DG) **Repeatable:** Repeatable **College Code:** SHP

PTH 788 – Research Project Continuation

Credits: 0

Students register for this continuation course while completing their capstone project and not enrolled in other program courses. Registration for this course indicates full–time status which includes library privileges and access to an advisor. Requires advisor approval. \$ – Course or lab fee **Grade Mode:** Noncredit (NC,W) **Repeatable:** Repeatable **College Code:** SHP

PTH 798 – Capstone Experience

Credits: 1–10

Serves as an essential outcome component to augment the professional development and new learning that occurs in didactic course work of the post–professional doctoral degree and demonstrates the ability of the DPT/DScPT to make significant contributions to the profession and/or serve as a change agent in the field of physical therapy. **Grade Mode:** Satisfactory w/DG (S,U,I,W,DG) **Repeatable:** Repeatable **College Code:** SHP

PTH 799 – Research Project (topic)

Credits: 1–2

Provides students with guidelines and supervision for data collection, analysis, capstone project preparation and oral presentation. **Grade Mode:** Satisfactory w/DG (S,U,I,W,DG) **Repeatable:** Repeatable up to 3 credits **College Code:** SHP

PTH 870 – Written Comprehensive Examination

Credits: 0

Grade Mode: Satisfactory w/DG (S,U,I,W,DG) **Repeatable:** Repeatable **College Code:** SHP

PTH 880 – PT Seminar

Credits: 1

Preparation of a personal portfolio, assessment of the clinical experiences and preparation for professional licensure. **Grade Mode:** Normal (A–F,I,W) **College Code:** SHP

PTH 881 – Clinical Internship I

Credits: 4

Advanced full–time clinical experience (8–10 weeks each) in a variety of professional practice settings. One of the internships must be in outpatient orthopedics, inpatient, and a neurology setting. Thirty–six to forty hours per week. **Grade Mode:** Satisfactory w/DG (S,U,I,W,DG) **College Code:** SHP

PTH 882 – Clinical Internship II

Credits: 4

Advanced full–time clinical experience (8–10 weeks each) in a variety of professional practice settings. One of the internships must be in outpatient orthopedics, inpatient, and a neurology setting. Thirty–six to forty hours per week. **Grade Mode:** Satisfactory w/DG (S,U,I,W,DG) **College Code:** SHP

PTH 883 – Clinical Internship III

Credits: 5

Advanced full–time clinical experience (8–10 weeks each) in a variety of professional practice settings. One of the internships must be in outpatient orthopedics, inpatient, and a neurology setting. Thirty–six to forty hours per week. **Grade Mode:** Satisfactory w/DG (S,U,I,W,DG) **College Code:** SHP

PTH 884 – Clinical Internship IV

Credits: 5

Advanced full–time clinical experience (8–10 weeks each) in a variety of professional practice settings. One of the internships must be in outpatient orthopedics, inpatient, and a neurology setting. Thirty–six to forty hours per week. **Grade Mode:** Satisfactory w/DG (S,U,I,W,DG) **College Code:** SHP

Physical Therapy

PHTH 120 – Introduction to Physical Therapy

Credits: 2

An introduction to the profession of physical therapy with an overview of duties and responsibilities physical therapists perform. Partially fulfills the clinical observation prerequisites for admission to the professional program. Students must have their own transportation for the clinical observation. \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **College Code:** SHP

PHTH 417 – Human Anatomy

Credits: 3

Comprehensive study of human anatomy covering all systems of head, neck, trunk, and extremities. A solid morphological basis for a synthesis of anatomy, physiology, and clinical sciences provided. Dissection and identification of structures in the cadaver, and the study of charts, models, and prosected materials. Swing course— Approved 400–499 courses qualify for graduate–level credit for graduate students **Course Attribute:** Service course **Grade Mode:** Normal (A–F,I,W) **Corequisite(s):** PTH 427. **Prerequisite(s):** BIOL 221, BIOL 222 or BIOL 165, BIOL 166 or equivalent. See instructor for additional requirements. **College Code:** SHP

PHTH 427 – Human Anatomy Laboratory

Credits: 1

Study of the prosected extremity, head and neck anatomy, and dissection of the abdominal and thoracic organ systems. \$ – Course or lab fee Swing course— Approved 400–499 courses qualify for graduate–level credit for graduate students **Course Attribute:** Service course **Grade Mode:** Normal (A–F,I,W) **Corequisite(s):** PTH 417. **Prerequisite(s):** same as for PTH 417. **College Code:** SHP

PHTH 480 – Physical Therapy Clinical Experience

Credits: 0–5

A course which provides hands–on, patient contact experiences in a variety of settings. The clinical experiences are coordinated to correspond to the requirements of the physical therapy program. As a facilitator, the clinical instructor will assist in developing the student's clinical thinking skills. The student is expected to become independent with the evaluation and treatment of noncomplex patients within that practice setting. **Grade Mode:** Satisfactory (S,U,I,W) **Repeatable:** Repeatable up to 5 credits **College Code:** SHP

PHTH 590 – Topics in _____

Credits: 1–4

Selected topics in physical therapy. Permission of department chair required.

Course Attribute: Service course **Prerequisite(s):** Specific prerequisites may be required for some subject areas. **Repeatable:** Repeatable.

College Code: SHP

College Code: SHP

Speech–Language Pathology & Audiology

Bell Hall, Room 114
269–471–3468
speech@andrews.edu
www.andrews.edu/speech/

Faculty

Darah J. Regal, Chair
Brynja K. Davis
Heather Ferguson

Mission

The Andrews University Department of Speech–Language Pathology and Audiology (SPLAD) provides faith–affirming Christian education. The sequence of experiences focuses on the knowledge and practices for a career in the discipline. Students will:

- Become knowledgeable about human communication and potential disorders
- Uphold the ethical and Christian principles regardless of age, gender or ethnicity
- Be prepared to provide high quality, effective clinical service.

Program Description

The Department of Speech–Language Pathology and Audiology offers three bachelor degree options. The professional degree tracks, Bachelor of Science (BS) degree or Bachelor of Arts/Bachelor of Science (BA/BS) joint degree with Spanish, prepare students for advanced degree(s) required for certification. (MA in SLP or Doctorate in AuD not currently offered at Andrews)

The Bachelor of Health Science degree: Wellness with an emphasis in speech–language pathology and audiology prepares students for a career in either a medical or educational setting. This is not a preparatory degree for an advanced (graduate) degree in either speech–language pathology or audiology. Prior to application and acceptance into either the BS or BA/BS degree, students are accepted into the BHS Wellness/SPLAD (pre–professional track).

General education and cognate requirements for the freshman and sophomore years are the same for all three bachelor degrees.

Admission Requirements for Professional Program BS or BA/BS

All students seeking acceptance into the professional program BS degree or the BA/BS joint degree must apply during their sophomore year (no later than July 15 for transfer students) for acceptance into the professional program for the following fall semester. Successful completion of pre–requisite courses and a cumulative GPA of 3.0 are minimum requirements for students who desire to apply to the BS or BA/BS joint degree. Students must complete all segments of the application process, and receive a letter of acceptance before entering the BS or BA/BS major in speech–language pathology and audiology.

Transfer students who have completed at least 3 full–time college semesters or have completed at least (40 credits) will need to complete two applications, one for the university and one for the department. The results of the application process will determine which bachelor’s degree the student has been accepted in to.

Individuals desiring to become SLP’s must obtain a master’s degree. Individuals desiring to become audiologists must obtain a clinical doctorate (AuD) degree. Details of graduate programs are available through the department office. Download SPLAD application

Bachelors

Speech–Language Pathology and Audiology BS

Professional Degree Requirements

- SPPA 234 – Introduction to Speech–Language Pathology and Audiology Credits: 3
- SPPA 270 – Preclinical Observation Credits: 1
- SPPA 280 – Anatomy and Physiology of Speech and Hearing Credits: 4
- SPPA 285 – Applied Phonetics Credits: 3
- SPPA 310 – Speech Science Credits: 3
- SPPA 321 – Normal Language Development Credits: 3
- SPPA 322 – Child Language Disorders Credits: 3

- SPPA 331 – Basic Audiology Credits: 3
- SPPA 332 – Audiological Procedures Credits: 3
- SPPA 374 – Articulation and Phonology: Development and Disorders Credits: 3
- SPPA 425 – Clinical Principles and Practices Credits: 3
- SPPA 447 – Disorders of Voice and Fluency Credits: 3
- SPPA 455 – Adult Neurogenic Disorders Credits: 3
- SPPA 458 – Aural Rehabilitation Credits: 3
- SPPA 471 – Clinical Practicum in Speech–Language Pathology Credits: 2
- SPPA 472 – Clinical Practicum in Audiology Credits: 2

Cognates:

- PHYS 225 – Sound and Waves Credits: 4 (Meets the General Education Life/Physical Science requirement)
- STAT 285 – Elementary Statistics Credits: 3

Recommended Courses:

- COMM 436 – Intercultural Communication Credits: 3
- ENGL 460 – Linguistics Credits: 3
- BHSC 230 – Research Methods I: Statistics for the Behavioral Sciences Credits: 3
- BIOL 100 – Human Biology Credits: 4
- BIOL 208 – Environmental Science Credits: 4
- BIOL 221 – Anatomy and Physiology I Credits: 4
- PSYC 301 – Human Development—Lifespan Credits: 3

General Education Requirements

See the Professional Program Requirements, and note the following **specific** requirements:

Religion:

professional degree requirements

Language/Communication:

professional degree requirements

History:

professional degree requirements

Fine Arts/Humanities:

professional degree requirements

Life/Physical Sciences:

- SPPA 280 – Anatomy and Physiology of Speech and Hearing Credits: 4
- PHYS 225 – Sound and Waves Credits: 4
- plus a required biology course—either BIOL 100 or BIOL 208 are recommended

Mathematics:

- STAT 285 – Elementary Statistics Credits: 3

Computer Literacy:

- INFS 120 – Foundations of Information Technology Credits: 3 or pass competency exam

Service:

- SPPA 250 – Fieldwork Credits: 2 **or**
- SPPA 471 – Clinical Practicum in Speech–Language Pathology Credits: 2 **or**
- SPPA 472 – Clinical Practicum in Audiology Credits: 2

Social Sciences:

professional degree requirements

- PSYC 301 – Human Development—Lifespan Credits: 3 recommended

Fitness Education:

professional degree requirements

Total Credits: 45

Wellness, Speech–Language Pathology and Audiology Emphasis BHS

The Bachelor of Health Science: Wellness with an emphasis in speech–language pathology and audiology (BHS) does not have a separate departmental application process. To remain in the BHS program a cumulative GPA of 2.50 is required.

Total Credits: 60

Major Requirements

Core Requirements

- HLED 210 – Philosophy of Health Credits: 3
- HLED 445 – Consumer Health Credits: 2
- FDNT 230 – Nutrition Credits: 3
- FDNT 448 – Nutrition and Wellness Credits: 3
- FDNT 460 – Seminar Credits: 1–2
- FTES 205 – Fitness Conditioning Credits: 1

Speech–Language Pathology and Audiology Emphasis

- SPPA 234 – Introduction to Speech–Language Pathology and Audiology Credits: 3
- SPPA 270 – Preclinical Observation Credits: 1
- SPPA 280 – Anatomy and Physiology of Speech and Hearing Credits: 4
- SPPA 285 – Applied Phonetics Credits: 3
- SPPA 310 – Speech Science Credits: 3
- SPPA 321 – Normal Language Development Credits: 3
- SPPA 322 – Child Language Disorders Credits: 3
- SPPA 331 – Basic Audiology Credits: 3
- SPPA 374 – Articulation and Phonology: Development and Disorders Credits: 3

Choose one of the following courses:

- SPPA 332 – Audiological Procedures Credits: 3
- SPPA 425 – Clinical Principles and Practices Credits: 3

Cognates

Choose two of the following:

- BIOL 260 – General Microbiology Credits: 4
- MLSC 230 – Fundamentals of Clinical Microbiology Credits: 3
- PHYS 141 – General Physics I Credits: 4
- PHYS 225 – Sound and Waves Credits: 4
- SPPA 280 – Anatomy and Physiology of Speech and Hearing Credits: 4

Choose one:

- BIOL 100 – Human Biology Credits: 4
- BIOL 221 – Anatomy and Physiology I Credits: 4

General Education

See professional program requirements and note the following specific requirements:

- COMM 104 – Communication Skills Credits: 3
- ENGL 115 – English Composition I Credits: 3
- ENGL 215 – English Composition II Credits: 3
- HLED 120 – Fit for Life Credits: 1

Choose one:

- HIST 117 – Civilizations and Ideas I Credits: 3
- HIST 118 – Civilizations and Ideas II Credits: 3

Choose one:

- MATH 145 – Reasoning with Functions Credits: 3
- STAT 285 – Elementary Statistics Credits: 3

Choose one or similar PYSC course

- PSYC 101 – Introduction to Psychology Credits: 3
- PSYC 301 – Human Development—Lifespan Credits: 3

- One religion course per academic year of attendance in a Seventh–day Adventist college or university.

Bachelors Dual Degrees

Speech–Language Pathology and Audiology/Spanish Studies Joint Degree, BA/BS

This program integrates the study of the Spanish language and culture with preparation in the field of Speech–Language Pathology and Audiology. The main goal of this degree is to prepare students to serve in both a medical as well as in an educational setting. Students will participate in clinical practicum/internships in which they will have the opportunity to apply the knowledge acquired in classes. It is required that students attend to one of the ACA programs for a full year.

Students in this joint degree will receive two separate but integrated degrees: a Bachelor of Arts with a major in Spanish Studies and a Bachelor of Sciences with a major in Speech–Language Pathology and Audiology.

Spanish Studies/Speech–Language Pathology and Audiology Joint Degree, BA/BS

This program integrates the study of the Spanish language and culture with preparation in the field of Speech–Language Pathology and Audiology. The main goal of this degree is to prepare students to serve in both a medical as well as in an educational setting. Students will participate in clinical practicum/internships in which they will have the opportunity to apply the knowledge acquired in classes. It is required that students attend to one of the ACA programs for a full year.

Students in this joint degree will receive two separate but integrated degrees: a Bachelor of Arts with a major in Spanish Studies and a Bachelor of Sciences with a major in Speech–Language Pathology and Audiology.

Total Credits – 140

Spanish Studies Requirements – 42

ACA Requirements – 18

Choose one course from each of the following sets:

- SPAN 351, 352, 353
- SPAN 361, 362, 363
- SPAN 371, 372, 373
- Plus 9 Spanish credits at the 300–400 level

AU Cognates – 6

Choose one of the following sets:

- SPAN 171 – Elementary Spanish I Credits: 3
- SPAN 172 – Elementary Spanish II Credits: 3
- SPAN 275 – Intermediate Spanish Credits: 4

AU Requirements – 18

- SPAN 325 – Spanish for the Medical Professions Credits: 3
- SPAN 420 – Advanced Spanish Written and Oral Communication Credits: 3
- SPAN 426 – Contemporary Spain Credits: 3
- SPAN 436 – Spanish–American Culture Credits: 3
- SPAN 447 – Spanish for Translation Credits: 3
- SPAN 449 – Spanish for Interpreters Credits: 3
- SPAN 456 – Spanish for Speech Pathologists and Audiologists Credits: 3

Speech–Language Pathology & Audiology Requirements – 45

- SPPA 234 – Introduction to Speech–Language Pathology and Audiology Credits: 3
- SPPA 270 – Preclinical Observation Credits: 1
- SPPA 280 – Anatomy and Physiology of Speech and Hearing Credits: 4
- SPPA 285 – Applied Phonetics Credits: 3
- SPPA 310 – Speech Science Credits: 3
- SPPA 321 – Normal Language Development Credits: 3
- SPPA 322 – Child Language Disorders Credits: 3
- SPPA 331 – Basic Audiology Credits: 3
- SPPA 332 – Audiological Procedures Credits: 3
- SPPA 374 – Articulation and Phonology: Development and Disorders Credits: 3
- SPPA 425 – Clinical Principles and Practices Credits: 3
- SPPA 447 – Disorders of Voice and Fluency Credits: 3
- SPPA 455 – Adult Neurogenic Disorders Credits: 3
- SPPA 458 – Aural Rehabilitation Credits: 3
- SPPA 471 – Clinical Practicum in Speech–Language Pathology Credits: 2
- SPPA 472 – Clinical Practicum in Audiology Credits: 2

General Education Requirements BA/BS

For General Education requirements follow the General Education Professional Program

Undergraduate Minors

Speech–Language Pathology and Audiology Minor

Students in education, communication, and behavioral science find a speech–language pathology and audiology minor helpful for increasing their awareness and understanding of people with speech, language, and hearing impairments. The minor also gives students with another major the necessary background to pursue graduate studies in speech–language pathology or audiology.

Degree Requirements

- SPPA 234 – Introduction to Speech–Language Pathology and Audiology Credits: 3
- SPPA 270 – Preclinical Observation Credits: 1
- SPPA 280 – Anatomy and Physiology of Speech and Hearing Credits: 4
- SPPA 285 – Applied Phonetics Credits: 3
- SPPA 321 – Normal Language Development Credits: 3
- SPPA 322 – Child Language Disorders Credits: 3
- SPPA 331 – Basic Audiology Credits: 3
- SPPA 374 – Articulation and Phonology: Development and Disorders Credits: 3

Total Credits: 23

Speech–Language Pathology & Audiology

SPPA 234 – Introduction to Speech–Language Pathology and Audiology

Credits: 3

An introduction to the professions of speech–language pathology and audiology, this course surveys the possible etiologies and characteristics of various communication problems encountered by clinicians. Language and communication differences in a multicultural society are also examined. **Grade Mode:** Normal (A–F,I,W) **College Code:** SHP

SPPA 250 – Fieldwork

Credits: 2

Students participate in experiences in the community related to the professions of speech–language pathology and audiology. Open to majors who have applied one semester in advance. Meets the general education fieldwork requirement. Does not apply to major or minor. **Grade Mode:** Normal w S/DG (A–F,I,S,U,DG,W)

Repeatable: Repeatable **College Code:** SHP

SPPA 270 – Preclinical Observation

Credits: 1

Students observe and write reports on a total of 25 hours of therapy and/or diagnostic sessions in the areas of speech–language pathology and audiology. They also participate in discussions of procedures used by the professionals during therapeutic interventions. **Grade Mode:** Satisfactory w/DG (S,U,I,W,DG) **College Code:** SHP

SPPA 280 – Anatomy and Physiology of Speech and Hearing

Credits: 4

The study of the anatomy and physiology of respiration, hearing, phonation, articulation, and the central nervous system. Students participate in a gross–anatomy human cadaver lab. Weekly: 3 lectures and a 2–hour lab \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **College Code:** SHP

SPPA 285 – Applied Phonetics

Credits: 3

A study of the International Phonetic Alphabet and its application to speech and hearing sciences. Includes an introduction to acoustic theory and spectrographic analysis of speech. Skill is developed in transcription of both normal and disordered speech in children and adults. **Grade Mode:** Normal (A–F,I,W) **College Code:** SHP

SPPA 310 – Speech Science

Credits: 3

An exploration of the theoretical information regarding speech perception and hearing, using concepts of physics, anatomy, and physiology. Clinical applications and management strategies for specific speech and hearing disorders will also be addressed. **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** SPPA 234, SPPA 280.

College Code: SHP

SPPA 321 – Normal Language Development

Credits: 3

A comprehensive look at the normal development of speech and language in the child; includes the areas of language prerequisite skills, phonology, morphology, semantics, syntax and pragmatics. **Grade Mode:** Normal (A–F,I,W) **College Code:** SHP

SPPA 322 – Child Language Disorders

Credits: 3

A study of the factors contributing to the development of disordered speech and language. Includes traditional and more recent classification systems and a survey of characteristic disorders. Introduction to methods of evaluation and therapy. **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** SPPA 321. **College Code:** SHP

SPPA 331 – Basic Audiology

Credits: 3

Survey of the normal auditory system and the pathologies that affect its functioning. Includes the physics of sound, standard reference levels, and auditory perception. Methods of administering and interpreting pure tone, speech threshold, and speech recognition tests are presented in classroom and lab settings. \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **College Code:** SHP

SPPA 332 – Audiological Procedures

Credits: 3

Continued study of auditory testing with an overview of differential diagnostic tests in the identification of auditory pathologies. Includes clinical masking and acoustic immittance measures. Techniques are presented for evaluating special populations including infants and young children, industrial, and the pseudo–hypacusic. \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** SPPA 331.

College Code: SHP

SPPA 374 – Articulation and Phonology: Development and Disorders

Credits: 3

A survey of phonological development, and characteristics of articulation and phonology disorders. Discussion of etiologies, assessment, and management of these disorders is included. **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** SPPA 285. **College Code:** SHP

SPPA 415 – Seminar in Communication Disorders:_____

Credits: 3

Advanced study into professional and/or clinical aspects of speech–language pathology and/or audiology. **Grade Mode:** Normal (A–F,I,W) **Repeatable:** Repeatable with different topics **College Code:** SHP

SPPA 425 – Clinical Principles and Practices

Credits: 3

Discussion of principles underlying clinician/client relationships and interventions for communication disorders. Instruction in clinical management for speech–language pathology, including developing instructional programs, obtaining target behaviors, record keeping, and report writing. **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** SPPA 321, SPPA 322. **College Code:** SHP

SPPA 435 – Communication Development and Disorders for Classroom Teachers

Credits: 3

An overview of normal language acquisition and development, including a survey of typical communication disorders and their impact on students' academic success. Issues such as public laws and policies affecting the communicatively handicapped, language and communication differences in multicultural populations, and collaborative management models are also addressed. **Grade Mode:** Normal (A–F,I,W) **College Code:** SHP

SPPA 447 – Disorders of Voice and Fluency

Credits: 3

A study of the anatomy and physiology of the vocal mechanism; with emphasis on normal and abnormal processes of voice and fluency. Assessment and treatment principles of functional, organic and neurological voice pathologies will be addressed, as well as basic principles of stuttering diagnosis and therapy. **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** SPPA 234, SPPA 280, SPPA 310. **College Code:** SHP

SPPA 455 – Adult Neurogenic Disorders

Credits: 3

A study of neuroanatomy, as well as the interaction of language and cognition, and hemispheric specialization. This course also covers the classification, etiology, and assessment of individuals with speech, cognitive–linguistic, and swallowing disorders associated with central nervous system damage. Therapeutic principles are introduced. **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** SPPA 234, SPPA 280, SPPA 321. **College Code:** SHP

SPPA 458 – Aural Rehabilitation

Credits: 3

A conceptual approach to the rehabilitation of the hearing–impaired. Methods of management which optimize the use of residual hearing with amplification or other assistive devices are considered for patients from birth to geriatric. **Grade Mode:** Normal (A–F,I,W) **Prerequisite(s):** SPPA 331, SPPA 332. **College Code:** SHP

SPPA 471 – Clinical Practicum in Speech–Language Pathology

Credits: 2

Supervised practice in clinical management of persons with communication disorders, including administration of tests and implementation of therapy programs. A content course in practicum area; 25 hours of observation in speech–language pathology and audiology. \$ – Course or lab fee **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **Prerequisite(s):** SPPA 321, SPPA 322, SPPA 374; **Repeatable:** Repeatable **Special Approval:** Instructor permission required. **College Code:** SHP

SPPA 472 – Clinical Practicum in Audiology

Credits: 2

Supervised practice in test administration, report writing, and clinical management of persons with communication disorders related to audiology. \$ – Course or lab fee **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **Prerequisite(s):** SPPA 331, SPPA 332, permission of instructor, and 25 hours of observation in speech–language pathology and audiology. **Prerequisite/Corequisite:** SPPA 458. **College Code:** SHP

SPPA 478 – Study Tour:

Credits: 0

Travel to destinations relevant to individual programs of study. Classes will be selected from department(s) offerings. Fee may be required. \$ – Course or lab fee **Grade Mode:** Noncredit (NC,W) **Repeatable:** Repeatable **College Code:** SHP

SPPA 480 – Topics In _____

Credits: 1–2

Selected topics in audiology and speech–language pathology. Consult current class schedule for topics offered each year. **Grade Mode:** Normal (A–F,I,W) **Repeatable:** Repeatable with different topics **College Code:** SHP

SPPA 495 – Independent Research/Project

Credits: 1–4

Arranged on a contract basis with a faculty member. **Grade Mode:** Normal w S/DG (A–F,I,S,U,DG,W) **Repeatable:** Repeatable **College Code:** SHP

Seventh-day Adventist Theological Seminary

Seminary Hall, Room N230
 Denis Fortin, *Dean*
 R. Clifford Jones, *Associate Dean*
 Fax: 269-471-6202
 seminary@andrews.edu
 www.andrews.edu/sem/
 269-471-3537

Summer Sessions—2013 Summer Term 1 (May 13–June 7, 2013)

May		
1	Tue	Seminary: MDiv Application deadline for fall term (International applicants)
10	Fri	Hebrew Placement Test, 10 a.m.
12	Sun	New Student Orientation 9:00am to 12:00
13	Mon	Registration, 9 a.m.–5 p.m. Summer Term 1 classes begin
14	Tues	Late registration fee in effect for summer Term 1 classes
15	Wed	Last day to apply for August graduation
17 – 18	Fri & Sat	SEEDS Church Planting Workshop
27	Mon	Memorial Day Holiday
31	Fri	Seminary: MDiv Application deadline for fall term (Domestic applicants)
June		
7	Fri	Last day of summer Term 1 classes

Summer Term 2 (June 10–July 5, 2013)

June		
10	Mon	Registration, 9 a.m.–5 p.m. Summer Term 2 classes begin
11	Tue	Late registration fee in effect for summer Term 2 classes
July		
4	Thur	Independence Day Holiday
5	Fri	Last day of summer Term 2 classes

Summer Term 3 (July 8–August 2, 2013)

July		
8	Mon	Registration, 9 a.m.–5 p.m. Summer Term 3 classes begin
9	Tue	Late registration fee in effect for summer Term 3 classes
August		
2	Fri	Last day of summer Term 3 classes Consecration service, 8 p.m.
3	Sat	Baccalaureate service, 11:20 a.m. Seminary dedication service, 4–5:30 p.m.
4	Sun	Summer commencement, 9 a.m.
4 to 9	Sun – Fri	Natural Remedies & Hydrotherapy Workshop
4 to 11	Sun – Mon	New England Adventist Heritage Tour

Fall Semester 2013 (August 26–December 12, 2013)

August		
	Mon – Thur	Greek Review session, 5–8 p.m.
12 – 16	Mon – Fri	Hebrew Review session, 9 a.m.–12 p.m.
	Wed	Greek Placement Test, 1 p.m.
21–24	Wed – Sat	New student orientation for fall semester
22	Thu	Hebrew Placement Test, 8:30 a.m.
23	Fri	Biblical Literacy Entrance Exam, 8:30 a.m.
26	Mon	Fall semester classes begin

28	Tue	Late registration fee in effect for first time registrations for fall semester 2013 classes
	Fri	Church Policy Review Session

September

7	Sat	Adventist Heritage Sabbath
20	Fri	Church Policy Review Session
16 to 21	Mon–Fri	University Fall Week of Spiritual Emphasis
27	Fri	Church Policy Exam
28	Fri	Last day to apply for December degree conferral

October

14 & 15	Mon, Tue	Regular seminary classes in session
26 to 28	Sat – Mon	H.M.S. Richards Lectureship on Biblical Preaching (attendance required for MDiv students)
28 – Sept 2	Mon–Sat	Graduate Students: Week of Spiritual Emphasis

November

1	Fr	Challenge Exam—CHIS504, 8:30–10:30 a.m.
7	Thur	NADEI Field School Assembly
8 to 11	Fri – Mon	Church Plant Coaching Certification Training
24 to Dec 1	Sun–Sun	Thanksgiving Break

December

5	Thu	Last day of fall semester classes
7	Sat	Dedication service, 4–5:30 p.m.
9 to 12	Mon – Thur	Final Exams
16	Mon	Last day to submit NADEI Field School Application

Spring Semester 2014 (January 6–May 1, 2014)

January

6	Mon	Spring semester classes begin
7	Tue	Late registration fee in effect
16	Thu	Last day to apply for May graduation
20–25	Mon–Sat	University Spring Week of Spiritual Emphasis
31	Fri	Seminary: MDiv Application deadline for summer term (International applicants)

February

4, 6, 7	Tues, Thur, Fri	Seminary Scholarship Symposium
28	Fri	Seminary: MDiv Application deadline for summer term (International applicants)

March

14 to 23		Spring Semester Break
24	Mon	Ellen G. White Issues Symposium
28 to 30	Fri – Sun	Ministry Coach Certification Training

April

20	Sat	Seminary Michigan Adventist heritage Tour
24	Thu	Last day of spring semester classes
Apr 28 to May 1		Final Exams

May

1	Thu	MDiv: Application deadline for fall term (International applicants)
1	Thu	Spring semester ends
2	Fri	Consecration service, 8 p.m.
3	Sat	Baccalaureate services Dedication service, 4–5:30 p.m.
4	Sun	Commencement services
11	Sun	New student orientation, 8:30 a.m.–12 p.m.

June

2	Mon	Mon MDiv: Application deadline for fall term (Domestic applicants)
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Seminary Mission Statement

We serve the Seventh-day Adventist Church by preparing effective leaders to proclaim the everlasting gospel and make disciples of all people in anticipation of Christ's soon return.

Seminary Vision Statement

The Seventh-day Adventist Theological Seminary Prepares spiritual leaders to impact the world for Christ. We are a culturally diverse learning and worshiping community that nurtures excellence, provides theological leadership, and shares our ministry and resources around the world.

Core Values

Faithfulness with expectation

- Being faithful in our relationship to Christ as Savior and Lord
- Being faithful to God and his revelation as expressed in his Word
- Being faithful in our quest for truth and beauty through a teachable and steadfast spirit
- Being faithful to the Seventh-day Adventist Church and God's prophetic leading in our story.

Christ-likeness with humility

- Cultivating a Christ-like integrity which reflects the character of God
- Submitting our whole selves, mind, body and spirit to God
- Living a passionate and authentic life of obedience and service.

Respect with justice

- Being Christians who are global in vision, sensitive to diversity, and competent in inter-cultural relationships
- Respecting all persons by exhibiting love, compassion and caring, and recognizing everyone's unique giftedness and creative potential
- Working for fairness, and advocating for justice for those without power or voice.

Community with joy

- Worshiping with joy and keeping the Sabbath holy
- Nurturing a community of healing, grace, restoration and renewal
- Developing a sense of collegiality and friendship in our work as brothers and sisters in Christ.

Discipleship with wholeness

- Embracing the ongoing transformation by the Spirit in our own life of faith and learning
- Seeking to see in one another the Spirit's work of restoring the image of our Maker
- Mentoring others in knowing and following their call and vocation.

Service with passion

- Leading with a servant's heart to equip others for service
- Striving with passion to reach the lost, serve the poor, and grow the church
- Valuing creation and our call to be stewards in all areas of life.

Accreditation and Authorization

All seminary degree programs are accredited by The Association of Theological Schools in the United States and Canada.

Objectives

Each program of the Seminary is committed to the following general objectives:

- to furnish the Seventh-day Adventist Church with competent, highly motivated and consecrated pastors and church workers for service in the worldwide mission of the church
- to equip men and women for the various phases of ministry with sound methods, principles, and procedures of biblical interpretation and scholarship
- to provide a firm basis for an intellectual and spiritual understanding of religion, morality, and ethics as set forth in the Bible (accepted as the propositional word of God) and as understood in Christianity in general and the Adventist Church in particular
- to transmit a belief in the relevance of biblical faith and teaching to modern men and women and to their preparation for the future kingdom

- to develop skills required for effectively proclaiming biblical faith through preaching, teaching, writing, and leadership in corporate worship and all phases of church life
- to teach methods and procedures for leading a congregation or group to accomplish its own task of disseminating the faith by word and deed
- to encourage the development of professional and pastoral skills necessary to create an atmosphere of mutual care within the Christian community in order that harmony and unity may be maintained, the common good fostered, and Christian commitment deepened
- to encourage appreciation for other cultures, sympathetic understanding of customs different from one's own, and responsiveness to change
- to promote personal involvement in the spiritual life of the Seminary community, to aid in the formation of a strong devotional life, to inspire a profound deepening of the student's vocation and commitment to serve God and humanity in harmony with the teachings set forth in Scripture as understood by the Adventist church
- to foster, within the Adventist framework, a stimulating academic and professional environment; to provide the necessary tools required for learning; to emphasize sound method, sharp critical thought, and an eager approach to discovering ultimate truth, thus forming an adequate foundation for lifelong competence and integrity
- to lay the foundations for lasting friendships, productive of mutual assistance and confidence, and to promote professional collegiality that creates a willingness to transcend personal bias and accept counsel from one's peers.

Human Relations

The Seminary affirms that all persons have equal worth as beings created in the image of God. A wide diversity of individuals gives opportunity for every student, staff member, and faculty member to practice Christian love and acceptance. In practical terms, this means that we encourage one another to be respectful of and sensitive to people of every age, gender, or disability; people of every racial, ethnic, cultural, geographical, political, religious, or economic background; and people who are single or married. In classrooms, chapels, and casual conversations, and in our writing, we recognize women and men equally and avoid assumptions or judgments based on group stereotypes. Neither sexual harassment nor racial disparagement is tolerated. Frank discourse notwithstanding, we seek to listen, learn, and be enriched as we come to understand and appreciate each other more fully. We affirm our diversity even as we pursue unity.

Faculty

The faculty of the Seminary combine high academic and professional qualifications with a commitment to Jesus Christ and a concern for the proclamation of the gospel. A majority of the faculty have lived and/or worked overseas, served as pastors, and earned advanced degrees in the field of their specialization. The Seminary seeks to be responsive to cultural, ethnic, and national differences in its choice of faculty and staff.

The faculty is involved in research and writing for denominational periodicals and professional/theological journals. Articles authored by faculty appear in the SDA Bible Commentary; SDA Bible Dictionary; SDA Encyclopedia; Theological Dictionary of the Old Testament; The Interpreter's Dictionary of the Bible, Supplementary Volume; Harper's Dictionary of the Bible, rev. ed.; the New International Standard Bible Encyclopedia; and other reference works.

Scholarly Journal

In 1963 the Seminary began publishing a scholarly journal— Andrews University Seminary Studies. This biannual periodical presents the results of research in the fields of biblical archaeology and history of antiquity; Hebrew Bible; New Testament; church history of all periods; historical, biblical, and systematic theology; ethics; history of religions; and missions. Selected research articles on ministry and Christian education may also be included.

Outreach

Extension Programs. The Seminary conducts short-term extension schools in many parts of the world. Two degree programs are offered largely in off-campus settings: (1) the Master of Arts in Pastoral Ministry program, begun in North America in 1984 for experienced pastors in the field who have not earned a previous seminary degree, and (2) the Doctor of Ministry program for experienced pastors who have previously earned an MDiv degree or its equivalent.

Seminary Distance Learning Center

Seminary Hall, Room S144

Phone: 269-471-3962 Fax: 269-471-6202

sdlc@andrews.edu

www.andrews.edu/sem/sdlc/

Helena R. Gregor, *Director*

The Seminary Distance Learning Center offers a variety of distance education courses at the graduate level. Courses are available on both a credit and non-credit basis.

Course Offerings. For a list of current offerings, see the Center website: www.andrews.edu/sem/sdlc/.

Registration Procedure. To register for a course, please go to the Center website: www.andrews.edu/sem/sdlc and follow the registration procedure.

Other Enrichment Programs

Guided Tours. Under the auspices of the Seminary, the university offers guided tours for course credit. These courses include CHIS 504 and GSEM 678.

Archaeological Field Work. In 1968 under the direction of Siegfried H. Horn, the university initiated an archaeological excavation at the site of Hisban (Heshbon) in the Hashemite Kingdom of Jordan. Excavation continued for five seasons, the last in 1976. In 1984 the Institute of Archaeology expanded its work to a larger region, renaming its consortium the Madaba Plains Project. The project now sponsors excavations at Tall al-'Umayri, Tall Jalul, and other hinterland sites, and conducts an extensive archaeological survey of the entire region.

Mediterranean Study Tour. Each summer the Seminary offers courses in connection with a tour of various parts of the biblical world, such as Italy, Greece, Turkey, Israel, Jordan and Egypt. The Old Testament and New Testament departments alternate responsibilities for offering selected subjects. A seminary faculty member directs the program. Some of the courses offered meet requirements of the MDiv program, and others are general electives. The program includes touring biblical sites. After regular students sign up, subject to availability of space, family members may accompany students. For further information, students may contact the department (Old or New Testament) which coordinates the program for the term they plan to attend.

ASOR Study Center Opportunities. Andrews University is a corporation member of the American Schools of Oriental Research. Seminary and post-graduate students may attend the organization's affiliated institutes—the W. F. Albright Institute of Archaeological Research in Jerusalem and the American Center for Oriental Research in Amman, Jordan. Students also may compete for financial aid and fellowships offered annually by these institutes.

Admission and Evaluation Policies

All applicants must hold a minimum of a baccalaureate degree or its equivalent from an accredited college or university and are subject to the general admission requirements in the Graduate Programs Admission section of this bulletin (see Graduate Academic Policies). Students in MA, PhD, and ThD programs are also subject to the Academic Standards requirements in Graduate Academic Policies. International students should note the Special Admission Requirements on Graduate Academic Policies.

Admission Policy. Admission to the Seventh-day Adventist Theological Seminary is granted irrespective of race, color, national or ethnic origin, gender, or disability. The Seminary is owned and financed by the Seventh-day Adventist Church. It is a community of committed Christians who collectively confess the Christian faith and seek to experience its meaning in worship and practical life. Most of its students are members of the Seventh-day Adventist Church; however, no declaration of confessional allegiance is required for admission. Students who meet academic requirements, whose lifestyle and character are in harmony with the purposes of the Seminary, and who express willingness to cooperate with general university policies may be admitted. Criteria for approving or declining admission to applicants are described in application materials. Admission to the university is a privilege rather than a right and may be withheld or withdrawn by the university at its discretion.

Students are expected to maintain the religious, social, and cultural atmosphere of the Seminary and to order their lives in harmony with its mission and purposes. The seminary community endeavors to maintain an atmosphere of mutual support and acceptance which is congenial to personal adjustment and social development. In the course of their preparation for the ministry, students are called upon to participate in the lives and worship of the surrounding churches. Because of this role, students are expected to be sensitive to the values of others and exemplary in appearance and actions.

Character Statement and Student Pledge. As part of the admission process, all prospective Seminary students are required to sign and return a character statement form. In addition, Seminary students subscribe to the following declaration of purpose:

I declare it to be my serious intention to devote my life to the Christian ministry or some other form of Christian service, and to this end I pledge myself to rely on divine guidance, to live according to the standards and ideals set forth in the Holy Scriptures, to apply myself faithfully and diligently to the instruction of the Seminary, and to abide by all its requirements.

Psychological Evaluation. Applicants to Seminary programs are required to complete the Seminary's program of psychological evaluation during their first fall semester of residency, or as designated by their programs. All graduating students must comply with the graduation requirements of their respective programs, including exit testing. The cost of the evaluation is the responsibility of the applicant.

Background Check. Applicants to all Seminary programs are required to undergo a criminal background check and to make the results of the check available to the Seminary. The cost of the criminal background check is the responsibility of the applicant. Details about this requirement may be obtained from your program director.

Student Lifestyle. Continuance in a seminary program is based not only on academic achievement but also on an ongoing lifestyle reflecting Seventh-day Adventist principles in character and conduct.

English Language Requirements. All students whose first language is not English must demonstrate adequate proficiency in English to succeed in the academic setting. Language proficiency must be met before enrolling full-time in regular course work. Please contact your respective departments director for specific TOEFL, MELAB and IELTS scores.

Time to Apply. Domestic applications to the MDiv program require approximately six months for processing. International applications to the MDiv program require approximately twelve months for processing.

PhD and ThD applicants for autumn semester must submit application materials by January 15. A limited number of students may be admitted for the summer term, in which case they would need to submit all application materials by November 30 of the previous year.

Minimum GPA for Admission. The minimum GPAs required for admission to seminary programs are listed below. Transfer credits are not counted in the GPA.

- 2.50 MDiv, MA in PMin, MA in YYAMin
- 2.75 MA (Religious Education)
- 3.00 MA (Religion)
- 3.25 DMin
- 3.50 PhD, ThD

Recommendation Forms and Statement of Purpose. Applicants to all seminary programs need to have three recommendation forms sent directly to the Office of Graduate Admissions. The forms should be completed by persons well acquainted with the applicant's abilities and recent experience. The length of the statement of purpose and the kind of recommendations needed are listed on this page.

Master of Divinity Program

- Recommendations
 1. A college religion department (if a theology or religion graduate of an SDA college within the past five years)
 2. A local board of a church where the applicant is a member or was engaged actively in some form of ministry for at least one year. Recommendation should be signed by the pastor or elder.
 3. A person not included in the previous categories (preferably a church leader, pastor, administrator, or teacher). Applicants who do not qualify to obtain a recommendation from one or both of the first two categories must obtain additional recommendations from the third category.
- Statement of Purpose—350 words plus an autobiographical history based on questions provided in the admission package.

Master of Arts in Pastoral Ministry

- Recommendations
 1. A Conference administrator
 2. A colleague in ministry or a local pastor if applicant is a layperson
 3. A local church elder
- Statement of purpose—350 words plus a career history.

Master of Arts in Youth and Young Adult Ministry

- Recommendations

1. College teacher
 2. Pastor or a second college teacher
 3. Church administrator or recent employer
- Statement of Purpose—350 words plus a career history.

Master of Arts in Religion

- Recommendations
 1. College teacher
 2. College teacher
 3. Church administrator or recent employer
- Statement of Purpose—500 words

Master of Arts in Religious Education

- Recommendations
 1. College teacher
 2. Pastor or second college teacher
 3. Church administrator or recent employer
- Statement of Purpose—500 words

Doctor of Ministry

- Recommendations
 1. Conference administrator
 2. Colleague in ministry
 3. Lay person
- Statement of Purpose—1,500–2,500 words plus a career history.

Doctor of Philosophy in Religious Education

- Recommendations
 1. Adviser/teacher in applicant's MA or MDiv program
 2. Teacher in applicant's MA or MDiv program
 3. Administrator of applicant's employing organization or most recent employer if not currently employed.
- Statement of purpose—600 words

Doctor of Philosophy/Theology

- Recommendations
 1. Adviser/teacher in applicant's MA or MDiv program
 2. Teacher in applicant's MA or MDiv program
 3. Church administrator of applicant's employing organization (or most recent denominational employer if not currently church employed)
- Statement of purpose—600 words

Balanced Financial Plan. All students applying for admission to the on-campus programs of the Seminary must submit a balanced financial plan detailing how their expenses will be covered. Listed below is the length of plan required for Seminary degree programs:

MA: Religion 2 years

MA: Religious Education 2 years

MA: Youth & Young Adult Ministry 2 years

Master of Divinity 3 years

Doctor of Ministry

PhD/ThD programs 3 years*

*or letter of sponsorship required

Graduate Record Examinations. Students applying to the professional ministerial degree programs (Master of Divinity, Master of Arts in Pastoral Ministry, Master of Arts in Youth & Young Adult Ministry, and Doctor of Ministry) should provide transcripts of the Graduate Record Examination (GRE) General Test only when requested. Applicants to seminary academic graduate programs must request that a transcript of the GRE examination (taken within the past five years) be sent directly to the Office of Graduate Admissions.

Orientation. All new students are required to attend the fall orientation program. Students who begin in the summer have a short orientation on the day before summer school begins. The main orientation session starts the Wednesday of the week before autumn semester classes begin and continues through Monday. New students starting either in the summer or autumn terms should plan to attend this main session. A separate orientation, including an intensive course, is conducted for students entering the in-ministry delivery system of the MDiv program. See the Seminary calendar, here, for specific dates for these orientation events.

Psychological Evaluation. Students from all Seminary programs are required to complete the Seminary's program of psychological evaluation during their first fall semester of residency, or as designated by their programs. All graduating students

must comply with the graduation requirements of their respective programs, including exit testing.

Academic Policies Applying to All Programs

Class Loads and Enrollment Status. The number of credits required for full- and part-time enrollment status in seminary programs is listed below.

Program	Full-time	Part-time
MDiv	9–16	6–8
MA in PMin, MA, MA in YYAMin, DMin, PhD, ThD	8–12	4–7

Students may take more credits than indicated above only with approval from the dean. Students who have completed all course work in a master's or doctoral program but have not met all requirements for graduation must register for GSEM 688, GSEM 788, or GSEM 888 and maintain full-time status. Students who are registered for thesis or PhD, ThD, or DMin dissertation credits also maintain full-time status. Doctor of Ministry students registered for GSEM 789 DMin Program Continuation are considered by the university as half-time students.

Minimum GPA for Graduation. The minimum GPAs required for graduation from seminary programs are listed below. Transfer credits are not counted in the GPA.

2.75 MDiv

2.50 MA in PMin, MA in YYAMin

3.00 MA, DMin, PhD, ThD

Students accepted on a provisional basis must achieve the minimum GPA required for their program during the first semester they are enrolled. A student who fails to maintain the minimum GPA required for his/her degree program is placed on academic probation.

Graduating Student Questionnaire. Completion of the graduating student questionnaire (GSQ) is a part of the graduation requirements.

Satisfactory Academic Progress. To qualify for satisfactory academic progress, students must earn the minimum GPA (as above) required for their degree program and meet other standards as listed in the Tuition, Fees, and Other Financial Information section of this bulletin. See Financial Information.

Dual Enrollment. Undergraduate religion/theology students at Andrews University, who at the beginning of a given semester are within 15 credits of graduation and who otherwise meet admission requirements of the Theological Seminary, may apply for permission to take seminary work while completing requirements for the baccalaureate degree. Dual registration is limited to one semester. An undergraduate student may accumulate not more than 12 credits in the Seminary on the basis of dual registration.

Students should request a Dual Enrollment Application at the Academic Records Office and have their credits verified there. The form is then taken to the dean of the Theological Seminary for approval. The signed form is returned to the Academic Records Office and exchanged for a Registration Card on which the actual courses desired are listed. The Registration Card must be signed by the dean of the College of Arts and Sciences, the student's adviser, and the dean of the Theological Seminary. Students dually enrolled may not carry more than 15 credits per term, and seminary credit thus earned may not be used to meet undergraduate requirements.

See Dual Enrollment in School of Graduate Studies & Research for pursuing two graduate degrees simultaneously, or a second undergraduate degree while doing a graduate program.

Student Spouse Discount. Academically qualified spouses of full-time on-campus seminary students may request a discount on tuition of Seminary master's-level courses taken to fulfill the requirements of a Seminary master's degree. The individual requesting the discount must be accepted into a Seminary master's program and must apply for the discount each semester in which his/her spouse is enrolled full-time in the Seminary. (Details are available at the Deans' office.) Discount requests are due by the drop/add date each semester.

Seminary Spouse Class Attendance. Seminary students and spouses of Seminary students may request to informally audit any 500- or 600-level Seminary courses (except seminars) regardless of academic qualifications and without charge, subject to written permission from the instructor, Seminary dean, and available space.

Classes Taken in Other Schools. With the exception of students in Religious Education, students registered in the Seminary who plan to take courses in another school on campus must first obtain permission from the Seminary dean or appropriate program director, as well as the dean of the school where the course will be taken. Religious Education students will follow course plans arranged in

consultation with their advisors. MDiv students are charged regular tuition for courses taken outside the Seminary (except see notation under Master of Divinity Program in the Financial information section of the bulletin for information on how to request a 50% tuition reduction for graduate-level courses in the College of Arts & Sciences).

Informal Auditing. Students with a full-time load and a GPA of 3.00 or above may sit in on a Seminary class without registration or a tuition charge on a space-available basis. The appropriate form must be completed. Certain courses are not available for auditing on any basis. For audited courses to be recorded on the transcript, see the University policy on Audited Classes

Independent Study Courses. Normally, only on-campus students with a GPA of 3.00 or above may register for independent study courses. Because the faculty are not obliged to guide students for Independent Studies, students must first obtain their concurrence. Independent study courses are advanced studies in a particular field and should be taken only after completing basic courses. At registration, students need to submit a copy of the Independent Study Contract Form with the course number from the department and a brief subject added to the course title to appear on the transcript. Requirements for independent study are determined by the guiding faculty member and may include readings, research, writing, and other learning experiences. A maximum of 8 credits may be approved for Independent Study in a degree program, and Independent Study courses normally are graded satisfactory or unsatisfactory. Additional guidelines are found on the contract form.

Directed Reading. Courses designated Directed Reading are for doctoral students. Students must arrange individually with a professor to take courses on this basis. These courses may be graded S/U.

Grade Changes. Grade changes are permitted only in case of computational error and must be made no later than the semester following the one in which the course was taken. A form must be completed by the teacher and signed by the dean before being taken to the Office of Academic Records.

Worship Attendance. Regular and punctual attendance is required at seminary worship and assemblies for faculty, staff and students in residence, except students registered for 7 credits or fewer, and faculty who have assignments off-campus or are on an approved research term. Student requests to be excused from this requirement should be addressed to the deans' office in writing. Regular worship attendance is a graduation requirement for students in residence. For further details, please refer to the "Seminary Worship Attendance Policy" under Student Life at the Seminary website, www.andrews.edu/sem.

Final Exams. The times and dates for final examinations are set by the University and the Seminary at the beginning of every term. Students are expected to adhere to those dates and to integrate them into their planning calendar. The only exceptions to the prescribed dates are illness or dire emergency. Such exceptions must be approved in writing by the Seminary Associate Dean's office. Personal plans, family events, church activities, and the like do not qualify for a change of date.

Residency Requirements. Residency requirements for seminary programs appear in the respective program descriptions.

Time Limits on Degrees. For time limits applying to seminary degree programs, see the respective program descriptions below. Students who violate the respective time limits must petition the dean for an extension of time, giving reasons for the request and submitting plans for completion of the work. Petitions may be granted by the dean and may require additional qualifying or other examinations, additional course work, or both.

Transfer Credit. For limits on credits that may be transferred into the respective seminary programs, see each program description below.

Programs

The Master of Divinity degree program provides basic postgraduate professional preparation for ministry with a broad exposure to all fields of theological study. The program applies biblical, historical, educational, linguistic, theological, philosophical, ethical, missiological, pastoral, and evangelistic instruction to the practical work of the church. Practical field experience is a vital part of this program.

The Master of Arts in Pastoral Ministry degree program offers professional training to mature pastors experienced in ministry. Normally such persons are unable to leave their parish and come to the Seminary campus for extended periods of time. The Seminary provides the major part of this professional training at off-campus centers in North America and various international sites.

The Master of Arts in Youth and Young Adult Ministry degree is a professional program designed to equip men and women with competencies for effective ministry to youth and young adults in local church and para-church settings. The program is focused on discipling, teaching, counseling and evangelizing youth and young adults.

The Master of Arts in Religion provides an opportunity for one year of specialized study beyond the baccalaureate degree. It is offered with these orientations: (1) the research orientation designed for students who plan further graduate work, and (2) the general academic orientation giving students a strong background in a specific area of religious studies.

The Master of Arts: Religious Education is an academic degree designed to develop theory and practice for the discipling and teaching ministry of the church in the home, church, or Christian school setting. The degree also provides a foundation for the PhD in Religious Education.

The Doctor of Ministry is a professional, post-MDiv degree for individuals qualified to pursue advanced study. This degree provides experienced pastors with additional expertise in the areas of pastoral ministry, mission studies, and evangelism and church growth.

The Doctor of Philosophy in Biblical and Ancient Near Eastern Archaeology is an advanced academic degree that prepares teacher-scholars in the fields of Biblical Archaeology and Ancient Near Eastern Archaeology and Anthropology for church-operated colleges, seminaries and universities around the world.

The Doctor of Philosophy in Religion, based on the Master of Arts in Religion, prepares teacher-scholars in the fields of New Testament Studies, Old Testament Studies, Theological Studies, Adventist Studies, and Mission and Ministry Studies for colleges and seminaries operated by the Seventh-day Adventist Church around the world.

The PhD in Religious Education prepares men and women to be scholars and researchers in specialized teaching and discipling ministries of the home, the church, or the Christian college or university.

The Doctor of Theology degree, based on the Master of Divinity degree, trains teacher-scholars in the fields of biblical studies and theology for service in the Seventh-day Adventist Church. Completion of a seminary program does not guarantee employment.

Masters

Master of Divinity

Luis Fernando Ortiz, *Director*

The Master of Divinity program is recommended as the basic training for Adventist ministry by the General Conference of Seventh-day Adventists and the North American Division. It is a three-year professional program beginning in the summer or autumn semester of each year. Students can complete the 92/107-credit program in seven semesters with summers free. However, the Seminary schedule is so arranged that MDiv students who have no deficiencies and who have adequate financial support may accelerate their studies by taking seven semesters in sequence, including summers, and complete the program in less than three years.

Conceptual Framework

The theological presuppositions which govern the Master of Divinity program are as follows:

Knowing, Being and Doing represent the three domains of learning that characterize any academic pursuit. Consequently, they are not confined to any one course; rather, they are integral parts of all courses taught in the MDiv program.

Knowing

Knowing refers to the cognitive aspect of the program that provides the theoretical basis of the discipline. Because Christian ministry is an outworking of God's revelation, *knowing* also refers to the endeavor to build theoretical training on a solid scriptural foundation.

- “The fear of the Lord is the beginning of wisdom, and the knowledge of the holy is understanding.” Proverbs 9:10
- “In a knowledge of God all true knowledge and real development have their source.” Education, p. 14

Being

Being refers to the experiential aspect of the program that helps students develop the character of a gospel minister. But because the formation of Christ-like character is possible only through the grace of Christ, *being* also refers to the transformation taking place outside the classroom through a personal relationship with the risen Lord. Included in this transformation is the development of qualities such as values, attitudes and spiritual maturity befitting a Seventh-day Adventist minister.

- “Let this mind be in you, which was also in Christ Jesus...” Philippians 2:5
- “Godliness, godlikeness is the goal to be reached.” Education, p. 18.

Doing

Doing refers to the practical aspect of the program that equips students with skills that facilitate application of their theoretical knowledge to real-life situations. But *doing* is more than simply application of knowledge. It is also an important source of feedback that enables students to correct and adjust their knowledge so that they can most effectively serve the church and the wider world under the guidance of the Holy Spirit.

- “As my Father has sent me, even so send I you.” John 20:21
- “[True education] prepares for the joy of service in this world and the higher joy of wider service in the world to come.” Education, p. 13.

Integration of knowledge and experience is key to intellectual and spiritual growth. Therefore, only when carefully integrated, with God as the center, can *Knowing*, *Being* and *Doing* lead to the proper development of a student into a Christian minister. Such integration requires a vigilant and intentional effort on the part of teachers and students alike.

Mission

In harmony with the mission and core values of the Seventh-day Adventist Theological Seminary, the Master of Divinity degree equips spiritually committed men and women with biblical, theological, and ministerial knowledge and skills to prepare them for Christ like servant leadership.

Vision

The MDiv program:

- Assists students in their development of a Bible-grounded, Christ-centered, Spirit-led approach to scholarly inquiry and ministerial practice in a contemporary context.
- Utilizes faculty and ministry professionals whose servant leadership demonstrates excellence, integrity of character, and a commitment to the centrality of Scripture, the mission and teachings of the Seventh-day Adventist Church, and service to God's world.
- Promotes Seventh-day Adventist identity and unity as pedagogical and scholarly goals.
- Embraces the notion of a multicultural community as the legitimate and normative context for learning, worship, and service.
- Produces graduates whose lives reflect balance and demonstrate growth in the competencies required for transformational ministry.

Program Outcomes

- Demonstrate spiritual growth through the use of spiritual disciplines.
- Explain Scripture in an exegetically and theologically sound manner from an Adventist perspective.
- Engage in biblical and theological reflection as the basis for ministry.
- Design and lead biblically, theologically sound and contextually relevant public worship that incorporate calls to a decision for Christ and membership in the Seventh-day Adventist Church Community.
- Apply the principles of pastoral care to all aspects of ministry.
- Organize, equip and mobilize congregations for effective, ethnic, and cross-cultural mission and ministry.
- Demonstrate advanced understanding of Christian history; Seventh-day Adventist history; theology and practice; and the influence of Ellen G. White on Adventist history, theology, and lifestyle.

Profile of the Master of Divinity Graduate

Committed to glorifying God, the student graduating with a Master of Divinity from the Seventh-day Adventist Theological Seminary demonstrates competencies as a

- Maturing Christian
- Perceptive student of the Bible
- Developing theologian
- Inspiring biblical preacher and worship leader
- Discipling pastor
- Persuasive evangelist and apologist
- Transforming leader
- Prophetic change agent

Application to the Program

All MDiv applicants must meet the Graduate Programs Admission Requirements applicable to all graduate students and the general seminary requirements. Applicants to the MDiv program must also complete all the application forms and meet the requirements listed below:

- hold a baccalaureate degree, usually in theology or religion.

- normally hold membership in the Seventh-day Adventist Church inasmuch as the MDiv program is specifically designed for Adventist ministers and is sponsored and financed by the Adventist church.
- represent high moral integrity with a character, lifestyle, and spiritual commitment reflective of the beliefs and practices of the Seventh-day Adventist Church and show promise of usefulness for Adventist ministry through personal maturity and adequate experience in the Church. (Persons of other faiths who are willing to live in harmony with these standards are welcome to apply.)
- submit an autobiographical history and statement of purpose reflecting the applicant's family and religious development, sense of calling to ministry, experience in church work, and future goals in relationship to the MDiv program. (If married, the spouse of the applicant is also asked to complete a statement in regard to her or his feelings and relationship to the partner's aspirations for future ministry.)
- an interview with a representative of the MDiv program may be required, either by personal contact, telephone, or video.
- complete and return the Sixteen Personality Factor Questionnaire as directed.

Application Deadline

All documents required for acceptance must be in the Office of Graduate

Enrollment by the following dates:

For Summer Enrollment: (Tracks 1 & 2)

- February 1 (International applicants)
- March 1 (Domestic applicants) (Track 2 students must start in the summer)

For Fall enrollment: (Track 1 only)

- May 1 (International applicants)
- June 1 (Domestic applicants)

Additional application information

- Track 2 students will only be accepted to start during the summer semester.
- Regardless of the track, students may not start in the spring semester.
- Given that applying and obtaining pertinent documents for admission can be a long endeavor, the student must start the application process at least 2–3 months before the dates provided above.

Academic Policies

Residency Requirements

On-campus residency is broken when a student fails to enroll in at least two semesters within one academic year. When this happens, the student must follow the bulletin in force at the time residency is reestablished.

Reapplying to the MDiv Program

Following an absence of two years or more, a student's previous admission status will have lapsed and the student will need to reapply to the program.

Transferring Credits to the MDiv Program

Provided the content of the courses are assessed as comparable to the curriculum of the Andrews University Master of Divinity program, students intending to transfer credits into the Master of Divinity Program should be aware of the following policies:

1. A transfer of credits must be made by petition.
2. Transfer credits are granted only for courses in which the grade is B or higher.
3. A student may transfer a maximum of 46 credits (500 level or above) from an uncompleted graduate-level program.
4. Up to 24 credits (500 level or above) may be transferred to the Master of Divinity program from a completed master's-level degree.
5. At least 46 credits must be taken in-residence.

Summer Course Load

The 12-week summer session is divided into three 4-week sessions and the normal course load for any of these sessions may not exceed 5 credits. The total amount of course work during the summer session may not exceed 12 credits.

Workshop Credit Limit and Grading Pattern

Master of Divinity students may apply up to 4 workshop credits appropriate to degree requirements. If workshops are taken during the semester breaks, the credits are counted as part of the class load for either the previous or the following semester.

Workshops are graded S/U. Any deviation from this pattern must be approved by the dean prior to the conclusion of the workshop. Students must register at the Academic Records Office for all workshops for which academic credit is desired.

Independent Study Restrictions

Students in the MDiv program are allowed to register for Independent Study only for a compelling reason such as a schedule conflict or the need to take a subject

that is not offered (for a maximum of 8 credits). Normally, Independent Study cannot be used to meet a core requirement. Students must first seek approval from the MDiv office before arranging with a teacher to do Independent Study.

Reduced Course Load

MDiv students whose cumulative GPA falls below 2.75 will be placed on academic probation and will have their course load reduced to no more than 12 semester credits. MDiv students whose cumulative GPA remains below 2.75 for a second consecutive semester are required to withdraw from the Seminary. When an incomplete or Deferred Grade (DG) has not been cleared by the end of the following semester, the student's course load must be reduced as follows:

- One I/DG—no reduction
- Two I/DG's—may register for up to 12 credits
- Three I/DG's—may register for up to 10 credits

With more than three I/DG's, the student must withdraw from the program until the I/DG's are cleared. *In some cases DG's are allowed to be carried for an extended length of time that is determined by the instructor of the course.

Assessment of Students

Since the MDiv program prepares individuals for professional and pastoral leadership, periodic assessments are made of the students by the faculty in areas other than academic standing. Areas reviewed are students' spiritual growth, lifestyle reflective of the beliefs and practices of the Seventh-day Adventist Church, social/family relations, and developing potential for ministry. As a result of these assessments, students are affirmed in the MDiv program, advised of needed adjustments, or discontinued from the program.

Graduation

The Seminary follows the University graduation procedures and requirements for the conferral of degrees section of this bulletin. A dedication ceremony for graduating seminary students is held on the Sabbath afternoon of graduation weekend, or as announced.

Entrance Requirements

Students are expected to present a broad range of undergraduate general education represented in such studies as accounting, behavioral sciences (including psychology and sociology), communication, education, English, fine arts, health, history, philosophy and computer literacy. In the area of religion and cognate studies, undergraduate work must include the following minimum requirements. Some of these subjects can be cleared through optional challenge exams (see the Challenge Examination section in the Seventh-day Adventist Theological Seminary section).

Language Requirements

English Proficiency Requirements. All students whose first language is not English must demonstrate adequate proficiency in English to succeed in the academic setting. Language proficiency must be met before enrolling full-time in regular course work.

Test	Score
TOEFL Paper-based	600
TOEFL Iternet-based	90–Minimum 20 in each section (reading, listening, speaking, writing).
MELAB	90
IELTS	7

Religion Prerequisites

Students who enter the Master of Divinity program must fulfill the following prerequisites, all of which can be taken at the Seventh-day Adventist Theological Seminary.

- Old Testament Introduction and Survey—Two courses; 6 credits
- New Testament Introduction and Survey—Two courses; 6 credits
- Bible Doctrines/Theology—Two courses; 6 credits
- General Church History—Two courses; 6 credits
- History of the SDA Church—One course; 2–3 credits
- Life and Ministry of Ellen G. White—One course; 2–3 credits
- General or Introduction to Psychology—One course; 2–3 credits
- Pastoral Ministries and Church Policy—One course; 2–3 credits
- Homiletics/Biblical Preaching—One course; 2–3 credits
- Personal Evangelism—One course; 2–3 credits
- Biblical Greek (Intermediate level proficiency)**
- Biblical Hebrew (Intermediate level proficiency)**

In addition to the above, courses in the following areas are strongly recommended: sociology, Christian ethics, missions, philosophy, and apologetics.

Pastoral Ministries and Church Policy Proficiency Examination

Track 1 students may choose to take the Church Policy Proficiency examination. The passing score for this proficiency exam is 80%. If students fail the exam, they must take the class CHMN 552 – Foundations of Pastoral Ministry. Test can only be taken once. Track 2 students are not allowed to take the church Policy Proficiency examination and must register for CHMN 552 – Foundations of Pastoral Ministry during their first year of classes. A final grade of C+ or higher is required to fulfill the course requirements.

**Biblical Hebrew and Biblical Greek Prerequisites

Hebrew and Greek are required at the Intermediate proficiency level as demonstrated by examination rather than a specific number of undergraduate credits. Students who pass the exam at the intermediate level are allowed to enroll in exegesis courses without further language study. Students who do not pass are placed in appropriate levels of Hebrew or Greek courses according to their test scores (either Beginning or Intermediate levels). Instruction sheets designed to help students prepare for the placement examinations are available from the Old Testament and New Testament departments. Students may also demonstrate proficiency in Intermediate Hebrew and Intermediate Greek by taking the respective courses at Andrews University and earning a grade of at least C+. The Hebrew placement examination may be taken two times, plus as the final exam for OTST 552 – Biblical Hebrew II. If a student has taken the placement examination these three times and has not passed at the intermediate level or has not obtained a grade of C+ or higher in OTST 552, OTST 552 must be repeated. The Greek placement examination may be taken two times, plus as the final exam when taking NTST 552 – Intermediate Greek. If a student has taken the examination these three times and has not passed at the intermediate level or has not obtained a grade of C+ or higher in NTST 552, then NTST 552 must be repeated.

Biblical Literacy Entrance Exam

All entering students must take the Biblical Literacy Entrance Exam and pass with a score of 80%. This test will be administered to all students before the beginning of fall semester. As an alternative, the student can take the course GSEM 525 – The Bible and Biblical History. If students fail the test or do not take it, they must enroll in the course within their first fall semester. Passing the course with a grade of at least C+ fulfills the test requirement. If students do not pass the course with a grade of at least C+ they must suspend participation in the MDiv program until they pass the test at its next scheduled administration. Information on the test including a list of items that must be mastered in order to pass it is available at the MDiv website: www.andrews.edu/sem/mdiv/resources.

Challenge Examinations

MDiv students who can demonstrate adequate preparation gained through study and/or reading prior to entering the MDiv program may petition to challenge the following course: CHIS04–Adventist Heritage. Students requesting to write a challenge exam should meet the department's schedule and requirements for taking the exam. The challenge examination for each course is prepared, administered, and graded by the faculty member(s) teaching the course(s) in the Seminary. Students who have received permission to sit for a) challenge examination(s) shall take the individual course examination(s) at prescribed times. The passing grade for a challenge examination is B–. Challenge examinations do not earn credit. Challenge exams may not be repeated. Successfully passing a challenge exam may reduce the number of credits required for the program.

Addressing Deficiencies

Students holding a baccalaureate degree but having insufficient undergraduate preparation in the area of religion/theology and cognate studies will be evaluated to determine their course requirements. Students with many deficiencies should plan to begin their studies at the Seminary during the summer session (May).

Curriculum

The Master of Divinity curriculum has been designed to meet the various needs of students preparing for pastoral ministry. The MDiv program has two tracks: Track 1, which is designed for students with baccalaureate degrees in theology/religion and Track 2 which is for those who do not. Students holding a baccalaureate degree in religion or theology (with no undergraduate deficiencies) follow the Track 1 curriculum of 92 credits. Those with deficiencies will take more than 92 credits. Students holding a baccalaureate degree but having no undergraduate preparation in the area of religion and cognate studies follow the Track 2

curriculum of 107 credits. The Track 2 curriculum of 107 credits requires a minimum of eight semesters to complete.

Program Requirements

MDiv students must meet the following requirements in addition to those required of all graduate students:

- Complete the MDiv curriculum of at least 92 credits. Students lacking adequate undergraduate preparation may have to complete up to 107 credits. The actual number of credits required is based on individual academic evaluation.
- Maintain a GPA of 2.75 or above.
- No U grade or any grade below C– will count towards the MDiv degree.
- Meet the qualitative standards of the MDiv program (see the Assessment of Students section Seventh–day Adventist Theological Seminary section of the bulletin).

Fees

The registration fee is due August 15 for fall semester, December 15 for spring semester, and May 10 for summer term. Any credits (over 16 for fall and spring semesters or over 12 for the summer) are charged at the regular per–credit master’s tuition rate.

MDiv students taking a graduate course in the College of Arts & Sciences in fulfillment of their elective course requirement may request a 50% tuition reduction (up to 9 credits), provided the class is not full and there are a sufficient number of students paying full tuition to warrant the teaching of the course. Directed study, laboratory courses, and study tours are not eligible for reduced tuition. Neither is this discount available for dual enrollment students who have been accepted in a graduate degree program in the College of Arts & Sciences. (Application form is available in the MDiv office.)

A per–credit Recording Fee is charged by the university for Clinical Pastoral Education (CPE), CHMN 557, or Military Chaplaincy Training, CHMN641, credits earned in approved centers not connected with a graduate–level school.

Master of Divinity, Track 1 MDiv

MDiv Track 1 program is for students who have a Bachelors degree in Theology. Students who do not have a BA in Theology will need to complete the Track 2 program.

Total Credits 92

MDiv Prerequisites

- GSEM 525 – The Bible and Biblical History Credits: 1
Or Biblical Literacy Exam 80% – August
- CHMN 552 – Foundations of Pastoral Ministry Credits: 2
OR Church Policy Exam 80%
- NTST 551 – Beginning Greek Credits: 2 (*C– or higher*)
Or Beginning Greek Exam 60%
- NTST 552 – Intermediate Greek Credits: 2–3 (*C+ or higher*)
Or Intermediate Greek Exam 70%
- OTST 551 – Biblical Hebrew I Credits: 3 (*C– or Higher*)
OR Hebrew Examination 45% or higher
- OTST 552 – Biblical Hebrew II Credits: 2–3 (*C+ or higher*) **2 credits for MDiv**
Or Hebrew II Examination 65% or higher

Interdisciplinary Courses Credits: 14

All students who do not pass or who opt not to take the Biblical Literacy Entrance Exam must take GSEM525 – The Bible and Biblical History during their first semester in the MDiv program

- GSEM 510 – Revelation, Inspiration and Hermeneutics Credits: 3
- GSEM 530 – Doctrine of the Sanctuary Credits: 2–3 **2 credits for MDiv**
- GSEM 534 – Issues in Ellen G. White Studies Credits: 2–3 **2 credits for MDiv**
- GSEM 539 – Issues in Origins Credits: 2–3 **2 credits for MDiv**
- GSEM 626 – Contemporary Adventist Theological Issues Credits: 2–3 **2 credits for MDiv**
- GSEM 627 – Issues in Daniel and Revelation Credits: 3

Christian Ministry Credits: 22

- CHMN 539 – Church Growth and the Equipping Pastor Credits: 2–3
- CHMN 543 – Christian Leadership in a Changing World Credits: 3
- CHMN 555 – Pastoral Counseling Credits: 2–3 **2 credits for MDiv**

- CHMN 562 – Field Evangelism Credits: 3–6 **3 credits for MDiv**
- CHMN 631 – Field Evangelistic Preaching Credits: 3

- CHMN 560 – Theological Field Education Credits: 2 **OR**
- CHMN 557 – Practicum in Clinical Pastoral Education Credits: 2–8 **OR 2 credits for MDiv**
- CHMN 641 – Practicum in Military Chaplaincy Credits: 5–8 **2 credits for MDiv**

Choose one (2 credit) course from each of the sets below.

- CHMN 566 – Mobilizing Laity for the Ministry of Evangelism Credits: 2–3 **OR**
- CHMN 656 – Holistic Small Groups Credits: 2–3

- CHMN 523 – Worship: Word and Music Credits: 2–3 **OR**
- CHMN ____ Advanced Preaching elective (600–level) **2 credits for MDiv**

- CHMN 553 – The Church and Social Issues Credits: 2–3 **OR**
- MSSN 505 – Christian Responses to Human Needs Credits: 2–3

Courses from NADEI

Of the above courses, the following are taught by NADEI (North American Division Evangelism Institute).

CHMN539 – Church Growth
CHMN562 – Field Evangelism
CHMN566 – Mobilizing Laity
CHMN656 – Holistic Small Groups
CHMN536 – Personal Evangelistic Ministry
CHMN631 – Field Evangelistic Preaching

In the semester in which students take CHMN562 – Field Evangelism, the class load is limited to 12 credits.

International (non–North American) students are exempt from CHMN562–Field Evangelism and CHMN631–Field Evangelistic Preaching, except as arranged. Other NADEI courses are required of international students unless the substitution of a course offered by the Department of World Mission is approved by the MDiv director. The 3 credits exempted from CHMN562 must be taken in either the Christian Ministry or World Mission departments. The course CHMN631 must be replaced by CHMN621–Evangelistic Preaching or another advanced (600 Level) preaching course.

Discipleship and Religious Education – 8

- DSRE 541 – Foundations of Biblical Spirituality Credits: 2–3 **3 credits for MDiv**
- DSRE 534 – Ministry to Youth and Young Adults Credits: 2–3 **2 credits for MDiv OR**
- DSRE 610 – Teaching for Discipleship Credits: 2–3 **2 credits for MDiv**

Church History Credits: 6

- CHIS 674 – Development of Seventh–day Adventist Theology Credits: 3
- Choose at least 3 credits from Church History CHIS list

New Testament Credits: 8

- Choose one (600 Level) **exegesis** course Credits: 3
- Choose one (600 Level) **theology** course Credits: 3
- Choose one (600 Level) **backgrounds** course Credits 2

Before registering for New Testament courses, check the course description for Greek Language and/or other course prerequisites.

Old Testament Credits: 8

- Choose one (600 Level) **OT archeology** course Credits: 2
OR ANEA510 – Archeology and the Bible Credits: 2
OR ANEA514 –Bible Lands and Their Exploration Credits: 2
- Choose one (600 Level) **OT exegesis** course Credits: 3
- Choose one (600 Level) **OT theology** course Credits: 3

Before registering for Old Testament courses, check the course description for Hebrew Language and/or other course prerequisites.

Theology Credits: 8

- Choose one (600 Level) **systematic theology** course Credits – 2
- Choose one (600 Level) **historical theology** course Credits – 2
- Choose one (600 Level) **ethics** course credits – 2
- THST 540 – Doctrine of Salvation Credits: 2–3 **2 credits for MDiv**

World Mission Credits: 6

- MSSN 546 – Mission in Cultural and Religious Context Credits: 3
- MSSN 561 – Christian Witness and World Religions Credits: 3

General Electives – Credits 12

Track 1 students take 12 credits of general electives. Electives may not be used to satisfy prerequisites and/or deficiencies. Students may wish to complete an emphasis using elective credits. Up to 9 credits in relevant courses offered by other schools of the university on the graduate level may be included in the general electives, including up to 4 appropriate workshop credits.

MDiv Emphases Options

Students enrolled in the MDiv program may choose from a number of 12–credit emphases. More specific details may be obtained from each department regarding these areas of emphasis.

Choosing an emphasis may prolong the length of a student's program. Please consider the possibility of adding a semester to your MDiv program when attempting to complete an emphasis. Regular master's tuition is charged for courses taken after an MDiv student has completed their program coursework.

Master of Divinity Emphases

See Master of Divinity Emphases options for a detailed list of required courses.

Christian Ministry	New Testament
African American Ministry	Exegesis and Theology
Chaplaincy	Backgrounds and Languages
Church Growth and Evangelism	
Church Leadership	Old Testament
Pastoral Care	Old Testament
Preaching	Archaeology & History of Antiquity
	Jewish Studies
Church History	Biblical and Cognate (Ancient Near Eastern) Languages
Church History	
Adventist Studies	
Church and State	Theology and Christian Philosophy
Reformation	Christian Ethics
	Historical Theology
Discipleship and Religious Education	Systematic Theology
Discipleship and Biblical Spirituality	
Campus Spiritual Leadership	World Missions
Family Life Education	Missions Studies
Youth Ministry	

Thesis Option

Students anticipating academic doctoral studies after the completion of their MDiv program are advised to undertake the thesis option as some academic institutions require a master's– level thesis for entry into doctoral programs. Students undertaking the thesis option should plan to take more than seven semesters to complete the program.

The thesis counts as 8 of the general elective credits allowed for the MDiv degree. Students should register for 2 or more thesis credits per term for at least two semesters. Therefore, initial registration for a thesis must be no later than two semesters prior to graduation. Students electing to write an MDiv thesis must apply to the director of the program and must (1) demonstrate superior scholarship over a minimum of two consecutive semesters, normally with a GPA of 3.50 or above; (2) take Research Methods before the thesis is started; and (3) submit a paper of superior quality before permission is granted by the director to begin writing the thesis. The student is guided in thesis preparation by a three–member committee appointed by the director in consultation with the student and department chair in which the subject of the thesis is chosen. The chair of this committee serves as the thesis adviser.

Students electing to write an MDiv thesis must apply to the director of the program and must (1) demonstrate superior scholarship over a minimum of two consecutive semesters, normally with a GPA of 3.50 or above; (2) take Research

Methods before the thesis is started; and (3) submit a paper of superior quality before permission is granted by the director to begin writing the thesis.

The student is guided in thesis preparation by a three–member committee appointed by the director in consultation with the student and department chair in which the subject of the thesis is chosen. The chair of this committee serves as the thesis adviser.

The format of the thesis must conform strictly to the Andrews University Standards for Written Work. Students are strongly urged to consult the dissertation secretary before formatting and printing a thesis.

At least six weeks before graduation, the committee–approved draft of the thesis should be submitted to the dissertation secretary. After appropriate changes have been made, the corrected copy should be submitted at least four weeks before graduation to the dissertation secretary for approval. Copying on non–acid paper should be completed at least two weeks before graduation. Three copies of the thesis, including a 150–word abstract and an approval sheet, must be submitted to the dissertation secretary. The abstract should contain a short statement of the problem examined, a brief exposition of methods and procedures, and a condensed summary of the findings.

Students obtain a Thesis Completion Form from the dissertation secretary. They must take the form to the Academic Records Office no later than noon on Friday, a week preceding graduation. A fee is charged by the university for binding the three copies of the thesis, two of which are deposited in the library and one in the department in which the student earns the degree.

Students who do not adhere strictly to the deadlines noted above will have their graduation postponed. Thesis candidates must pass an oral examination no later than two weeks before graduation. The candidate is expected to demonstrate mastery of the thesis topic.

Master of Divinity, Track 2 MDiv

MDiv Track 2 program is for students who do not have a Bachelor's degree in Theology. Students who have completed a BA in Theology will need to complete the Track 1 program.

Total Credits: 107

Placement Examinations (Optional)

Biblical Literacy Examination – 80% – August
 Beginning Greek Examination – 60%
 Intermediate Greek Examination – 70%
 Hebrew I Examination – 45%
 Hebrew II Examination – 65%
 Adventist Heritage Examination – 75%

Interdisciplinary Courses: 15 Credits

All students who do not pass or who opt not to take the Biblical Literacy Entrance Exam, must take GSEM525 – The Bible and Biblical History their first semester in the MDiv program.

- GSEM 525 – The Bible and Biblical History Credits: 1
- GSEM 510 – Revelation, Inspiration and Hermeneutics Credits: 3
- GSEM 511 – Daniel and Revelation Credits: 3
- GSEM 530 – Doctrine of the Sanctuary Credits: 2–3 **2 credits for MDiv**
- GSEM 534 – Issues in Ellen G. White Studies Credits: 2–3 **2 credits for MDiv**
- GSEM 539 – Issues in Origins Credits: 2–3 **2 credits for MDiv**
- GSEM 626 – Contemporary Adventist Theological Issues Credits: 2–3 **2 credits for MDiv**

Christian Ministry: 26 Credits

- CHMN 505 – Biblical Preaching Credits: 2–3 **2 credits for MDiv**
- CHMN 536 – Personal Evangelistic Ministry Credits: 2–3 **2 credits for MDiv**
- CHMN 539 – Church Growth and the Equipping Pastor Credits: 2–3
- CHMN 543 – Christian Leadership in a Changing World Credits: 3
- CHMN 552 – Foundations of Pastoral Ministry Credits: 2
- CHMN 555 – Pastoral Counseling Credits: 2–3 **2 credits for MDiv**
- CHMN 562 – Field Evangelism Credits: 3–6 **3 credits for MDiv**
- CHMN 631 – Field Evangelistic Preaching Credits: 3
- CHMN 560 – Theological Field Education Credits: 2 **OR**

- CHMN 557 – Practicum in Clinical Pastoral Education Credits: 2–8 **2 cr for MDiv OR**
- CHMN 641 – Practicum in Military Chaplaincy Credits: 5–8 **2 credits for MDiv**
- CHMN 523 – Worship: Word and Music Credits: 2–3 **2 credits for MDiv OR**
CHMN_____ Advanced Preaching (600 Level) Credits: 2
- CHMN 656 – Holistic Small Groups Credits: 2–3 **2 credits for MDiv OR**
- CHMN 553 – The Church and Social Issues Credits: 2–3 **2 credits for MDiv OR**
- MSSN 505 – Christian Responses to Human Needs Credits: 2–3

Courses from NADEI

Of the above courses, the following are taught by NADEI (North American Division Evangelism Institute).

CHMN539 – Church Growth

CHMN562 – Field Evangelism

CHMN566 – Mobilizing Laity

CHMN656 – Holistic Small Groups

CHMN536 – Personal Evangelistic Ministry

CHMN631 – Field Evangelistic Preaching

In the semester in which students take CHMN562 – Field Evangelism, the class load is limited to 12 credits.

International (non–North American) students are exempt from CHMN562–Field Evangelism and CHMN631–Field Evangelistic Preaching, except as arranged. Other NADEI courses are required of international students unless the substitution of a course offered by the Department of World Mission is approved by the MDiv director. The 3 credits exempted from CHMN562 must be taken in either the Christian Ministry or World Mission departments. The course CHMN631 must be replaced by CHMN621–Evangelistic Preaching or another advanced (600 Level) preaching course.

Discipleship and Religious Education – 8 Credits

- DSRE 541 – Foundations of Biblical Spirituality Credits: 2–3 **3 credits for MDiv**
- DSRE 534 – Ministry to Youth and Young Adults Credits: 2–3 **2 credits for MDiv OR**
- DSRE 610 – Teaching for Discipleship Credits: 2–3 **2 credits for MDiv**

Church History: 12 Credits

- CHIS 501 – Church History I Credits: 2
- CHIS 502 – Church History II Credits: 2
- CHIS 503 – Church History III Credits: 2
- CHIS 504 – Adventist Heritage Credits: 3
- CHIS 674 – Development of Seventh–day Adventist Theology Credits: 3

New Testament: 15 Credits

Before registering for New Testament courses, check the course description for Greek Language and/or other course prerequisites.

- NTST 551 – Beginning Greek Credits: 2
- NTST 552 – Intermediate Greek Credits: 2–3
- NTST 515 – New Testament Backgrounds Credits: 2–3 **2 credits for MDiv**
- NTST 510 – Intro to Exegesis and Theology 1: Gospels Credits: 3
- NTST 543 – Intro to Exegesis and Theology 2: Acts and General Epistles Credits: 2
- NTST 509 – Intro to Exegesis and Theology 3: Pauline Writings Credits: 3

Old Testament: 15 Credits

Before registering for Old Testament courses, check the course description for Hebrew Language and/or other course prerequisites.

- OTST 551 – Biblical Hebrew I Credits: 3
- OTST 552 – Biblical Hebrew II Credits: 2–3 **2 credits for MDiv**
- OTST 565 – Pentateuch Credits: 3
- OTST 555 – Prophets Credits: 3
- OTST 558 – Writings Credits: 2

Choose one of the following courses for 2 credits

- ANEA 510 – Archaeology and the Bible Credits: 2–3 **2 credits for MDiv OR**

- ANEA 514 – Bible Lands and Their Explorations Credits: 2–3 **2 credits for MDiv OR**
- NTST 615 – New Testament Archaeology Credits: 2–3 **2 credits for MDiv**

Theology: 10 Credits

- THST 510 – Understanding the Christian World Credits: 2–3 **2 credits for MDiv**
- THST 521 – Christian Theology I Credits: 3
- THST 522 – Christian Theology II Credits: 3
- THST 550 – Principles of Christian Ethics Credits: 2–3 **2 credits for MDiv**

World Mission: 6 Credits

- MSSN 546 – Mission in Cultural and Religious Context Credits: 3
- MSSN 561 – Christian Witness and World Religions Credits: 3

MDiv Emphases Options

Students enrolled in the MDiv program may choose from a number of 12–credit emphases. More specific details may be obtained from each department regarding these areas of emphasis.

Choosing an emphasis may prolong the length of a student's program. Please consider the possibility of adding a semester to your MDiv program when attempting to complete an emphasis. Regular master's tuition is charged for courses taken after an MDiv student has completed their program coursework.

Master of Divinity Emphases

See Master of Divinity Emphases options for a detailed list of required courses.

Christian Ministry African American Ministry Chaplaincy Church Growth and Evangelism Church Leadership Pastoral Care Preaching	New Testament Exegesis and Theology Backgrounds and Languages
Church History Church History Adventist Studies Church and State Reformation	Old Testament Old Testament Archaeology & History of Antiquity Jewish Studies Biblical and Cognate (Ancient Near Eastern) Languages
Discipleship and Religious Education Discipleship and Biblical Spirituality Campus Spiritual Leadership Family Life Education Youth Ministry	Theology and Christian Philosophy Christian Ethics Historical Theology Systematic Theology
	World Missions Missions Studies

Master of Divinity Emphases Options

MDiv Adventist Studies Emphases

Total credits required for the emphasis – 12 credits

Required MDiv Core Courses – Credits 5

- CHIS 674 – Development of Seventh–day Adventist Theology Credits: 3
- GSEM 534 – Issues in Ellen G. White Studies Credits: 2–3

Choose 7 credits from the following:

- CHIS 625 – Seminar in Church–State Thought Credits: 2–3
- CHIS 638 – History of Covenant, Law, and Sabbath Credits: 2–3
- CHIS 655 – Wesley and Methodism Credits: 2–3
- CHIS 660 – History of Religion in America Credits: 2–3
- CHIS 668 – History of Religious Liberty Credits: 2–3
- CHIS 670 – Seminar in History of the Seventh–day Adventist Church Credits: 2–3
- CHIS 673 – Development of Seventh–day Adventist Lifestyle Credits: 2–3

- CHIS 675 – Seminar in the Development of Seventh-day Adventist Lifestyle Credits: 2–3
- CHIS 680 – History of Sabbath and Sunday Credits: 2–3
- CHIS 684 – Seminar in History of Sabbath and Sunday Credits: 3
- CHIS 685 – Studies in Church History Credits: 2–3
- CHIS 686 – Development of Prophetic Interpretation Credits: 2–3
- CHIS 687 – Seminar in Development of Prophetic Interpretation Credits: 2–3
- GSEM 625 – Religious Liberty Issues and Advocacy Credits: 3–4

Optional – Up to 3 credits may be used from the following:

- CHIS 620 – Seminar in Christian Biography Credits: 2–3
 - CHIS 628 – Historical Research and Historiography Credits: 3
 - CHIS 635 – History of the African American Churches Credits: 2–3
 - CHIS 638 – History of Covenant, Law, and Sabbath Credits: 2–3
 - CHIS 659 – Seminar in the History of Selected Christian Doctrines Credits: 3
 - CHIS 664 – History of American Religious Thought Credits: 2–3
 - CHIS 665 – Modern Church History Credits: 2–3
 - CHIS 685 – Studies in Church History Credits: 2–3
 - GSEM 626 – Contemporary Adventist Theological Issues Credits: 2–3
 - GSEM 678 – Church History Study Tour Credits: 1–8
- AND/OR**
- CHIS 690 – Independent Study Credits: 1–3

For More Information Contact:

Church History Chair: Jerry Moon
Suite N327, Phone – 269–471–3542, email – jmoon@andrews.edu

MDiv African American Ministry Emphasis

Choose 12 credits from the following list.

Required Courses – 12 credits

- CHMN 535 – Issues in Black Church Leadership Credits: 2–3
- CHMN 635 – Broadcast Evangelism Credits: 2–3
- CHMN 548 – Religion and the Black Experience Credits: 2–3
- CHMN 553 – The Church and Social Issues Credits: 2–3
- CHMN 585 – Cross-Cultural Communication Credits: 2–3
- CHMN 629 – Sacred Music in the African-American Tradition Credits: 2–3
- CHMN 631 – Field Evangelistic Preaching Credits: 3
- CHMN 627 – Black Preaching Credits: 2–3
- DSRE 626 – Ministry to At-Risk Youth Credits: 2–3

For More Information Contact:

Christian Ministry Department
Dr. Clifford Jones, Preaching Emphasis Interim Coordinator
Telephone: (269) 471–3546
Email: jonesc@andrews.edu

MDiv Campus Spiritual Leadership

Description: This emphasis offers a Graduate Certificate in Campus Spiritual Leadership (CSL) and is designed for ministers and professionals with responsibility for or interest in discipleship of students at both Christian and public educational institutions.

This Emphasis is for:

- Pastors with a special interest in ministry on public university campuses (70 percent of Adventists in higher education in North America are studying on these campuses).
- Pastors, chaplains, Bible Teachers, and residence hall deans at denominational educational institutions

The classes in the CSL emphasis examine the broad principles of campus ministry, at the same time allowing those with specific interest in the public or Christian campus to focus their research, field work, and assignments on the setting of their choice.

Required Courses – 12 credits needed for Emphasis

- DSRE 620 – Scholarly and Professional Development Credits: 0
- DSRE 636 – Seminar in Youth Ministry Credits: 2–3
- DSRE 656 – Counseling Youth and Young Adults Credits: 2–3
- DSRE 664 – Advanced Campus Ministry Credits: 3
- DSRE 669 – Reaching the Secular Mind Credits: 2–3

Other Considerations or Prerequisites

- Prerequisite: An undergraduate or graduate course in developmental psychology
- Courses may be substituted with approval of the Director of the Graduate Certificate in CSL.
- –For DSRE664: DSRE680 Field Practicum (Internship Option)

For More Information Contact:

Department of Discipleship & Religious Education
Teresa Best, Suite S220, Phone (269) 471–6186, best@andrews.edu

MDiv Chaplaincy Emphasis

Total credits required for this emphasis – 12 credits

Required Courses – 6 Credits

Required courses are common to both MDiv Track 1 and Track 2 students – 6 credits.

- CHMN 644 – Seminar in Chaplaincy Ministries Credits: 2–3
Plus any two of the following (4 credits)
- CHMN 665 – Advanced Pastoral Counseling Credits: 2–3
Prerequisite to CHMN640
- CHMN 640 – Seminar in Pastoral Counseling Credits: 2–3
Can only be taken after CHMN665
- CHMN 645 – Seminar in Marriage and Family Problems Credits: 2–3
- DSRE 534 – Ministry to Youth and Young Adults Credits: 2–3
- DSRE 546 – Marriage and Family Credits: 2–3
- DSRE 658 – Internal Dynamics of Families Credits: 3
- DSRE 659 – Human Sexuality Credits: 3
- DSRE 669 – Reaching the Secular Mind Credits: 2–3
- DSRE 630 – Fostering Spiritual Growth Credits: 2–3

Off Campus Courses – 6 credits

Health Care/Corrections/Corporate/Campus Chaplaincies

- CHMN 557 – Practicum in Clinical Pastoral Education Credits: 2–8 **OR**
*Clinical Pastoral Education is usually taught in hospitals.
(Go to www.acpe.edu or www.cpsp.org)*
- **Military Chaplaincy (Air Force, Army, or Navy Chaplain School)**
- CHMN 641 – Practicum in Military Chaplaincy Credits: 5–8
Air Force, Army, or Navy Basic Chaplain Course taught at Ft. Jackson, SC.

Other Considerations or Prerequisites

- CHMN 555 – Pastoral Counseling Credits: 2–3
- MSSN 561 – Christian Witness and World Religions Credits: 3

MDiv Christian Ethics Emphasis

Description

The task of Christian ethics is to assist men and women in their growth in Christlike behavior and character. The above courses show how Biblical teachings can be lived in daily life by providing guidance through moral growth issues and decisions. Total number of credits needed for this emphasis – 12 credits.

Required Courses – Credits 12

Choose 12 credits from the following courses.

- THST 550 – Principles of Christian Ethics Credits: 2–3
- THST 600 – Christian Personal Ethics Credits: 2–3
- THST 634 – Christian Social Ethics Credits: 2–3
- THST 643 – Christian Professional Ethics Credits: 2–3
- THST 644 – Theological Ethics Credits: 2–3

- THST 647 – Human Nature and Destiny Credits: 2–3
- THST 659 – Seminar in Philosophy, Theology, and Ethics Credits: 2–3
- THST 660 – Church and Society Credits: 2–3
- THST 676 – History of Philosophy Credits: 2–3

For More Information Contact:

Department of Theology & Christian Philosophy
Suite N311, (269) 471–3607, thst@andrews.edu

MDiv Church and State Emphasis

Total Required credits for the emphasis – 12 credits

Required Courses –Credits 6

- CHIS 625 – Seminar in Church–State Thought Credits: 2–3
- CHIS 674 – Development of Seventh–day Adventist Theology Credits: 3

Choose 6 credits from the following:

- CHIS 660 – History of Religion in America Credits: 2–3
- CHIS 664 – History of American Religious Thought Credits: 2–3
- CHIS 668 – History of Religious Liberty Credits: 2–3
- CHIS 680 – History of Sabbath and Sunday Credits: 2–3
- CHIS 684 – Seminar in History of Sabbath and Sunday Credits: 3
- CHIS 685 – Studies in Church History Credits: 2–3
OR CHIS690 – Seminar
- CHIS 686 – Development of Prophetic Interpretation Credits: 2–3
- CHIS 687 – Seminar in Development of Prophetic Interpretation Credits: 2–3
- GSEM 625 – Religious Liberty Issues and Advocacy Credits: 3–4
- THST 634 – Christian Social Ethics Credits: 2–3

Optional – Up to 3 credits may be used from the following:

- CHIS 620 – Seminar in Christian Biography Credits: 2–3
- CHIS 628 – Historical Research and Historiography Credits: 3
- CHIS 690 – Independent Study Credits: 1–3
AND/OR
- GSEM 678 – Church History Study Tour Credits: 1–8

MDiv Church Growth & Evangelism Emphasis

Description: To obtain this emphasis the student will meet with Dr. Ron Clouzet and a contract will be developed indicating the courses the student has chosen to take to complete the emphasis. A copy of the signed contract will be sent to the Master of Divinity program director and these courses will be included in the student's scheduling process.

12 Credit Hours must be taken between the required and elective sections. For instance, if a student takes 4 credits from the required courses, he/she will need to take 8 credits from the elective courses to total 12 credits.

Core MDiv Required Courses

- CHMN 539 – Church Growth and the Equipping Pastor Credits: 2–3
- CHMN 562 – Field Evangelism Credits: 3–6
- CHMN 631 – Field Evangelistic Preaching Credits: 3

Required Courses for Emphasis: 4–6 credits*

- CHMN 566 – Mobilizing Laity for the Ministry of Evangelism Credits: 2–3
- CHMN 656 – Holistic Small Groups Credits: 2–3

Elective Courses: Choose 6–8 credits from the following

- CHMN 536 – Personal Evangelistic Ministry Credits: 2–3
- CHMN 586 – Specialized Approaches to Evangelism Credits: 1–3
- CHMN 587 – Apologetics in Evangelism Credits: 2–3

- CHMN 606 – Techniques in Church Planting Credits: 2–3
- CHMN 669 – Advanced Holistic Small Groups Credits: 2–3
- GSEM 648 – Workshop Credits: 1–4 (SEEDS) – 1 or 2 credits

For More Information Contact:

** A student may take these course for 3 credits instead of 2 credits. Extra assignments will be required.

Director of the North American Division Evangelism Institute (NADEI)
Dr. Ron E. M. Clouzet, Professor of Christian Ministry and Pastoral Theology
Room –S308, Office – 269–471–8307, Fax – 269–471–8324, email – clouzet@andrews.edu

MDiv Church History Emphasis

The Church History emphasis is designed to allow a student to pursue an interest in church history and to demonstrate by course work an advanced knowledge of General Church History.

Total credits required for this emphasis – 12 Credits

Required Courses – Credits 3

- CHIS 674 – Development of Seventh–day Adventist Theology Credits: 3

Choose 9 credits from any CHIS Course (600 Level)

Up to 3 credits may be used from:

- CHIS 690 – Independent Study Credits: 1–3 **AND/OR**
- GSEM 678 – Church History Study Tour Credits: 1–8

Choose 6–9 credits from the courses listed below:

- CHIS 600 – The Early Church to A.D. 604 Credits: 2–3
- CHIS 609 – The Church in the Middle Ages Credits: 2–3
- CHIS 612 – Introduction to Ecclesiastical Latin Credits: 3
- CHIS 614 – Readings in Ecclesiastical Latin Credits: 3
- CHIS 620 – Seminar in Christian Biography Credits: 2–3
- CHIS 625 – Seminar in Church–State Thought Credits: 2–3
- CHIS 628 – Historical Research and Historiography Credits: 3
- CHIS 629 – History of Christian Spirituality Credits: 2–3
- CHIS 630 – History of Jewish Experience Credits: 2–3
- CHIS 634 – Reformation Theology Credits: 2–3
- CHIS 635 – History of the African American Churches Credits: 2–3
- CHIS 638 – History of Covenant, Law, and Sabbath Credits: 2–3
- CHIS 640 – Reformation: _____ Credits: 2–3
- CHIS 650 – English Reformation and Rise of Puritanism Credits: 2–3
- CHIS 654 – Seminar in English Reformation and Puritan Theology Credits: 3
- CHIS 655 – Wesley and Methodism Credits: 2–3
- CHIS 657 – Seminar in Reformation Theology Credits: 3
- CHIS 659 – Seminar in the History of Selected Christian Doctrines Credits: 3
- CHIS 660 – History of Religion in America Credits: 2–3
- CHIS 664 – History of American Religious Thought Credits: 2–3
- CHIS 665 – Modern Church History Credits: 2–3
- CHIS 668 – History of Religious Liberty Credits: 2–3
- CHIS 670 – Seminar in History of the Seventh–day Adventist Church Credits: 2–3
- CHIS 673 – Development of Seventh–day Adventist Lifestyle Credits: 2–3
- CHIS 674 – Development of Seventh–day Adventist Theology Credits: 3
- CHIS 675 – Seminar in the Development of Seventh–day Adventist Lifestyle Credits: 2–3
- CHIS 680 – History of Sabbath and Sunday Credits: 2–3
- CHIS 682 – Seminar in Church History Credits: 3
- CHIS 684 – Seminar in History of Sabbath and Sunday Credits: 3
- CHIS 685 – Studies in Church History Credits: 2–3
- CHIS 686 – Development of Prophetic Interpretation Credits: 2–3
- CHIS 687 – Seminar in Development of Prophetic Interpretation Credits: 2–3
- CHIS 688 – Contemporary Trends Credits: 2–3
- CHIS 689 – History of Liturgical Movements Credits: 2–3

For More Information Contact:

Church History Chair: Jerry Moon
Suite N327, Phone: 269-471-3542, Email: jmoon@andrews.edu

MDiv Church Leadership Emphasis

The Master of Divinity with an emphasis in leadership is designed to help you prepare for the challenges of pastoral and organizational leadership. The courses will contribute to competencies that transform your understanding and practice of leadership, and thus promote the growth of healthy churches.
Total credits needed to complete this emphasis – 12 credits

Required MDIV Core Courses – Foundational to Emphasis

- DSRE 541 – Foundations of Biblical Spirituality Credits: 2-3
- THST 643 – Christian Professional Ethics Credits: 2-3 **OR**
- CHMN 643 – Christian Professional Ethics Credits: 2-3
- All MDiv students are required to take one ethics course. Students taking the leadership emphasis should select this course.

Required Courses – Credits 8

- CHMN 526 – Conflict Management in the Church Credits: 2-3
- CHMN 529 – Church and Personal Finance Credits: 2-3
- CHMN 543 – Christian Leadership in a Changing World Credits: 3

Elective Courses: Choose 2 of the following courses Credits 4

- CHMN 525 – Hispanic-American Culture and Challenges Credits: 2-3
- CHMN 535 – Issues in Black Church Leadership Credits: 2-3
- CHMN 574 – Perspectives in Church Marketing Credits: 2-3
- CHMN 585 – Cross-Cultural Communication Credits: 2-3
- CHMN 630 – Leadership Development Credits: 2-3
- DSRE 605 – Issues in Religious Education Credits: 2-3
- DSRE 610 – Teaching for Discipleship Credits: 2-3

For More Information Contact:

Christian Leadership Department
Dr. Skip Bell, Coordinator
Suite N217, Telephone – (269) 471-6130
Email: sjbell@andrews.edu

MDiv Discipleship & Biblical Spirituality Emphasis

Description: This emphasis is designed to meet the interest of students with a passion for their own spiritual growth and a desire to encourage those whom they minister toward spiritual growth and discipleship as well.
Total credits needed for this emphasis – 12 credits

Required Courses

- DSRE 534 – Ministry to Youth and Young Adults Credits: 2-3
- CHIS 629 – History of Christian Spirituality Credits: 2-3
- DSRE 630 – Fostering Spiritual Growth Credits: 2-3

Additional Courses Needed for Emphasis

At least one of the following

- DSRE 610 – Teaching for Discipleship Credits: 2-3
- DSRE 678 – Spiritual Nurture of Children Credits: 2-3
- When offered, the Courses listed below can be included to make up the 12 credits of the emphasis.
- DSRE 542 – Advanced Foundations of Biblical Spirituality Credits: 2-3
- DSRE 619 – Religious Experience in Adolescence Credits: 2-3
- CHMN 616 – Spirituality in Ministry Credits: 2-3

Other Considerations or Prerequisites

DSRE541 Foundations of Biblical Spirituality is a required foundational course for this emphasis.

For More Information Contact:

Discipleship & Religious Education
Coordinator: Dr. Kathy Beagles
Department Phone – (269) 471-6186
Suite S233
Email: beaglesk@andrews.edu

MDiv Family Life Emphasis

The Family Life Education emphasis offers studies linking theology, research, and theory with education, practice and policy formation to better understand and serve families. Students are provided with specialized education and training in family research, biblical principles, and best practices to equip them to strengthen and avert problems in the lives of individuals, couples, families, and parents across the lifespan.

Total number of credits needed for this emphasis – 12 credits

Required Courses – Credits 9

- DSRE 610 – Teaching for Discipleship Credits: 2-3
- DSRE 620 – Scholarly and Professional Development Credits: 0
- DSRE 655 – Families in Society Credits: 3
- DSRE 658 – Internal Dynamics of Families Credits: 3

Additional Courses Needed for Emphasis – Credits 3 **Choose 3 credits from the courses listed below**

- CHMN 575 – Principles of Stewardship Credits: 2-3
- DSRE 635 – Christian Perspectives on Professional Ethics Credits: 2-3
- DSRE 657 – Family Law and Public Policy Credits: 3
- DSRE 659 – Human Sexuality Credits: 3
- DSRE 679 – Parenting Education and Guidance Credits: 3

Other Considerations or Prerequisites

The following course is a prerequisite for this emphasis:

- EDPC520 – Psychological Development – The Life Span (or equivalent)

Courses in Family Life Education emphasis are taught as one-week intensives during the summer as well as full semester courses through the academic year.

This emphasis makes MDiv students eligible for provisional certification with the Association of Adventist Family Life Professionals (AAFLP). Further, it lays the foundation to pursue, in the future, a DMin Family Ministry Concentration and/or provisional CFLE (Certified Family Life Educator) status with the National Council on Family Relations (NCFR).

For More Information Contact:

Department of Discipleship & Religious Education
Teresa Best, Administrative Assistant
Suite S220, Telephone: (269) 471-6186
Email – best@andrews.edu

MDiv Historical Theology Emphasis

A minister taking these courses will understand the process of development of the Christian doctrines, the rise and fall of various heresies, as well as the unique relevance of Scripture and Seventh-day Adventist teachings today. Historical theology prepares the minister in the task of protecting and defending the church against the various “winds of doctrine.”
Total number of credits needed for this emphasis – 12 credits

Required Courses – Credits 12

Choose 12 credits from the following courses.

- THST 624 – Protestant Theological Heritage Credits: 2-3
- THST 625 – Early Christian Theology Credits: 2-3
- THST 626 – Modern Christian Theology Credits: 2-3

- THST 627 – Roman Catholic Life & Thought Credits: 2–3
- THST 628 – Contemporary Theology Credits: 2–3
- THST 629 – Interchurch Dialogue Credits: 2–3
- THST 656 – Seminar in Historical Theology Credits: 2–3
- THST 676 – History of Philosophy Credits: 2–3

For More Information Contact:

Department of Theology & Christian Philosophy
Suite N311, (269) 471–3607, thst@andrews.edu

MDiv Mission Studies

Total number of credits needed for this emphasis – 12 credits

Required Courses – Credits 6

Choose 6 credits from the courses listed below

- MSSN 546 – Mission in Cultural and Religious Context Credits: 3
- MSSN 561 – Christian Witness and World Religions Credits: 3

Additional Courses Needed for Emphasis – Credits 6

Choose 6 credits from the courses listed below.

- MSSN 505 – Christian Responses to Human Needs Credits: 2–3
- MSSN 584 – Preparation for Cross–Cultural Workers Credits: 2–4
- MSSN 610 – Theology of Mission Credits: 2–3
- MSSN 615 – Anthropology for Mission and Ministry Credits: 2–3
- MSSN 618 – Urban Mission Credits: 2–4
- MSSN 630 – Cross–Cultural Leadership Development Credits: 2–3
- MSSN 635 – Contemporary Issues in Mission Credits: 2–3
- MSSN 640 – Advanced Mission Studies Credits: 3
- MSSN 650 – Introduction to a World Religion Credits: 2–3
- MSSN 652 – Biblical and Qur'anic Studies Credits: 2–5
- MSSN 653 – Islamic Culture and Society Credits: 3
- MSSN 660 – Witnessing to People of Another Religion Credits: 2–3
- MSSN 676 – History of Christian Mission Credits: 2–3
- MSSN 685 – Strategies for World Mission Credits: 2–3

Other Considerations or Prerequisites

Please note: If a Mission class is only offered for 2 credits in a given semester, students may take 1 additional credit for this class as an Independent Study and use this 1 additional credit towards their Emphasis. Entire classes, however, undertaken by Independent Study or Directed Readings, may not be used towards an Emphasis

For More Information Contact:

Department of World Missions
Dr. Bruce Bauer
Suite S210
Telephone: (269) 471–6373
Email: bbauer@andrews.edu

MDiv New Testament Backgrounds and Languages Emphasis

Description: Develop expertise in New Testament backgrounds and Greek. The total number of credits needed for this emphasis – 12 credits. The 12 credits required for this emphasis are in addition to the New Testament Credits required for Tracks 1 and 2 students.

Required Courses

3–9 Credits – select one to three courses from the Advanced Language list below.

- NTST 608 – Advanced Greek Grammar and Syntax Credits: 2–3
- NTST 644 – Readings in the Septuagint Credits: 2–3
- NTST 696 – Seminar in Hellenistic Greek Credits: 2–3

3–9 Credits – select one to three courses from the Backgrounds list below.

- NTST 615 – New Testament Archaeology Credits: 2–3
- NTST 626 – Seminar in Classical Jewish Literature Credits: 2–3
- NTST 635 – Intertestamental Literature Credits: 2–3
- NTST 636 – Jerusalem in the Time of Jesus Credits: 2–3
- NTST 680 – Greco–Roman World Credits: 2–3
- NTST 684 – Judaism and the New Testament Credits: 2–3
- NTST 689 – Seminar in New Testament Backgrounds Credits: 2–3

Other Considerations or Prerequisites

Student must pass Greek Placement Examination with a score of 60% or higher or complete NTST552 – Intermediate Greek with a grade of C+ or higher in order to take language courses.

For More Information Contact:

New Testament Department
Rachel Sauer, Administrative Assistant
Suite N125
Telephone: (269) 471–3219
Email: sauerr@andrews.edu

MDiv New Testament Exegesis & Theology Emphasis

Description: Develop expertise in New Testament exegesis and theology. The total number of credits needed for this emphasis – 12 credits. The 12 credits required for this emphasis must be in addition to the New Testament credits required for MDiv Tracks 1 and 2 students.

Required Courses

3–9 Credits – Select One to three courses from the Exegesis list below.

- NTST 633 – Social Issues in the New Testament (Exegesis) Credits: 2–3
- NTST 645 – Hebrews Credits: 2–3
- NTST 646 – Studies in New Testament Exegesis Credits: 2–3
- NTST 648 – Exegesis of Revelation Credits: 2–3
- NTST 653 – Advanced Studies in the General Epistles Credits: 2–3
- NTST 655 – Advanced Studies in the Gospels Credits: 2–3
- NTST 658 – Advanced Studies in the Pauline Writings Credits: 2–3
- NTST 678 – Seminar in Greek Exegesis Credits: 2–3

3–9 Credits – one to three courses from the following Theology list:

- NTST 616 – Theology of Luke–Acts Credits: 2–3
- NTST 617 – Theology of Matthew Credits: 2–3
- NTST 630 – Theology of the Synoptic Gospels Credits: 2–3
- NTST 634 – Theology of the Pauline Epistles Credits: 2–3
- NTST 641 – Theology of the Johannine Writings Credits: 2–3
- NTST 647 – Eschatology Credits: 2–3
- NTST 667 – Topics in New Testament Theology Credits: 2–3
- NTST 668 – New Testament Ethics Credits: 2–3
- NTST 676 – Jesus in Recent Scholarship Credits: 2–3
- NTST 679 – Seminar in New Testament Theology and Ethics Credits: 2–3

Other Considerations or Prerequisites

Student must pass Greek Placement Examination with a score of 60% or higher or NTST552 – Intermediate Greek with a grade of 70% or higher.

For More Information Contact:

New Testament Department
Rachel Sauer, Administrative Assistant
Suite N125
Telephone: (269) 471–3219
Email: sauerr@andrews.edu

MDiv Old Testament Archaeology & History of Antiquity Emphasis

Description: Seeking to foster a passion for and mastery of Archaeology and History of Antiquity.

The 12 credits required for this emphasis are in addition to the Old Testament credits required for Tracks 1 and 2 MDiv students.

Required Courses – Credits 8

- ANEA 510 – Archaeology and the Bible Credits: 2–3

Choose an additional 6 credits from the options below.

- ANEA 604 – History of the Ancient Near East Credits: 2–3
- ANEA 605 – Seminar in Old Testament History Credits: 2–3
- ANEA 614 – Archaeology of Palestine Credits: 2–3
- OTST 615 – Seminar in Archaeology and History of Antiquity Credits: 2–3
- ANEA 630 – Archaeological Field Work Credits: 1–8
- ANEA 635 – History of Israel Credits: 2–3
- ANEA 638 – Archaeology in Evangelism Credits: 2–3
- OTST 515 – Introduction to Middle Eastern Languages, Culture and History Credits: 2–3

Additional Courses Needed for Emphasis – Credits 4

In addition to the 8 required credits, any 4 credits may be chosen from the following categories.

Old Testament History and Archeology

- ANEA 514 – Bible Lands and Their Explorations Credits: 2–3
- ANEA 604 – History of the Ancient Near East Credits: 2–3
- ANEA 605 – Seminar in Old Testament History Credits: 2–3
- ANEA 614 – Archaeology of Palestine Credits: 2–3
- OTST 615 – Seminar in Archaeology and History of Antiquity Credits: 2–3
- ANEA 630 – Archaeological Field Work Credits: 1–8
- ANEA 635 – History of Israel Credits: 2–3
- ANEA 638 – Archaeology in Evangelism Credits: 2–3
- NTST 615 – New Testament Archaeology Credits: 2–3

Old Testament Language and Literature

- OTST 625 – Biblical Hebrew III Credits: 3
- OTST 654 – Biblical Aramaic Credits: 2–3
- OTST 658 – Seminar in Ancient Near Eastern Languages Credits: 3
- OTST 660 – Readings in the Septuagint Credits: 2–3

Old Testament Hebrew/Aramaic Exegesis

- OTST 626 – Seminar in Classical Jewish Literature Credits: 2–3
- OTST 628 – Methods of OT Exegesis Credits: 2–3
- OTST 633 – Social Issues in the Old Testament (Exegesis) Credits: 2–3
- OTST 639 – Studies in Old Testament Exegesis Credits: 2–3
- OTST 664 – Pentateuch Credits: 3
- OTST 666 – Historical Books Credits: 3
- OTST 668 – Psalms/Wisdom Literature Credits: 3
- OTST 674 – Daniel Credits: 3
- OTST 675 – Minor Prophets Credits: 3
- OTST 680 – Seminar in Old Testament Exegesis Credits: 2–3
- OTST 685 – Principles of Hermeneutics Credits: 2–3

Old Testament Theology

- OTST 619 – Theology of the Old Testament Credits: 2–3
- OTST 620 – Seminar in Old Testament Theology Credits: 2–3
- OTST 627 – Jewish Life and Thought Credits: 2–3

Other Considerations or Prerequisites

Student must pass the Hebrew Placement Examination with a 65% or higher or complete OTST552 – Biblical Hebrew with a grade of C+ or higher.

For More Information Contact:

Department of Old Testament
Suite N111
Telephone: (269) 471–2861

MDiv Old Testament Biblical and Cognate (Ancient Near Eastern) Languages Emphasis

Description: Seeking to foster a passion for and mastery of Biblical and Cognate Languages!

The 12 credits required for this emphasis are in addition to the Old Testament credits required for Tracks 1 and 2 MDiv students.

Required Courses – Credits 9

- OTST 625 – Biblical Hebrew III Credits: 3

Choose an additional 6 credits from the following options.

- OTST 515 – Introduction to Middle Eastern Languages, Culture and History Credits: 2–3
- OTST 612 – Ancient Near Eastern Languages Credits: 3
- OTST 654 – Biblical Aramaic Credits: 2–3
- OTST 658 – Seminar in Ancient Near Eastern Languages Credits: 3
- OTST 660 – Readings in the Septuagint Credits: 2–3

Additional Courses Needed for Emphasis – Credits 3

In addition to the 9 required credits, any 3 credits (600 Level) from the lists below may be selected.

Old Testament History and Archaeology

- ANEA 604 – History of the Ancient Near East Credits: 2–3
- ANEA 605 – Seminar in Old Testament History Credits: 2–3
- ANEA 614 – Archaeology of Palestine Credits: 2–3
- OTST 615 – Seminar in Archaeology and History of Antiquity Credits: 2–3
- ANEA 630 – Archaeological Field Work Credits: 1–8
- ANEA 635 – History of Israel Credits: 2–3
- ANEA 638 – Archaeology in Evangelism Credits: 2–3

Hebrew/Aramaic Exegesis

- OTST 626 – Seminar in Classical Jewish Literature Credits: 2–3
- OTST 628 – Methods of OT Exegesis Credits: 2–3
- OTST 633 – Social Issues in the Old Testament (Exegesis) Credits: 2–3
- OTST 639 – Studies in Old Testament Exegesis Credits: 2–3
- OTST 664 – Pentateuch Credits: 3
- OTST 666 – Historical Books Credits: 3
- OTST 668 – Psalms/Wisdom Literature Credits: 3
- OTST 674 – Daniel Credits: 3
- OTST 675 – Minor Prophets Credits: 3
- OTST 680 – Seminar in Old Testament Exegesis Credits: 2–3
- OTST 685 – Principles of Hermeneutics Credits: 2–3

For More Information Contact:

Department of Old Testament
Suite N111
Telephone: (269) 471–2861

MDiv Old Testament Emphasis

Description: Seeking to foster a passion for and mastery of the Old Testament.

The 12 credits required for this emphasis are in addition to the Old Testament credits required for Tracks 1 and 2 MDiv students.

Required Courses Needed for Emphasis – Credits 9

- OTST 625 – Biblical Hebrew III Credits: 3

**Choose an additional 6 credits from the following options.
Exegesis (600 Level)**

- OTST 626 – Seminar in Classical Jewish Literature Credits: 2–3
- OTST 628 – Methods of OT Exegesis Credits: 2–3
- OTST 633 – Social Issues in the Old Testament (Exegesis) Credits: 2–3
- OTST 639 – Studies in Old Testament Exegesis Credits: 2–3
- OTST 664 – Pentateuch Credits: 3
- OTST 666 – Historical Books Credits: 3
- OTST 668 – Psalms/Wisdom Literature Credits: 3
- OTST 674 – Daniel Credits: 3
- OTST 675 – Minor Prophets Credits: 3
- OTST 680 – Seminar in Old Testament Exegesis Credits: 2–3
- OTST 685 – Principles of Hermeneutics Credits: 2–3
- OTST 686 – Major Prophets Credits: 3

Theology (600 Level)

- OTST 619 – Theology of the Old Testament Credits: 2–3
- OTST 620 – Seminar in Old Testament Theology Credits: 2–3
- OTST 627 – Jewish Life and Thought Credits: 2–3

General Old Testament Courses:

- OTST 515 – Introduction to Middle Eastern Languages, Culture and History Credits: 2–3
- OTST 607 – Preaching from the Old Testament Credits: 2–3
- OTST 640 – The Old Testament and Its Translations Credits: 2–3
- OTST 659 – Studies in Old Testament Issues Credits: 2–3

Additional Courses Needed for Emphasis – Credits 3

In addition to the 9 required courses, any 3 credit (600 Level) course from the following categories may be selected.

OT History and Archaeology

- ANEA 604 – History of the Ancient Near East Credits: 2–3
- ANEA 605 – Seminar in Old Testament History Credits: 2–3
- ANEA 614 – Archaeology of Palestine Credits: 2–3
- OTST 615 – Seminar in Archaeology and History of Antiquity Credits: 2–3
- ANEA 635 – History of Israel Credits: 2–3
- ANEA 638 – Archaeology in Evangelism Credits: 2–3
- ANEA 630 – Archaeological Field Work Credits: 1–8

Hebrew/Aramaic Exegesis

- OTST 626 – Seminar in Classical Jewish Literature Credits: 2–3
- OTST 628 – Methods of OT Exegesis Credits: 2–3
- OTST 633 – Social Issues in the Old Testament (Exegesis) Credits: 2–3
- OTST 639 – Studies in Old Testament Exegesis Credits: 2–3
- OTST 664 – Pentateuch Credits: 3
- OTST 666 – Historical Books Credits: 3
- OTST 668 – Psalms/Wisdom Literature Credits: 3
- OTST 674 – Daniel Credits: 3
- OTST 675 – Minor Prophets Credits: 3
- OTST 680 – Seminar in Old Testament Exegesis Credits: 2–3
- OTST 685 – Principles of Hermeneutics Credits: 2–3
- OTST 686 – Major Prophets Credits: 3

Old Testament Theology

- OTST 619 – Theology of the Old Testament Credits: 2–3
- OTST 620 – Seminar in Old Testament Theology Credits: 2–3
- OTST 627 – Jewish Life and Thought Credits: 2–3

For More Information Contact:

Department of Old Testament
Suite N111
Telephone: (269) 471–286

MDiv Old Testament Jewish Studies

Description: Seeking to foster passion for and mastery of Jewish Studies.

The 12 credits required for this emphasis are in addition to the Old Testament credits required for Tracks 1 and 2 MDiv students.

Required Courses – Credits 9 (3 credits per course)

- OTST 625 – Biblical Hebrew III Credits: 3
- OTST 626 – Seminar in Classical Jewish Literature Credits: 2–3
- OTST 627 – Jewish Life and Thought Credits: 2–3

Additional Courses Needed for Emphasis – Credits 3

Choose one 3 credit course from the list below.

- OTST 628 – Methods of OT Exegesis Credits: 2–3
- OTST 633 – Social Issues in the Old Testament (Exegesis) Credits: 2–3
- OTST 639 – Studies in Old Testament Exegesis Credits: 2–3
- OTST 664 – Pentateuch Credits: 3
- OTST 666 – Historical Books Credits: 3
- OTST 668 – Psalms/Wisdom Literature Credits: 3
- OTST 674 – Daniel Credits: 3
- OTST 675 – Minor Prophets Credits: 3
- OTST 680 – Seminar in Old Testament Exegesis Credits: 2–3
- OTST 685 – Principles of Hermeneutics Credits: 2–3
- OTST 686 – Major Prophets Credits: 3

For More Information Contact:

Department of Old Testament
Suite N111
Telephone (269) 471–2861

MDiv Pastoral Care & Counseling Emphasis

Total credits required for this emphasis – 12 credits

Required Courses – Credits 10

- CHMN 640 – Seminar in Pastoral Counseling Credits: 2–3
- CHMN 643 – Christian Professional Ethics Credits: 2–3
- CHMN 665 – Advanced Pastoral Counseling Credits: 2–3
- CHMN 659 – Practicum in Pastoral Care and Counseling Credits: 1–4 **OR**
- CHMN 557 – Practicum in Clinical Pastoral Education Credits: 2–8

Elective Courses – Credits 2

- CHMN 547 – The Ministry of Healing Credits: 2–3
- CHMN 553 – The Church and Social Issues Credits: 2–3
- CHMN 655 – Dynamic Group Strategies Credits: 2–3

Other Considerations or Prerequisites

This emphasis does not lead to licensure or certification.

- CHMN 555 – Pastoral Counseling Credits: 2–3

For More Information Contact:

Pastoral Care & Counseling
Dr. Peter Swanson, Coordinator
Suite S225
Telephone: (269) 471–3201
Email: swansonp@andrews.ed

MDiv Preaching Emphasis

The Master of Divinity with an emphasis in preaching is designed to provide advanced training in the proclamation of God's word and to equip students with specialized skills in the process of biblical exposition.
Total credits required for this emphasis – 12 credits.

Required MDIV Core Courses – Foundational to Emphasis

- CHMN 631 – Field Evangelistic Preaching Credits: 3

- One Advanced Preaching Course

Required Courses – Credits 12

- CHMN 614 – Preaching from Daniel or Revelation Credits: 2–3
- CHMN 621 – Evangelistic Preaching Credits: 2–3
- CHMN 632 – Contextualized Preaching Credits: 2–3
- CHMN 633 – Preaching the Literary Forms of the Bible Credits: 2–3
- 01 Hispanic
- 02 African–American
- 03 Youth and Young Adult
- 04 Other
- CHMN 637 – Seminar in Preaching Credits: 2–3
- 01 Preaching in the Contemporary World
- 02 Preaching in a Multiethnic/Multicultural Context
- 03 Creative Preaching
- 04 Other

For More Information Contact:

Department of Christian Ministries
Dr. Hyveth Williams, Coordinator
Suite S231
Telephone: (269) 471–6363
Email: hyveth@andrews.edu

MDiv Reformation History Emphasis

The Reformation History Emphasis is designed to allow a student to pursue an interest in church history and to demonstrate by course work an advanced knowledge of Reformation History.
12 credits are required for this emphasis.

Required Courses – Credits 3

- CHIS 640 – Reformation: _____ Credits: 2–3

Choose 9 credits from the following:

12 Credits required for this emphasis.

- CHIS 634 – Reformation Theology Credits: 2–3
- CHIS 640 – Reformation: _____ Credits: 2–3
- May be repeated with different topics: Luther, Calvin, Radical Reformation, etc.
- CHIS 650 – English Reformation and Rise of Puritanism Credits: 2–3
- CHIS 654 – Seminar in English Reformation and Puritan Theology Credits: 3
- CHIS 657 – Seminar in Reformation Theology Credits: 3
- CHIS 686 – Development of Prophetic Interpretation Credits: 2–3
- CHIS 687 – Seminar in Development of Prophetic Interpretation Credits: 2–3

Optional – Up to 3 credits may be used from the following:

- CHIS 620 – Seminar in Christian Biography Credits: 2–3
- CHIS 625 – Seminar in Church–State Thought Credits: 2–3
- CHIS 628 – Historical Research and Historiography Credits: 3
- CHIS 680 – History of Sabbath and Sunday Credits: 2–3
- CHIS 689 – History of Liturgical Movements Credits: 2–3
- CHIS 690 – Independent Study Credits: 1–3
- GSEM 678 – Church History Study Tour Credits: 1–8

For More Information Contact:

Church History Chair: Jerry Moon
Suite N327, Phone: 269–471–3542, email: jmoon@andrews.edu

MDiv Systematic Theology Emphasis

Description: This focus will give deeper insights to Seventh–day Adventist pastors into the message and mission God entrusted to His remnant church. All courses are based on Scripture and intended to provide up–to–date guidance for Christian thinking and faith. Total number of credits needed for this emphasis – 12 credits.

Required Courses – Credits 12

Choose 12 credits from the following courses.

- THST 540 – Doctrine of Salvation Credits: 2–3
- THST 608 – Doctrine of the Sabbath Credits: 2–3
- THST 615 – Doctrine of the Church Credits: 2–3
- THST 616 – Doctrine of God Credits: 2–3
- THST 617 – The Works of God Credits: 2–3
- THST 618 – The Works of Christ Credits: 2–3
- THST 619 – Principles and Methods of Theology Credits: 2–3
- THST 630 – Doctrine of Christ Credits: 2–3
- THST 637 – Biblical Eschatology Credits: 2–3
- THST 639 – Doctrine of the Holy Spirit Credits: 2–3
- THST 647 – Human Nature and Destiny Credits: 2–3
- THST 649 – Seminar in Theological Issues Credits: 2–3
- THST 676 – History of Philosophy Credits: 2–3
- THST 678 – Science and Religion Credits: 2–3

For More Information Contact:

Department of Theology & Christian Philosophy
Suite N311, (269) 471–3607, thst@andrews.edu

MDiv Youth Ministry Emphasis

Description: The Youth Ministry emphasis is designed to give a broad overview of youth ministry, ranging from counseling and preaching to today's youth to strategies for spiritual growth.

Total number of credits needed for this emphasis – 12 credits.

Required Courses – Credits 4

- CHMN 632 – Contextualized Preaching Credits: 2–3
- DSRE 534 – Ministry to Youth and Young Adults Credits: 2–3

Additional Courses Needed for Emphasis – Credits 8

Choose 8 credits from the courses listed below.

- DSRE 564 – Advanced Youth and Young Adult Ministry Leadership Credits: 2–3
- DSRE 608 – Youth and Young Adults in Contemporary Culture Credits: 2–3
- DSRE 619 – Religious Experience in Adolescence Credits: 2–3
- DSRE 626 – Ministry to At–Risk Youth Credits: 2–3
- DSRE 636 – Seminar in Youth Ministry Credits: 2–3
- DSRE 656 – Counseling Youth and Young Adults Credits: 2–3

For More Information Contact:

Department of Discipleship & Religious Education
Teresa Best, Suite S220, Telephone: (269) 471–6186, Email: best@andrews.edu
Dr. Allan Walshe, Suite S221, Telephone: (269) 471–3318, Email: walshe@andrews.edu

Thesis Option

Students anticipating academic doctoral studies after the completion of their MDiv program are advised to undertake the thesis option as some academic institutions require a master's– level thesis for entry into doctoral programs. Students undertaking the thesis option should plan to take more than seven semesters to complete the program.

The thesis counts as 8 of the general elective credits allowed for the MDiv degree. Students should register for 2 or more thesis credits per term for at least two semesters. Therefore, initial registration for a thesis must be no later than two semesters prior to graduation. Students electing to write an MDiv thesis must apply to the director of the program and must (1) demonstrate superior scholarship over a minimum of two consecutive semesters, normally with a GPA of

3.50 or above; (2) take Research Methods before the thesis is started; and (3) submit a paper of superior quality before permission is granted by the director to begin writing the thesis. The student is guided in thesis preparation by a three-member committee appointed by the director in consultation with the student and department chair in which the subject of the thesis is chosen. The chair of this committee serves as the thesis adviser.

Students electing to write an MDiv thesis must apply to the director of the program and must (1) demonstrate superior scholarship over a minimum of two consecutive semesters, normally with a GPA of 3.50 or above; (2) take Research Methods before the thesis is started; and (3) submit a paper of superior quality before permission is granted by the director to begin writing the thesis.

The student is guided in thesis preparation by a three-member committee appointed by the director in consultation with the student and department chair in which the subject of the thesis is chosen. The chair of this committee serves as the thesis adviser.

The format of the thesis must conform strictly to the Andrews University Standards for Written Work. Students are strongly urged to consult the dissertation secretary before formatting and printing a thesis.

At least six weeks before graduation, the committee-approved draft of the thesis should be submitted to the dissertation secretary. After appropriate changes have been made, the corrected copy should be submitted at least four weeks before graduation to the dissertation secretary for approval. Copying on non-acid paper should be completed at least two weeks before graduation. Three copies of the thesis, including a 150-word abstract and an approval sheet, must be submitted to the dissertation secretary. The abstract should contain a short statement of the problem examined, a brief exposition of methods and procedures, and a condensed summary of the findings.

Students obtain a Thesis Completion Form from the dissertation secretary. They must take the form to the Academic Records Office no later than noon on Friday, a week preceding graduation. A fee is charged by the university for binding the three copies of the thesis, two of which are deposited in the library and one in the department in which the student earns the degree.

Students who do not adhere strictly to the deadlines noted above will have their graduation postponed. Thesis candidates must pass an oral examination no later than two weeks before graduation. The candidate is expected to demonstrate mastery of the thesis topic.

MDiv Track 1 & 2 Preaching Selections

Preaching (600 Level)

- CHMN 600 – Preaching from the New Testament Credits: 2–3
- CHMN 605 – Theology and Preaching Credits: 2–3
- CHMN 607 – Preaching from the Old Testament Credits: 2–3
- CHMN 621 – Evangelistic Preaching Credits: 2–3
- CHMN 627 – Black Preaching Credits: 2–3
- CHMN 631 – Field Evangelistic Preaching Credits: 3
- CHMN 632 – Contextualized Preaching Credits: 2–3
- CHMN 633 – Preaching the Literary Forms of the Bible Credits: 2–3
- CHMN 637 – Seminar in Preaching Credits: 2–3
- CHMN 680 – Preaching from Selected Books of the Bible Credits: 2–3

MDiv Track 1 Church History Course Selections

Track 1 Church History Course

- CHIS 600 – The Early Church to A.D. 604 Credits: 2–3
- CHIS 609 – The Church in the Middle Ages Credits: 2–3
- CHIS 620 – Seminar in Christian Biography Credits: 2–3
- CHIS 625 – Seminar in Church–State Thought Credits: 2–3
- CHIS 629 – History of Christian Spirituality Credits: 2–3
- CHIS 634 – Reformation Theology Credits: 2–3
- CHIS 635 – History of the African American Churches Credits: 2–3
- CHIS 638 – History of Covenant, Law, and Sabbath Credits: 2–3
- CHIS 640 – Reformation: _____ Credits: 2–3
- CHIS 650 – English Reformation and Rise of Puritanism Credits: 2–3
- CHIS 655 – Wesley and Methodism Credits: 2–3
- CHIS 659 – Seminar in the History of Selected Christian Doctrines Credits: 3
- CHIS 660 – History of Religion in America Credits: 2–3
- CHIS 664 – History of American Religious Thought Credits: 2–3

- CHIS 665 – Modern Church History Credits: 2–3
- CHIS 668 – History of Religious Liberty Credits: 2–3
- CHIS 673 – Development of Seventh-day Adventist Lifestyle Credits: 2–3
- CHIS 675 – Seminar in the Development of Seventh-day Adventist Lifestyle Credits: 2–3
- CHIS 680 – History of Sabbath and Sunday Credits: 2–3
- CHIS 682 – Seminar in Church History Credits: 3
- CHIS 685 – Studies in Church History Credits: 2–3
- CHIS 686 – Development of Prophetic Interpretation Credits: 2–3
- CHIS 687 – Seminar in Development of Prophetic Interpretation Credits: 2–3
- CHIS 688 – Contemporary Trends Credits: 2–3

MDiv Track 1 New Testament Course Selections

Exegesis

- NTST 633 – Social Issues in the New Testament (Exegesis) Credits: 2–3
- NTST 645 – Hebrews Credits: 2–3
- NTST 646 – Studies in New Testament Exegesis Credits: 2–3
- NTST 648 – Exegesis of Revelation Credits: 2–3
- NTST 653 – Advanced Studies in the General Epistles Credits: 2–3
- NTST 655 – Advanced Studies in the Gospels Credits: 2–3
- NTST 658 – Advanced Studies in the Pauline Writings Credits: 2–3
- NTST 678 – Seminar in Greek Exegesis Credits: 2–3

Theology

- NTST 616 – Theology of Luke–Acts Credits: 2–3
- NTST 617 – Theology of Matthew Credits: 2–3
- NTST 630 – Theology of the Synoptic Gospels Credits: 2–3
- NTST 634 – Theology of the Pauline Epistles Credits: 2–3
- NTST 641 – Theology of the Johannine Writings Credits: 2–3
- NTST 647 – Eschatology Credits: 2–3
- NTST 657 – Theology of Hebrews Credits: 2–3
- NTST 667 – Topics in New Testament Theology Credits: 2–3
- NTST 668 – New Testament Ethics Credits: 2–3
- NTST 676 – Jesus in Recent Scholarship Credits: 2–3
- NTST 679 – Seminar in New Testament Theology and Ethics Credits: 2–3

Backgrounds

- NTST 606 – Formation and History of the New Testament Credits: 2–3
- NTST 615 – New Testament Archaeology Credits: 2–3
- NTST 626 – Seminar in Classical Jewish Literature Credits: 2–3
- NTST 635 – Intertestamental Literature Credits: 2–3
- NTST 636 – Jerusalem in the Time of Jesus Credits: 2–3
- NTST 654 – Second Century Christianity Credits: 2–3
- NTST 680 – Greco–Roman World Credits: 2–3
- NTST 684 – Judaism and the New Testament Credits: 2–3
- NTST 689 – Seminar in New Testament Backgrounds Credits: 2–3

MDiv Track 1 Old Testament Course Selections

Archeology

- ANEA 510 – Archaeology and the Bible Credits: 2–3
- ANEA 514 – Bible Lands and Their Explorations Credits: 2–3
- ANEA 604 – History of the Ancient Near East Credits: 2–3
- ANEA 614 – Archaeology of Palestine Credits: 2–3
- ANEA 635 – History of Israel Credits: 2–3
- ANEA 638 – Archaeology in Evangelism Credits: 2–3
- NTST 615 – New Testament Archaeology Credits: 2–3

Old Testament Exegesis

- OTST 628 – Methods of OT Exegesis Credits: 2–3
- OTST 633 – Social Issues in the Old Testament (Exegesis) Credits: 2–3
- OTST 639 – Studies in Old Testament Exegesis Credits: 2–3
- OTST 664 – Pentateuch Credits: 3
- OTST 666 – Historical Books Credits: 3
- OTST 668 – Psalms/Wisdom Literature Credits: 3
- OTST 674 – Daniel Credits: 3
- OTST 675 – Minor Prophets Credits: 3
- OTST 680 – Seminar in Old Testament Exegesis Credits: 2–3
- OTST 685 – Principles of Hermeneutics Credits: 2–3
- OTST 686 – Major Prophets Credits: 3

Old Testament Theology

- OTST 619 – Theology of the Old Testament Credits: 2–3
- OTST 620 – Seminar in Old Testament Theology Credits: 2–3
- OTST 627 – Jewish Life and Thought Credits: 2–3

MDiv Track 1 Systematic Theology

Systematic Theology

- THST 555 – Ecclesiology and the Practice of Ministry Credits: 2–3
- THST 608 – Doctrine of the Sabbath Credits: 2–3
- THST 615 – Doctrine of the Church Credits: 2–3
- THST 616 – Doctrine of God Credits: 2–3
- THST 617 – The Works of God Credits: 2–3
- THST 618 – The Works of Christ Credits: 2–3
- THST 619 – Principles and Methods of Theology Credits: 2–3
- THST 630 – Doctrine of Christ Credits: 2–3
- THST 637 – Biblical Eschatology Credits: 2–3
- THST 639 – Doctrine of the Holy Spirit Credits: 2–3
- THST 647 – Human Nature and Destiny Credits: 2–3
- THST 678 – Science and Religion Credits: 2–3

Historical Theology

- THST 624 – Protestant Theological Heritage Credits: 2–3
- THST 625 – Early Christian Theology Credits: 2–3
- THST 626 – Modern Christian Theology Credits: 2–3
- THST 627 – Roman Catholic Life & Thought Credits: 2–3
- THST 628 – Contemporary Theology Credits: 2–3
- THST 629 – Interchurch Dialogue Credits: 2–3

Ethics

- THST 600 – Christian Personal Ethics Credits: 2–3
- THST 634 – Christian Social Ethics Credits: 2–3
- THST 643 – Christian Professional Ethics Credits: 2–3
- THST 644 – Theological Ethics Credits: 2–3
- THST 659 – Seminar in Philosophy, Theology, and Ethics Credits: 2–3
- THST 660 – Church and Society Credits: 2–3

Pastoral Ministry, English Track MA

MA in Pastoral Ministry

Walt Williams, *English Track Director*

Ricardo Norton, *Hispanic Track Director*

The Master of Arts in Pastoral Ministry is for experienced pastors and recommended lay leaders whose ministerial functions make it impossible to engage in an extended study program at the Seminary. While admission to the program is similar for all groups of applicants, the curriculum reflects emphases for English or Hispanic ministry tracks (for details, see below). For international delivery in areas outside North America, the Master of Arts in Pastoral Ministry curriculum reflects indigenous needs. A minimum of 6 credits is offered in courses

specifically adapted to meet local conditions and culture. Adjustments may be made in admissions policy pertaining to the length of ministerial experience.

Admission Requirements

Admission to the MA in Pastoral Ministry is based on the following requirements in addition to the general admission requirements for all graduate students and the general Seminary admission requirements. Applicants must also complete and return the Sixteen Personality Factor Questionnaire as directed.

NAD Ministerial Applicants

- Hold a BA degree or equivalent from an accredited institution.
- Provide evidence of successful pastoral leadership during the past five years.

NAD Lay Leader Applicants

- Hold a BA degree or equivalent from an accredited institution.
- Be at least 35 years of age.
- Demonstrate excellent academic skills,
- Provide evidence of extensive, active, and successful ministry leadership in service areas such as Sabbath school teacher, youth leader, elder, deacon, etc. during the past five years,
- Recommended by their local church pastor and local conference leadership.

Program Outcomes

- Demonstrate proper biblical interpretation skills and application of biblical teachings.
- Apply ethical principles in the context of the Seventh-day Adventist ministry.
- Understand the historical-theological development of major SDA doctrines.
- Prepare and deliver effective expository and prophetic sermons.

Program Requirements

The MA in Pastoral Ministry degree is awarded upon completion of a minimum of 48 credits of formal course work.

- Course work in North America is offered off campus twice annually in one- and two-week intensives, normally at Adventist educational institutions. Students should expect pre- and post-class assignments as part of the total academic requirements of each course. The intensives generate the equivalent of 6–12 credits annually.
- Course work should be completed within six years of beginning the program.
- Attendance of at least one session on campus at Andrews University is required.
- Students failing to maintain a minimum GPA of 2.50 are placed on probation. Any student remaining on probation for the equivalent of two years (maximum of 18 credits) must withdraw from the program.
- Following an absence of two years or more, a student's previous admission status will have lapsed and the student must reapply to the program.

Transfer Credits

Upon approval by the dean, a maximum of 24 graduate credits may be transferred from approved seminaries or universities, including Andrews University. Approved credits under the Credit Through Learning in Professional Experience provision (see below) are considered part of the maximum.

A maximum of 8 credits may be transferred from another conferred degree upon approval by the dean.

Reapplying to the MA: Pastoral Ministry Program

Following an absence of two years or more, a student's previous admission status will have lapsed and the student will need to reapply to the program.

Credit Through Learning in Professional Experience (LPE) or Clinical Pastoral Education (CPE)

Students may be eligible to receive up to 6 credits for LPE or CPE when approved by the dean, using the following criteria:

- Applicants must have completed at least 18 credits toward the MA degree with a minimum GPA of 2.50
- For LPE the applicant must submit a Professional Experience Portfolio, including (1) an up-to-date curriculum vita, (2) a description of ministerial experiences, (3) a reflection-learning paper in which the applicant analyzes his/her professional skills and ministries and demonstrates how learning based on the reflection-reaction process occurred, and (4) supporting letters from administrative and pastoral supervisors which identify and document a variety of professional experiences.
- LPE applicants must submit the completed Professional Experience Portfolio to the Dean of the Theological Seminary not later than the semester prior to graduation. For details, contact the respective director of the MA in Pastoral Ministry program.
- Applicants transferring CPE credits must have their transcripts reviewed and recommended by the Seminary chaplain.

Biblical Studies 12

Old Testament (6)

- OTST 520 – Introduction to Old Testament Theology Credits: 2–3
- OTST 570 – Readings in the Old Testament (English) Credits: 2–3

New Testament (6)

- NTST 567 – Theology of the English New Testament Credits: 2–3
- NTST 550 – Exegesis of the English New Testament: Credits: 2–3

Theology and Christian Philosophy 9

Two courses in Theology

One course in Ethics

Christian Ministry and/or Discipleship and Religious Education 12

Courses selected in at least two areas

Church History 6

- CHIS 674 – Development of Seventh-day Adventist Theology Credits: 3
- One elective

Mission 3

Electives 6

Total Credits for the MA Degree: 48

Pastoral Ministry, Hispanic Track MA

MA in Pastoral Ministry

Walt Williams, *English Track Director*

Ricardo Norton, *Hispanic Track Director*

The Master of Arts in Pastoral Ministry is for experienced pastors and recommended lay leaders whose ministerial functions make it impossible to engage in an extended study program at the Seminary. While admission to the program is similar for all groups of applicants, the curriculum reflects emphases for English or Hispanic ministry tracks (for details, see below). For international delivery in areas outside North America, the Master of Arts in Pastoral Ministry curriculum reflects indigenous needs. A minimum of 6 credits is offered in courses specifically adapted to meet local conditions and culture. Adjustments may be made in admissions policy pertaining to the length of ministerial experience.

Admission Requirements

Admission to the MA in Pastoral Ministry is based on the following requirements in addition to the general admission requirements for all graduate students and the general Seminary admission requirements. Applicants must also complete and return the Sixteen Personality Factor Questionnaire as directed.

NAD Ministerial Applicants

Hold a BA degree or equivalent from an accredited institution.

Provide evidence of successful pastoral leadership during the past five years.

NAD Lay Leader Applicants

Hold a BA degree or equivalent from an accredited institution.

Be at least 35 years of age.

Demonstrate excellent academic skills,

Provide evidence of extensive, active, and successful ministry leadership in service areas such as Sabbath school teacher, youth leader, elder, deacon, etc. during the past five years,

Recommended by their local church pastor and local conference leadership.

Program Outcomes

1. Demonstrate proper biblical interpretation skills and application of biblical teachings.
2. Apply ethical principles in the context of the Seventh-day Adventist ministry.

3. Understand the historical–theological development of major SDA doctrines.
4. Prepare and deliver effective expository and prophetic sermons.

Program Requirements

The MA in Pastoral Ministry degree is awarded upon completion of a minimum of 48 credits of formal course work.

1. Course work in North America is offered off campus twice annually in one- and two-week intensives, normally at Adventist educational institutions. Students should expect pre- and post-class assignments as part of the total academic requirements of each course. The intensives generate the equivalent of 6–12 credits annually.
2. Course work should be completed within six years of beginning the program.
3. Attendance of at least one session on campus at Andrews University is required.
4. Students failing to maintain a minimum GPA of 2.50 are placed on probation. Any student remaining on probation for the equivalent of two years (maximum of 18 credits) must withdraw from the program.
5. Following an absence of two years or more, a student's previous admission status will have lapsed and the student must reapply to the program.

Transfer Credits

Upon approval by the dean, a maximum of 24 graduate credits may be transferred from approved seminaries or universities, including Andrews University. Approved credits under the Credit Through Learning in Professional Experience provision (see below) are considered part of the maximum.

A maximum of 8 credits may be transferred from another conferred degree upon approval by the dean.

Reapplying to the MA: Pastoral Ministry Program

Following an absence of two years or more, a student's previous admission status will have lapsed and the student will need to reapply to the program.

Credit Through Learning in Professional Experience (LPE) or Clinical Pastoral Education (CPE)

Students may be eligible to receive up to 6 credits for LPE or CPE when approved by the dean, using the following criteria:

- Applicants must have completed at least 18 credits toward the MA degree with a minimum GPA of 2.50
- For LPE the applicant must submit a Professional Experience Portfolio, including (1) an up-to-date curriculum vita, (2) a description of ministerial experiences, (3) a reflection-learning paper in which the applicant analyzes his/her professional skills and ministries and demonstrates how learning based on the reflection-reaction process occurred, and (4) supporting letters from administrative and pastoral supervisors which identify and document a variety of professional experiences.
- LPE applicants must submit the completed Professional Experience Portfolio to the Dean of the Theological Seminary not later than the semester prior to graduation. For details, contact the respective director of the MA in Pastoral Ministry program.
- Applicants transferring CPE credits must have their transcripts reviewed and recommended by the Seminary chaplain.

Biblical Studies 12

Old Testament (6)

- One course in Theology
- OTST 570 – Readings in the Old Testament (English) Credits: 2–3

New Testament (6)

- One course in Theology
- NTST 550 – Exegesis of the English New Testament: Credits: 2–3

Theology 6

- One course in Theology
- One course in Ethics

Christian Ministry and/or Discipleship and Religious Education 12

- Three electives

Choose one:

- CHMN 525 – Hispanic–American Culture and Challenges Credits: 2–3
- CHMN 514 – Public Evangelism (Hispanic) Credits: 2–3
- CHMN 538 – Bilingual Ministry Credits: 2–3

Church History 6

- CHIS 674 – Development of Seventh–day Adventist Theology Credits: 3
- One elective

Mission 3

Electives 9

Total Credits for the MA Degree: 48

Pastoral Ministry, Non–North American Division MA

MA in Pastoral Ministry

Walt Williams, *English Track Director*
Ricardo Norton, *Hispanic Track Director*

The Master of Arts in Pastoral Ministry is for experienced pastors and recommended lay leaders whose ministerial functions make it impossible to engage in an extended study program at the Seminary. While admission to the program is similar for all groups of applicants, the curriculum reflects emphases for English or Hispanic ministry tracks (for details, see below). For international delivery in areas outside North America, the Master of Arts in Pastoral Ministry curriculum reflects indigenous needs. A minimum of 6 credits is offered in courses specifically adapted to meet local conditions and culture. Adjustments may be made in admissions policy pertaining to the length of ministerial experience.

Admission Requirements

Admission to the MA in Pastoral Ministry is based on the following requirements in addition to the general admission requirements for all graduate students and the general Seminary admission requirements. Applicants must also complete and return the Sixteen Personality Factor Questionnaire as directed.

NAD Ministerial Applicants

- Hold a BA degree or equivalent from an accredited institution.
- Provide evidence of successful pastoral leadership during the past five years.

NAD Lay Leader Applicants

- Hold a BA degree or equivalent from an accredited institution.
- Be at least 35 years of age.
- Demonstrate excellent academic skills,
- Provide evidence of extensive, active, and successful ministry leadership in service areas such as Sabbath school teacher, youth leader, elder, deacon, etc. during the past five years,
- Recommended by their local church pastor and local conference leadership.

Program Outcomes

- Demonstrate proper biblical interpretation skills and application of biblical teachings.
- Apply ethical principles in the context of the Seventh–day Adventist ministry.
- Understand the historical–theological development of major SDA doctrines.
- Prepare and deliver effective expository and prophetic sermons.

Program Requirements

The MA in Pastoral Ministry degree is awarded upon completion of a minimum of 48 credits of formal course work.

1. Course work in North America is offered off campus twice annually in one– and two–week intensives, normally at Adventist educational institutions. Students should expect pre– and post–class assignments as part of the total academic requirements of each course. The intensives generate the equivalent of 6–12 credits annually.
2. Course work should be completed within six years of beginning the program.
3. Attendance of at least one session on campus at Andrews University is required.

4. Students failing to maintain a minimum GPA of 2.50 are placed on probation. Any student remaining on probation for the equivalent of two years (maximum of 18 credits) must withdraw from the program.
5. Following an absence of two years or more, a student’s previous admission status will have lapsed and the student must reapply to the program.

Transfer Credits

Upon approval by the dean, a maximum of 24 graduate credits may be transferred from approved seminaries or universities, including Andrews University. Approved credits under the Credit Through Learning in Professional Experience provision (see below) are considered part of the maximum.

A maximum of 8 credits may be transferred from another conferred degree upon approval by the dean.

Reapplying to the MA: Pastoral Ministry Program

Following an absence of two years or more, a student’s previous admission status will have lapsed and the student will need to reapply to the program.

Credit Through Learning in Professional Experience (LPE) or Clinical Pastoral Education (CPE)

Students may be eligible to receive up to 6 credits for LPE or CPE when approved by the dean, using the following criteria:

- Applicants must have completed at least 18 credits toward the MA degree with a minimum GPA of 2.50
- For LPE the applicant must submit a Professional Experience Portfolio, including (1) an up–to–date curriculum vita, (2) a description of ministerial experiences, (3) a reflection–learning paper in which the applicant analyzes his/her professional skills and ministries and demonstrates how learning based on the reflection–reaction process occurred, and (4) supporting letters from administrative and pastoral supervisors which identify and document a variety of professional experiences.
- LPE applicants must submit the completed Professional Experience Portfolio to the Dean of the Theological Seminary not later than the semester prior to graduation. For details, contact the respective director of the MA in Pastoral Ministry program.
- Applicants transferring CPE credits must have their transcripts reviewed and recommended by the Seminary chaplain.

Biblical Studies 12

Old Testament (6)

One course in Theology

Choose one:

- ANEA 510 – Archaeology and the Bible Credits: 2–3
- OTST 570 – Readings in the Old Testament (English) Credits: 2–3
- OTST 607 – Preaching from the Old Testament Credits: 2–3
- GSEM 530 – Doctrine of the Sanctuary Credits: 2–3

New Testament (6)

- One course in Theology
- One course in Exegesis

Theology and Christian Philosophy 8

- One course in Ethics
- Three additional courses in THST

Christian Ministry 12

Courses selected in at least two areas:

- Evangelism and Church Growth
- Leadership and Administration
- Pastoral Care and Counseling
- Preaching and Worship

Church History 4

- CHIS 674 – Development of Seventh–day Adventist Theology Credits: 3
- One elective

Mission 2

Electives 10

Total Credits for the MA Degree: 48

Religion MA

MA: Religion

Martin Hanna, Director

The Master of Arts (Religion) is an academic program usually involving two years of specialized study beyond the baccalaureate–degree level. The program requires 48 credits of course work. However, students with advanced theological study or prior extensive undergraduate studies in religion may complete the program with a minimum of 32 credits. (See section below on degree requirements).

The MA (Religion) degree is offered with these orientations: (1) Research Orientation which requires a thesis and a modern language relevant to the student's research (French or German are recommended); and (2) General Academic Orientation, which requires comprehensive examinations. Only 500– and 600–level courses are accepted.

The purpose of this program is to provide specialized training within the broader setting of the various disciplines of the Seminary. Students may choose an area of emphasis from those listed below:

- Archaeology and History of Antiquity
- Biblical–Theological Studies (Off–Campus Programs)
- Biblical and Cognate Languages
- Church History
- Intercultural Studies
- Intertestamental (Jewish) Studies
- Jewish and Muslim Faiths
- Mission Studies
- New Testament Studies
- Old Testament Studies
- Theological Studies

The MA: Religion degree with the research orientation is designed to fulfill the needs of students planning further graduate study in biblical studies, religion, or theology. The general academic orientation should fulfill the needs of students who plan to engage in religious or secular endeavors which require a strong background in an emphasis. The MA: Religion is offered both on campus and at off–campus centers outside the United States. When offered at off–campus sites, the program may reflect context–sensitive needs in its curriculum as approved by the seminary faculty.

Program Outcomes

1. Commit to a Bible grounded, Christ centered, and Spirit filled approach to scholarly inquiry.
2. Promote Seventh–day Adventist identity and unity as pedagogical and scholarly inquiry.
3. Embrace multicultural community as the context for learning, worship and service.
4. Demonstrate understanding of the central issues of their selected specialties.
5. Evaluate, conduct, and effectively communicate research within their field of specialization.

Admission Requirements

Admission to the MA: Religion program is based on the following requirements in addition to the general admission requirements for all graduate students, and the general seminary admission requirements.

1. Applicant holds a baccalaureate degree or its equivalent, normally with a major in religion or theology with a minimum undergraduate GPA of 3.00 or above.
2. Applicant demonstrates language proficiency or shows a plan for acquiring language proficiency as determined by the selected area of emphasis. Proficiency is defined as the reading knowledge of a language at the intermediate level. Examinations may be required to demonstrate proficiency. Biblical language proficiency must be demonstrated before registration for exegesis courses. Modern language deficiencies must be made up before registering for the MA thesis. Language proficiency courses do not apply toward the 32 credits of the MA degree requirements.
3. Complete and return the Sixteen Personality Factor Questionnaire as directed.

Prerequisites

Language Prerequisites. Students meet the language prerequisites for the various areas of emphasis either by completing the courses listed below or by passing a qualifying examination at the intermediate level.

Archaeology and History of Antiquity	
Intermediate Greek or Biblical Hebrew II	
Biblical and Cognate Languages	
Intermediate Greek and Biblical Hebrew II	
Biblical and Theological Studies	
Intermediate Greek or Biblical Hebrew II	
Church History	
Intermediate Greek or Intermediate Latin	
Intercultural Studies	
Intermediate Arabic	
Intertestamental (Jewish) Studies	
Intermediate Greek and Biblical Hebrew II	
Jewish and Muslim Faiths	
Biblical Hebrew II	
Mission Studies	
Intermediate Greek or Biblical Hebrew II or a reading knowledge of a modern foreign language	
New Testament Studies*	
Intermediate Greek	
Old Testament Studies**	
Biblical Hebrew II	
Theological Studies	
Intermediate Greek or Biblical Hebrew II	

*Students who choose a major or minor in New Testament Studies must demonstrate proficiency in intermediate Greek either by passing the language–proficiency examination or by taking the Intermediate Greek course at Andrews University and earning a grade of B or above.

**Students who choose a major or minor in Old Testament Studies must demonstrate proficiency in intermediate Hebrew either by passing the language–proficiency examination or by taking the Biblical Hebrew II course at Andrews University and earning a grade of B or above.

Transfer Credits. A maximum of 6 semester hours of credit with a B (3.00) or above may be transferred from an approved seminary or university if applicable to the student's program. Transfer courses must have been completed within the six–year time limit.

Degree Requirements. In addition to the scholarship standards in the Graduate Programs Academic Information section of this bulletin, students must fulfill the following requirements for both the research and the general academic orientation options:

- 32–48 semester credits with a cumulative GPA of 3.00 or above.
- GSEM 620 (to be taken the first time the course is offered after enrolling in the program).
- A major area of emphasis with 16–24 credits.
- A minor area of emphasis with 6–12 credits chosen from a second area of interest.
- Additional language requirements as listed under the two orientation requirements listed below.

Prior learning credit. In order to receive maximum prior learning credit, applicants must provide a transcript showing that they have taken the following courses at the undergraduate level with a GPA of 3.00 or better (on a 4.00 system). For each undergraduate credit deficiency, graduate credit must be added to the minimum of 32 credits required for this degree.

Church History	2
New Testament Studies	2
Old Testament Studies	2
Theological Studies	2
E.G. White Writings	2
Electives in religion*	12
Total prerequisite credits	22

*For the emphasis in Jewish and Muslim Faiths, Church History is to be replaced with one of the following courses: Jewish History, Arabic History, Introduction to Modern Hebrew, or Modern Dialectal Arabic. An elective course must be World Religions.

Research Orientation Requirements. A foreign language (French or German is recommended) must be completed by examination or course work (FREN 505, GRMN 505) in addition to the minimum 32–48 semester credits. An MA thesis with a total of 6 credits must be completed and defended. It cannot be started until all

language requirements are finished. A student who has completed the required course work but has not finished the thesis (after completing 6 thesis credits) must register for GSEM 688 (no credit) until the thesis has been approved.

General Academic Orientation Requirements. Students must take an oral or written comprehensive examination after advancement to candidacy and must register for GSEM 680 – Master's Comprehensive Exam. The comprehensive examination may be retaken only once. A student who has completed the required course work but has not finished all degree requirements must register for GSEM 688 (no credit) until all requirements are met.

Advancement to Candidacy. Upon completion of 50 percent of the course work, a student should apply for advancement to candidacy. Forms are available in the office of the director of the MA program. The forms should be completed by the student and approved by the director of the MA program and the dean of the Seminary.

Time Limits. A student must complete the requirements for the MA in Religion degree and graduate within six years of first enrolling in the program regardless of admission classification.

Academic Advisement. The director of the MA in Religion program, in cooperation with department chairs, assigns academic advisers in the student's area of specialization. The selection of the remaining course requirements is monitored by the director.

Certification for Teaching. Students who plan to teach religion in a Seventh-day Adventist academy or in a secondary school are urged to consult as early in the program as possible with the director of the MA program and the university certification officer regarding qualifying for SDA teaching credentials. See the Teacher Certification Information section for more information about recommended methods courses in Bible teaching designed to meet the certification requirements.

Areas of Emphasis

In the event that a required course is not offered during any given term, another course in the same area can be substituted for the required course in consultation with the chair of the department.

Religion, Archaeology and History of Antiquity Emphasis MA

Archaeology and History of Antiquity

- ANEA 510 – Archaeology and the Bible Credits: 2–3
- ANEA 604 – History of the Ancient Near East Credits: 2–3
- ANEA 614 – Archaeology of Palestine Credits: 2–3

Remaining courses must be chosen from:

- GSEM 670 – Guided Study Tour of the Bible Lands Credits: 1–12
- NTST 615 – New Testament Archaeology Credits: 2–3
- NTST 635 – Intertestamental Literature Credits: 2–3
- NTST 680 – Greco–Roman World Credits: 2–3
- NTST 684 – Judaism and the New Testament Credits: 2–3
- NTST 689 – Seminar in New Testament Backgrounds Credits: 2–3
- NTST 690 – Independent Study Credits: 1–4
- NTST 695 – Topics: _____ Credits: 3
- ANEA 514 – Bible Lands and Their Explorations Credits: 2–3
- ANEA 605 – Seminar in Old Testament History Credits: 2–3
- OTST 615 – Seminar in Archaeology and History of Antiquity Credits: 2–3
- ANEA 630 – Archaeological Field Work Credits: 1–8
- ANEA 635 – History of Israel Credits: 2–3
- ANEA 690 – Independent Study Credits: 1–3
- ANEA 695 – Directed Studies Credits: 3

Electives

A student may select courses approved for academic graduate degrees provided there is a correlation with the student's chosen area of study.

Religion, Biblical and Cognate Languages Emphasis MA

Biblical and Cognate Languages

- OTST 625 – Biblical Hebrew III Credits: 3

and one of the following:

- NTST 608 – Advanced Greek Grammar and Syntax Credits: 2–3
- NTST 678 – Seminar in Greek Exegesis Credits: 2–3
- NTST 696 – Seminar in Hellenistic Greek Credits: 2–3

Remaining courses must be chosen from:

- NTST 606 – Formation and History of the New Testament Credits: 2–3
- NTST 618 – Syriac Credits: 2–3
- NTST 626 – Seminar in Classical Jewish Literature Credits: 2–3
- NTST 646 – Studies in New Testament Exegesis Credits: 2–3
- NTST 665 – Coptic Credits: 2–3
- NTST 678 – Seminar in Greek Exegesis Credits: 2–3
- NTST 690 – Independent Study Credits: 1–4
- NTST 696 – Seminar in Hellenistic Greek Credits: 2–3
- OTST 545 – Daniel Credits: 2–3
- OTST 555 – Prophets Credits: 3
- OTST 558 – Writings Credits: 2
- OTST 565 – Pentateuch Credits: 3
- OTST 612 – Ancient Near Eastern Languages Credits: 3
- OTST 626 – Seminar in Classical Jewish Literature Credits: 2–3
- OTST 639 – Studies in Old Testament Exegesis Credits: 2–3
- OTST 654 – Biblical Aramaic Credits: 2–3
- OTST 658 – Seminar in Ancient Near Eastern Languages Credits: 3
- OTST 659 – Studies in Old Testament Issues Credits: 2–3
- OTST 660 – Readings in the Septuagint Credits: 2–3
- OTST 680 – Seminar in Old Testament Exegesis Credits: 2–3
- OTST 685 – Principles of Hermeneutics Credits: 2–3
- OTST 690 – Independent Study Credits: 1–3
- OTST 695 – Directed Studies Credits: 3

Electives

A student may select courses approved for academic graduate degrees provided there is a correlation with the student's chosen area of study.

Religion, Church History Emphasis MA

Church History

- CHIS 674 – Development of Seventh-day Adventist Theology Credits: 3
- and additional CHIS courses

Up to three credits may be chosen from among:

- GSEM 678 – Church History Study Tour Credits: 1–8 (in Church History)
- THST 624 – Protestant Theological Heritage Credits: 2–3
- THST 625 – Early Christian Theology Credits: 2–3
- THST 628 – Contemporary Theology Credits: 2–3
- MSSN 676 – History of Christian Mission Credits: 2–3

Electives

A student may select courses approved for academic graduate degrees provided there is a correlation with the student's chosen area of study.

Religion, Intercultural Studies Emphasis MA

Intercultural Studies

This emphasis requires 46 semester credits plus Arabic language proficiency at the intermediate level. Classes required include:

- MASN 610 – Theology of Mission Credits: 2–3
- MASN 650 – Introduction to a World Religion Credits: 2–3
- MASN 615 – Anthropology for Mission and Ministry Credits: 2–3
- MASN 635 – Contemporary Issues in Mission Credits: 2–3 (6 credits needed)
- MASN 660 – Witnessing to People of Another Religion Credits: 2–3
- MASN 652 – Biblical and Qur'anic Studies Credits: 2–5 (16 credits needed)
- MASN 653 – Islamic Culture and Society Credits: 3 (6 credits needed)
- GSEM 620 – Research Methods Credits: 2–3 **and**
- GSEM 697 – Thesis for MA Degree Credits: 3–9 (5 credits needed)

Electives

A student may select courses approved for academic graduate degrees provided there is a correlation with the student's chosen area of study.

Religion, Intertestamental (Jewish) Studies Emphasis MA

Intertestamental (Jewish) Studies

- NTST 525 – Revelation Credits: 2
- NTST 635 – Intertestamental Literature Credits: 2–3
- NTST 684 – Judaism and the New Testament Credits: 2–3 **or**
- NTST 689 – Seminar in New Testament Backgrounds Credits: 2–3

Remaining courses must be chosen from:

- NTST 615 – New Testament Archaeology Credits: 2–3
- NTST 618 – Syriac Credits: 2–3
- NTST 626 – Seminar in Classical Jewish Literature Credits: 2–3
- NTST 680 – Greco–Roman World Credits: 2–3
- NTST 690 – Independent Study Credits: 1–4
- NTST 696 – Seminar in Hellenistic Greek Credits: 2–3
- ANEA 614 – Archaeology of Palestine Credits: 2–3
- OTST 625 – Biblical Hebrew III Credits: 3
- OTST 626 – Seminar in Classical Jewish Literature Credits: 2–3
- OTST 627 – Jewish Life and Thought Credits: 2–3
- OTST 654 – Biblical Aramaic Credits: 2–3
- OTST 659 – Studies in Old Testament Issues Credits: 2–3
- OTST 690 – Independent Study Credits: 1–3
- OTST 695 – Directed Studies Credits: 3

Electives

A student may select courses approved for academic graduate degrees provided there is a correlation with the student's chosen area of study.

Religion, Jewish and Muslim Faiths Emphasis MA

Jewish and Muslim Faiths

- OTST 627 – Jewish Life and Thought Credits: 2–3

A course is to be chosen from each of the following groups:

Apologetics/comparative religion

- MASN 650 – Introduction to a World Religion Credits: 2–3
- MASN 652 – Biblical and Qur'anic Studies Credits: 2–5
- MASN 653 – Islamic Culture and Society Credits: 3
- MASN 660 – Witnessing to People of Another Religion Credits: 2–3
- CHMN 587 – Apologetics in Evangelism Credits: 2–3

History

- ANTH 478 – Archaeological and Ethnographical Credits: 3
- CHIS 630 – History of Jewish Experience Credits: 2–3
- HIST 450 – The Holocaust and Society Credits: 3

Language/Literature

- OTST 626 – Seminar in Classical Jewish Literature Credits: 2–3
- OTST 654 – Biblical Aramaic Credits: 2–3
- OTST 658 – Seminar in Ancient Near Eastern Languages Credits: 3
- NTST 626 – Seminar in Classical Jewish Literature Credits: 2–3

Theology/Ethics

- HIST 450 – The Holocaust and Society Credits: 3
- OTST 620 – Seminar in Old Testament Theology Credits: 2–3
- THST 644 – Theological Ethics Credits: 2–3

Electives

A student may select courses approved for academic graduate degrees provided there is a correlation with the student's chosen area of study.

Religion, Mission Studies Emphasis MA

Mission Studies

- MASN 610 – Theology of Mission Credits: 2–3 **or**
- MASN 676 – History of Christian Mission Credits: 2–3

Note:

Remaining courses must be chosen from MASN.

Electives

A student may select courses approved for academic graduate degrees provided there is a correlation with the student's chosen area of study.

Religion, New Testament Studies Emphasis MA

New Testament Studies

An advanced course in language chosen from among

- NTST 608 – Advanced Greek Grammar and Syntax Credits: 2–3
- NTST 678 – Seminar in Greek Exegesis Credits: 2–3
- NTST 696 – Seminar in Hellenistic Greek Credits: 2–3

a course in New Testament theology

a course in New Testament exegesis

(in addition to NTST 678 if that course is taken to satisfy the language requirement)

a course in New Testament backgrounds to be selected from among

- NTST 615 – New Testament Archaeology Credits: 2–3
- NTST 635 – Intertestamental Literature Credits: 2–3
- NTST 654 – Second Century Christianity Credits: 2–3
- NTST 680 – Greco–Roman World Credits: 2–3
- NTST 684 – Judaism and the New Testament Credits: 2–3
- NTST 689 – Seminar in New Testament Backgrounds Credits: 2–3

Remaining courses must be chosen from

- NTST courses **or**
- GSEM 530 – Doctrine of the Sanctuary Credits: 2–3
- GSEM 670 – Guided Study Tour of the Bible Lands Credits: 1–12

Electives

A student may select courses approved for academic graduate degrees provided there is a correlation with the student's chosen area of study.

Religion, Old Testament Emphasis MA

Old Testament Studies

- OTST 625 – Biblical Hebrew III Credits: 3
- two courses in Exegesis
- a course in Archaeology and History of Antiquity

Remaining courses must be chosen from:

- OTST courses **or**
- GSEM 670 – Guided Study Tour of the Bible Lands Credits: 1–12 **or**
- GSEM 530 – Doctrine of the Sanctuary Credits: 2–3

Electives

A student may select courses approved for academic graduate degrees provided there is a correlation with the student's chosen area of study.

Religion, Theological Studies Emphasis MA

Theological Studies

Regardless of which sub-section of theological studies is selected for emphasis—Systematic Theology, Historical Theology, or Philosophy and Ethics—the following courses are required:

- THST 550 – Principles of Christian Ethics Credits: 2–3
- THST 619 – Principles and Methods of Theology Credits: 2–3
- THST 624 – Protestant Theological Heritage Credits: 2–3 **or**
- THST 628 – Contemporary Theology Credits: 2–3

Remaining courses must be chosen from:

- THST courses **or**
- GSEM 534 – Issues in Ellen G. White Studies Credits: 2–3 **or**
- GSEM 530 – Doctrine of the Sanctuary Credits: 2–3

Electives

A student may select courses approved for academic graduate degrees provided there is a correlation with the student's chosen area of study.

Religious Education, Campus Spiritual Leadership Emphasis MA

MA: Religious Education

David Sedlacek, *Director*

The Master of Arts: Religious Education is an interdisciplinary academic program that prepares individuals for leadership roles as scholars and specialists in discipleship in settings where religious, moral and spiritual nurture and growth are primary concerns. The curriculum is designed with core courses, electives and a selected area of emphasis. Students electing to obtain a graduate certificate in campus spiritual leadership may continue their studies to complete requirements for the MA: Religious Education. The master's program generally requires attendance during the regular academic year, but many classes are taught over the summers as intensives with post-campus academic and fieldwork assignments.

Program Outcomes

1. *As a Christian Apologist* – Articulates a philosophy of religious education.
2. *As a Pastor-Teacher* – Uses appropriate methodologies to disciple.
3. *As a Servant-Leader* – Applies the principles of servant leadership.

4. *As an Evaluator/Researcher* – Understands basic terminology, potential contributions, and limitations of scholarly research in the evaluation and implementation of discipleship initiatives.
5. *As a Maturing Christian* – Engages consistently with Scripture in biblical and spiritual disciplines to be open to the transforming work of the Holy Spirit in his or her life.
6. *As a Lifelong Learner* – Pursues personal and professional development.
7. *As an Area Expert* – Demonstrates the ability to apply all relevant core competencies to the area of emphasis.

Admission Requirements

Admission to the MA: Religious Education program is based on the student's meeting the general admission requirements for all graduate students School of Graduate Studies & Research, and the general Seminary admission requirements Seventh-day Adventist Theological Seminary. In addition, students must have earned a baccalaureate degree and have a minimum GPA of 2.75. Official scores from the Graduate Record Examination (GRE) General Test taken within the last five years should be submitted to the Office of Graduate Enrollment Management. Applicants must also complete and return the Sixteen Personality Factor Questionnaire as directed.

English Language Requirement

For those applicants whose native language is not English, the following is required:

- MELAB – score of 90 (must achieve a passing score on each section: written, verbal and comprehension) or
- TOEFL – score of 600 (paper based) or score of 90 (computer based with a minimum of 20 on each section: written, verbal and comprehension) and
- A personal interview with the program director or designee

Applicants who fail to meet any of the above may be admitted only after departmental consideration of the specific circumstances. Additional coursework in English may be required. A student who graduated from a four-year English-speaking high school, college or university may be exempted from all or parts of the above requirements.

Degree Requirements

The MA: Religious Education is an academic degree awarded upon successful completion of 48 credits of interdisciplinary study in the Seminary and School of Education. Candidates with advanced theological or educational study or with prior extensive undergraduate studies in religion, religious education, or education may submit a petition requesting advanced standing of up to 16 credits. Evaluation of advanced standing is calculated as follows:

- 15 or more credits of undergraduate or graduate religion or theology credit may qualify for advanced standing of up to 11 credits in appropriate areas of the course plan. Advanced standing based on less than 15 credits of prior undergraduate or advanced studies is prorated at a ratio of 0.72:1.
- 7 or more credits of undergraduate or graduate education or religious education may qualify for advanced standing of up to 5 credits in appropriate areas of the course plan. Advanced standing based on less than 7 credits of prior undergraduate or advanced studies is prorated at a ratio of 0.72:1.

Transfer credits for graduate studies other than by petition as noted above are permitted under the regular transfer policies based on a 48-credit curriculum, but only to the extent that the combined credits for prior learning and graduate transfers do not exceed 16 credits. A minimum of 32 credits must be from Andrews University Religious Education degree program courses.

To remain in regular standing, students must maintain a minimum GPA of 3.00. Courses with a grade below B– do not count toward the degree.

Advancement to Candidacy. In the semester that students will complete 50 percent of their course work, they must apply for advancement to candidacy. See the Graduate Programs Academic Information section of this bulletin.

Degree Completion. Candidates for the MA degree may exercise one of the following two options to complete their degree:

- Comprehensive Examinations: Must pass comprehensive examinations given at the published times. The one-day exams entail a three-hour morning session and a two-hour afternoon session.
- Thesis: Do a thesis (minimum 3 credits). A two-member faculty committee guides the student in developing the project and evaluates the defense. Students who complete a thesis are exempt from writing comprehensive examinations but are required to make a portfolio presentation.

Time Limits. A student must complete the requirements for the MA: Religious Education degree and graduate within six years of first enrolling in the program regardless of admission classification.

Curriculum Requirements

Curriculum Framework and Courses

Christian Apologist – 5–6

- EDFN 500 – Philosophical Foundations for Professionals Credits: 2–3 (3 credits required for this program)

Pastor–Teacher – 5–6

- DSRE 610 – Teaching for Discipleship Credits: 2–3 (3 credits required for this program)
- EDCI 565 – Improving Instruction Credits: 2–3
- psychology **or** sociology elective Credits: 2–3

Servant Leader – 4

- DSRE 605 – Issues in Religious Education Credits: 2–3 (3 credits required for this program)
- Leadership study **or** practicum appropriate to emphasis area Credits: 1

Researcher–Evaluator – 3

- EDRM 505 – Research Methods Credits: 3

Maturing Christian – 3

- DSRE 541 – Foundations of Biblical Spirituality Credits: 2–3 (3 credits required for this program)

Lifelong Scholar – 0

- DSRE 620 – Scholarly and Professional Development Credits: 0

Scholarship in Religion and Education – 0–16

Courses relevant to scholarship in religion (11 credits) and to scholarship in education or religious education (5 credits) under advisement based on evaluation of prior learning. The courses will be distributed appropriately in the course plan. Advanced standing may be obtained for these credits based on a background of advanced theological or educational study or prior extensive undergraduate studies in religion, religious education, or education.

Emphasis Area – 21

Total Credits for MA in Religious Education: 48

Students planning to enter the PhD in Religious Education should also take EDRM 611 Applied Statistical Methods I (3). Depending on how the distributed courses are configured, taking EDRM 611 may increase the total credits required for the MA degree.

Campus Spiritual Leadership:

MA: Religious Education Campus Spiritual Leadership Emphasis requirements:

- DSRE 636 – Seminar in Youth Ministry Credits: 2–3 (3 credits required for this program)
- DSRE 656 – Counseling Youth and Young Adults Credits: 2–3 (3 credits required for this program)
- DSRE 664 – Advanced Campus Ministry Credits: 3 **or**
- DSRE 680 – Field Practicum: Religious Education Credits: 1–6
- DSRE 669 – Reaching the Secular Mind Credits: 2–3 (3 credits required for this program)

Religious Education, Family Life Education Emphasis MA

MA: Religious Education

David Sedlacek, *Director*

The Master of Arts: Religious Education is an interdisciplinary academic program that prepares individuals for leadership roles as scholars and specialists in discipleship in settings where religious, moral and spiritual nurture and growth are primary concerns. The curriculum is designed with core courses, electives and a selected area of emphasis. Students electing to obtain a graduate certificate in campus spiritual leadership may continue their studies to complete requirements for the MA: Religious Education. The master's program generally requires attendance during the regular academic year, but many classes are taught over the summers as intensives with post-campus academic and fieldwork assignments.

Program Outcomes

1. *As a Christian Apologist* – Articulates a philosophy of religious education.
2. *As a Pastor–Teacher* – Uses appropriate methodologies to disciple.
3. *As a Servant–Leader* – Applies the principles of servant leadership.
4. *As an Evaluator/Researcher* – Understands basic terminology, potential contributions, and limitations of scholarly research in the evaluation and implementation of discipleship initiatives.
5. *As a Maturing Christian* – Engages consistently with Scripture in biblical and spiritual disciplines to be open to the transforming work of the Holy Spirit in his or her life.
6. *As a Lifelong Learner* – Pursues personal and professional development.
7. *As an Area Expert* – Demonstrates the ability to apply all relevant core competencies to the area of emphasis.

Admission Requirements

Admission to the MA: Religious Education program is based on the student's meeting the general admission requirements for all graduate students School of Graduate Studies & Research, and the general Seminary admission requirements Seventh-day Adventist Theological Seminary. In addition, students must have earned a baccalaureate degree and have a minimum GPA of 2.75. Official scores from the Graduate Record Examination (GRE) General Test taken within the last five years should be submitted to the Office of Graduate Enrollment Management. Applicants must also complete and return the Sixteen Personality Factor Questionnaire as directed.

English Language Requirement

For those applicants whose native language is not English, the following is required:

- MELAB – score of 90 (must achieve a passing score on each section: written, verbal and comprehension) or
- TOEFL – score of 600 (paper based) or score of 90 (computer based with a minimum of 20 on each section: written, verbal and comprehension) and
- A personal interview with the program director or designee

Applicants who fail to meet any of the above may be admitted only after departmental consideration of the specific circumstances. Additional coursework in English may be required. A student who graduated from a four-year English-speaking high school, college or university may be exempted from all or parts of the above requirements.

Degree Requirements

The MA: Religious Education is an academic degree awarded upon successful completion of 48 credits of interdisciplinary study in the Seminary and School of Education. Candidates with advanced theological or educational study or with prior extensive undergraduate studies in religion, religious education, or education may submit a petition requesting advanced standing of up to 16 credits. Evaluation of advanced standing is calculated as follows:

- 15 or more credits of undergraduate or graduate religion or theology credit may qualify for advanced standing of up to 11 credits in appropriate areas of the course plan. Advanced standing based on less than 15 credits of prior undergraduate or advanced studies is prorated at a ratio of 0.72:1.
- 7 or more credits of undergraduate or graduate education or religious education may qualify for advanced standing of up to 5 credits in appropriate areas of the course plan. Advanced standing based on less than 7 credits of prior undergraduate or advanced studies is prorated at a ratio of 0.72:1.

Transfer credits for graduate studies other than by petition as noted above are permitted under the regular transfer policies based on a 48-credit curriculum, but only to the extent that the combined credits for prior learning and graduate transfers do not exceed 16 credits. A minimum of 32 credits must be from Andrews University Religious Education degree program courses.

To remain in regular standing, students must maintain a minimum GPA of 3.00. Courses with a grade below B– do not count toward the degree.

Advancement to Candidacy. In the semester that students will complete 50 percent of their course work, they must apply for advancement to candidacy. See the Graduate Programs Academic Information section of this bulletin.

Degree Completion. Candidates for the MA degree may exercise one of the following two options to complete their degree:

- Comprehensive Examinations: Must pass comprehensive examinations given at the published times. The one-day exams entail a three-hour morning session and a two-hour afternoon session.
- Thesis: Do a thesis (minimum 3 credits). A two-member faculty committee guides the student in developing the project and evaluates the defense. Students who complete a thesis are exempt from writing comprehensive examinations but are required to make a portfolio presentation.

Time Limits. A student must complete the requirements for the MA: Religious Education degree and graduate within six years of first enrolling in the program regardless of admission classification.

Curriculum Requirements

Curriculum Framework and Courses Christian Apologist – 5–6

- EDFN 500 – Philosophical Foundations for Professionals Credits: 2–3 (3 credits required for this program)

Pastor–Teacher – 5–6

- DSRE 610 – Teaching for Discipleship Credits: 2–3 (3 credits required for this program)
- EDCI 565 – Improving Instruction Credits: 2–3
- psychology **or** sociology elective Credits: 2–3

Servant Leader – 4

- DSRE 605 – Issues in Religious Education Credits: 2–3 (3 credits required for this program)
- Leadership study **or** practicum appropriate to emphasis area Credits: 1

Researcher–Evaluator – 3

- EDRM 505 – Research Methods Credits: 3

Maturing Christian – 3

- DSRE 541 – Foundations of Biblical Spirituality Credits: 2–3 (3 credits required for this program)

Lifelong Scholar – 0

- DSRE 620 – Scholarly and Professional Development Credits: 0

Scholarship in Religion and Education – 0–16

Courses relevant to scholarship in religion (11 credits) and to scholarship in education or religious education (5 credits) under advisement based on evaluation of prior learning. The courses will be distributed appropriately in the course plan. Advanced standing may be obtained for these credits based on a background of advanced theological or educational study or prior extensive undergraduate studies in religion, religious education, or education.

Emphasis Area – 21

Total Credits for MA in Religious Education: 48

Students planning to enter the PhD in Religious Education should also take EDRM 611 Applied Statistical Methods I (3). Depending on how the distributed courses are configured, taking EDRM 611 may increase the total credits required for the MA degree.

Family Life Education:

MA: Religious Education core requirements:

Prerequisite: A course in human growth and development across the lifespan

- GDPC 520 – Life Span Development Credits: 3 **or** equivalent
- DSRE 610 – Teaching for Discipleship Credits: 2–3
- DSRE 655 – Families in Society Credits: 3

The remaining courses toward the emphasis include

- DSRE 635 – Christian Perspectives on Professional Ethics Credits: 2–3 (3 credits required for this program)
- DSRE 657 – Family Law and Public Policy Credits: 3
- DSRE 658 – Internal Dynamics of Families Credits: 3
- DSRE 659 – Human Sexuality Credits: 3
- DSRE 679 – Parenting Education and Guidance Credits: 3
- DSRE 680 – Field Practicum: Religious Education Credits: 1–6
- CHMN 575 – Principles of Stewardship Credits: 2–3 (3 credits required for this program)

Additional Information

While completion of the MA: Religious Education with an emphasis in Family Life Education does not, of itself, qualify an individual as a Certified Family Life Educator (CFLE) through NCFE, the courses offered meet all of the requirements to apply for the CFLE. Application must be made directly to NCFE, documenting that approved courses have been successfully completed in each of the 10 NCFE content areas, and that a practicum has also been completed. The NCFE content areas, and corresponding program course acronyms are:

Families and Individuals in Societal Contexts (DSRE 655 – Families in Society)
Internal Dynamics of Families (DSRE 658 – Internal Dynamics of Families)
Human Growth/Development across Life Span (GDPC 520 – Life Span Development or equivalent)
Human Sexuality (DSRE 659 – Human Sexuality)
Interpersonal Relationships (DSRE 503 – Marriage, Family, and Interpersonal Relationships)
Family Resource Management (CHMN 575 – Principles of Stewardship)
Parent Education and Guidance (DSRE 679 – Parenting Education and Guidance)
Family Law and Public Policy (DSRE 657 – Family Law and Public Policy)
Professional Ethics and Practice (DSRE 635 – Christian Perspectives on Professional Ethics)
Family Life Education Methodology (DSRE 610 – Teaching for Discipleship)

Youth and Young Adult Ministry, Campus Chaplaincy Emphasis MA

MA in Youth and Young Adult Ministry

David Sedlacek, *Director*

The MA in Youth and Young Adult Ministry provides study in theology, church history, world mission, and the specialized field of youth and young adult ministry. The graduate of the MA in Youth and Young Adult Ministry will be competent to serve in a variety of vocations such as youth pastor, university/college/academy chaplain, dormitory dean, local church youth leader, conference youth director, and guidance counselor.

Program Outcomes

- Christian Apologist – Articulates effectively a theology and philosophy of youth ministry.
- Pastor–Teacher – Uses appropriate methodologies to disciple youth and young adults.
- Servant Leader – Understands youth and young adult culture relevant to its application in the biblical discipleship process.
- Maturing Christian – Engages consistently in biblical devotional habits to be open to the transforming work of the Holy Spirit in his or her life.
- Youth and Young Adult Specialist– Develops, directs, advocates for, and evaluates youth ministry for the broader church.

Students who seek to serve in general pastoral or church leadership positions should consider, as an alternative, the Master of Divinity program as stipulated by North American Division policy (L 05 05 and L 05 15).

Admission Requirements

Applicants to the MA in Youth and Young Adult Ministry program should read the general admission requirements for all graduate students School of Graduate Studies & Research, and the general seminary admission requirements Seventh–day Adventist Theological Seminary. Applicants to the MAYYAM program must also meet the qualifications listed below:

- Hold a baccalaureate degree
- Have a minimum GPA of 2.5
- Represent high moral integrity with a character, lifestyle, and spiritual commitment reflective of the beliefs and practices of the Seventh–day Adventist Church, and show promise of usefulness for ministry through personal maturity and adequate experience in the Church. (Persons of other faiths who are willing to live in harmony with these standards are welcome to apply.)
- Submit an autobiographical history and statement of purpose reflecting the applicant's family, religious development, sense of calling to ministry, experience in church work, and future goals in relationship to the MAYYAM program.
- Interview with a representative of the MAYYAM program if required, either by personal contact, telephone, or e–mail.
- Pass the Biblical Literacy Entrance Test with a score of 80% or take the course GSEM 525 and pass with a grade of C+ or better.
- Complete and return the Sixteen Personality Factor Questionnaire as directed.

Graduates of the MAYYAM program receive calls for ministry. However, completion of the program does not guarantee employment in Adventist ministry or any other church employment.

English Language Requirement

For those applicants whose native language is not English, the following is required:

- MELAB – score of 85 (must achieve a passing score on each section: written, verbal and comprehension) or
- TOEFL – score of 600 (paper based) or score of 85 (computer based with a minimum of 20 on each section: written, verbal and comprehension) and
- A personal interview with the program director or designee

Applicants who fail to meet any of the above may be admitted only after departmental consideration of the specific circumstances. Additional coursework in English may be required. A student who graduated from a four-year English-speaking high school, college or university may be exempted from all or parts of the above requirements.

Degree Requirements

The MA in Youth and Young Adult Ministry degree is awarded upon successful completion of a minimum of 48 semester credits with a cumulative GPA of 2.5 or better. A minimum of 24 semester credits are to be taken at the Theological Seminary or at an authorized extension center. The course work for the MA in Youth and Young Adult Ministry normally should be completed within seven years.

Transfer Credits

A maximum of 24 transfer graduate credits, when applicable, may be accepted from approved seminaries or universities upon approval of the dean. Credits approved under the Credit Through Learning in Professional Experience provision (see below) are considered part of the maximum of 24 transfer credits.

Campus Chaplaincy Emphasis

Seminary Core Courses 18

Biblical Spirituality (2)

- DSRE 541 – Foundations of Biblical Spirituality Credits: 2–3

Biblical Studies (4)

- Two courses in Old Testament and/or New Testament

Theology (4)

- Two courses in Theology. One ethics course recommended.

Church History (2)

One course in Church History:

- CHIS 574 – History of Seventh-day Adventist Theology Credits: 2

Christian Ministry (4)

- CHMN 523 – Worship: Word and Music Credits: 2–3 (2 credits required for this program)
- and one additional course in Conflict Resolution or Church Leadership.

World Mission (2)

One course in World Mission.

Campus Chaplaincy Emphasis Courses 25

- DSRE 664 – Advanced Campus Ministry Credits: 3
- DSRE 669 – Reaching the Secular Mind Credits: 2–3 (3 credits required for this program)
- DSRE 656 – Counseling Youth and Young Adults Credits: 2–3 (3 credits required for this program)
- DSRE 660 – Field Practicum: Youth and Young Adult Ministry Credits: 1–6 Campus Ministry *
- DSRE 636 – Seminar in Youth Ministry Credits: 2–3 Campus Chaplaincy Credits / Units: 2
- DSRE 620 – Scholarly and Professional Development Credits: 0
- DSRE 610 – Teaching for Discipleship Credits: 2–3 (2 credits required for this program)
- CHMN 632 – Contextualized Preaching Credits: 2–3 (2 credits required for this program)

- DSRE 534 – Ministry to Youth and Young Adults Credits: 2–3 (2 credits required for this program)
- DSRE 564 – Advanced Youth and Young Adult Ministry Leadership Credits: 2–3 **
- DSRE 608 – Youth and Young Adults in Contemporary Culture Credits: 2–3 (2 credits required for this program)

Note:

*Registration is normally allowed only after the student has earned 24 or more credits.

**In either DSRE 564 or DSRE 636, the student must register for a third credit requiring completion of a research/action research project.

Electives 5

To be chosen from:

- CHMN 616 – Spirituality in Ministry Credits: 2–3
- DSRE 615 – The Pastor and the Adventist School Credits: 2–3
- CHMN 555 – Pastoral Counseling Credits: 2–3
- DSRE 659 – Human Sexuality Credits: 3
- DSRE 626 – Ministry to At-Risk Youth Credits: 2–3
- CHMN 656 – Holistic Small Groups Credits: 2–3
- DSRE 636 – Seminar in Youth Ministry Credits: 2–3
- CHMN 536 – Personal Evangelistic Ministry Credits: 2–3
- DSRE 546 – Marriage and Family Credits: 2–3
- CHMN 553 – The Church and Social Issues Credits: 2–3
- CHMN 574 – Perspectives in Church Marketing Credits: 2–3

Total Credits for the MA Degree 48

CPE Unit:

In addition to completing the 48-credit professional MAYYAM with an emphasis in Campus Chaplaincy, an individual wishing to be employed as a campus chaplain should complete 1 unit of Clinical Pastoral Education (CPE)—Community-Based Option (8 months). In international settings where CPE units are not available, supervised internships in campus ministry must be arranged in accordance with established curricula guidelines and with qualified mentoring.

Elective Courses

Students in the MA in Youth and Young Adult Ministry program can utilize their elective credits to tailor a program to their specific ministry needs. They can take up to 6 credits in DSRE 690 – Independent Study: _____.

Credit Through Learning in Professional Experience

In place of DSRE 660 – Field Practicum: Youth and Young Adult Ministry, some students may be eligible to receive up to six credits for professional experience when approved by the dean, using the following criteria:

- Applicants must have completed at least 18 credits toward the MA degree with a minimum GPA of 2.50.
- The applicant must submit a Professional Experience Portfolio, including (1) an up-to-date curriculum vita, (2) a description of ministerial experiences, (3) a reflection-learning paper in which the applicant analyzes his/her professional skills and ministries and demonstrates how learning based on the reflection-reaction process occurred, and (4) supporting letters from administrative and pastoral supervisors which identify and document a variety of professional experiences.
- The applicant must submit the completed Professional Experience Portfolio to the dean of the Theological Seminary no later than the semester prior to graduation. For details, contact the director of the MA in Youth and Young Adult Ministry program.

Thesis Option

As an elective option, students may choose to write a Master of Arts thesis (GSEM 697) for a total of 6 credits. Under this option, the student must successfully defend the thesis. See instructions under the MDiv Thesis Option. Students choosing the thesis option must take GSEM 620 – Research Methods before beginning work on the thesis.

Denominational Certification for Teaching Religion/ Bible on the Secondary Level SDA Basic Certificate

The Basic Teaching Certificate for denominational certification may be issued to the candidate presenting a Verification of Eligibility form from Andrews University. The certificate is issued by the union conference where the candidate takes his/her first teaching position.

Requirements for this certificate may be completed by taking additional courses along with the MA in Youth and Young Adult Ministry. More information about preparing to teach religion in Adventist schools is available from the University Certification Registrar in the School of Education.

MA in Youth and Young Adult Ministry Intensive Curriculum Option

The MA in Youth and Young Adult Ministry offers an intensive format for those who are unable to study in residence. It is completed over three years by attending on campus, through distance learning in and a field practicum.

Youth and Young Adult Ministry, Youth and Young Adult Ministry Emphasis MA

MA in Youth and Young Adult Ministry

David Sedlacek, *Director*

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Program Outcomes

1. Christian Apologist – Articulates effectively a theology and philosophy of youth ministry.
2. Pastor–Teacher – Uses appropriate methodologies to disciple youth and young adults.
3. Servant Leader – Understands youth and young adult culture relevant to its application in the biblical discipleship process.
4. Maturing Christian – Engages consistently in biblical devotional habits to be open to the transforming work of the Holy Spirit in his or her life.
5. Youth and Young Adult Specialist– Develops, directs, advocates for, and evaluates youth ministry for the broader church.

Students who seek to serve in general pastoral or church leadership positions should consider, as an alternative, the Master of Divinity program as stipulated by North American Division policy (L 05 05 and L 05 15).

Admission Requirements

Applicants to the MA in Youth and Young Adult Ministry program should read the general admission requirements for all graduate students School of Graduate Studies & Research , and the general seminary admission requirements Seventh–day Adventist Theological Seminary . Applicants to the MAYYAM program must also meet the qualifications listed below:

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- Have a minimum GPA of 2.5
- Represent high moral integrity with a character, lifestyle, and spiritual commitment reflective of the beliefs and practices of the Seventh–day Adventist Church, and show promise of usefulness for ministry through personal maturity and adequate experience in the Church. (Persons of other faiths who are willing to live in harmony with these standards are welcome to apply.)
- Submit an autobiographical history and statement of purpose reflecting the applicant's family, religious development, sense of calling to ministry, experience in church work, and future goals in relationship to the MAYYAM program.
- Interview with a representative of the MAYYAM program if required, either by personal contact, telephone, or e–mail.
- Pass the Biblical Literacy Entrance Test with a score of 80% or take the course GSEM 525 and pass with a grade of C+ or better.
- Complete and return the Sixteen Personality Factor Questionnaire as directed.

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English Language Requirement

For those applicants whose native language is not English, the following is required:

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- TOEFL – score of 600 (paper based) or score of 85 (computer based with a minimum of 20 on each section: written, verbal and comprehension) and
- A personal interview with the program director or designee

Applicants who fail to meet any of the above may be admitted only after departmental consideration of the specific circumstances. Additional coursework in English may be required. A student who graduated from a four–year English–speaking high school, college or university may be exempted from all or parts of the above requirements.

Degree Requirements

The MA in Youth and Young Adult Ministry degree is awarded upon successful completion of a minimum of 48 semester credits with a cumulative GPA of 2.5 or better. A minimum of 24 semester credits are to be taken at the Theological Seminary or at an authorized extension center. The course work for the MA in Youth and Young Adult Ministry normally should be completed within seven years.

Transfer Credits

A maximum of 24 transfer graduate credits, when applicable, may be accepted from approved seminaries or universities upon approval of the dean. Credits approved under the Credit Through Learning in Professional Experience provision (see below) are considered part of the maximum of 24 transfer credits.

Youth and Young Adult Ministry Emphasis

Seminary Core Courses 18

Biblical Spirituality (2)

- DSRE 541 – Foundations of Biblical Spirituality Credits: 2–3

Church History (2)

- CHIS 574 – History of Seventh–day Adventist Theology Credits: 2

Biblical Studies (4)

- Two courses in Old Testament and/or New Testament

Theology (4)

- Two courses in Theology. One ethics course recommended.

Christian Ministry (4)

- CHMN 523 – Worship: Word and Music Credits: 2–3 (2 credits required for this program)
- and one additional course in Conflict Resolution or Church Leadership.

World Mission (2)

- One course in World Mission.

Youth and Young Adult Ministry Adult Emphasis Core Courses 24

- CHMN 632 – Contextualized Preaching Credits: 2–3 (2 credits required for this program)
- DSRE 656 – Counseling Youth and Young Adults Credits: 2–3 (2 credits required for this program)
- DSRE 605 – Issues in Religious Education Credits: 2–3 or (2 credits required for this program)
- DSRE 610 – Teaching for Discipleship Credits: 2–3 (2 credits required for this program)
- DSRE 608 – Youth and Young Adults in Contemporary Culture Credits: 2–3 (2 credits required for this program)
- DSRE 534 – Ministry to Youth and Young Adults Credits: 2–3 (2 credits required for this program)
- DSRE 564 – Advanced Youth and Young Adult Ministry Leadership Credits: 2–3 (2 credits required for this program)
- DSRE 660 – Field Practicum: Youth and Young Adult Ministry Credits: 1–6 (6 credits required for this program) *

*Registration is normally allowed only after the student has earned 24 credits or more.

Choose three of the following: (6)

- CHMN 553 – The Church and Social Issues Credits: 2–3 (2 credits required for this program)
- CHMN 555 – Pastoral Counseling Credits: 2–3 (2 credits required for this program)
- CHMN 574 – Perspectives in Church Marketing Credits: 2–3 (2 credits required for this program)
- CHMN 623 – Innovative Evangelism Credits: 2–3 (2 credits required for this program)
- CHMN 616 – Spirituality in Ministry Credits: 2–3 (2 credits required for this program)
- CHMN 656 – Holistic Small Groups Credits: 2–3 (2 credits required for this program)
- DSRE 546 – Marriage and Family Credits: 2–3 (2 credits required for this program)
- DSRE 619 – Religious Experience in Adolescence Credits: 2–3 (2 credits required for this program)
- DSRE 626 – Ministry to At-Risk Youth Credits: 2–3 (2 credits required for this program)
- DSRE 636 – Seminar in Youth Ministry Credits: 2–3 (choose no more than two topics from Campus Chaplaincy, Children's Ministry, Adolescent Ministry, Young Adult Ministry, Youth Evangelism, Visionary Leadership, African-American Youth Ministry, Hispanic Youth Ministry) (2 credits required for this program)
- DSRE 678 – Spiritual Nurture of Children Credits: 2–3 (2 credits required for this program)

Electives 6

Total Credits for the MA Degree 48

It is recommended that students who have no religion or theology in their undergraduate degree use 6–8 credits of their electives in Biblical studies and/or theology.

Additional Information

Elective Courses

Students in the MA in Youth and Young Adult Ministry program can utilize their elective credits to tailor a program to their specific ministry needs. They can take up to 6 credits in DSRE 690 – Independent Study: _____.

Credit Through Learning in Professional Experience

In place of DSRE 660 – Field Practicum: Youth and Young Adult Ministry, some students may be eligible to receive up to six credits for professional experience when approved by the dean, using the following criteria:

- Applicants must have completed at least 18 credits toward the MA degree with a minimum GPA of 2.50.
- The applicant must submit a Professional Experience Portfolio, including (1) an up-to-date curriculum vita, (2) a description of ministerial experiences, (3) a reflection learning paper in which the applicant analyzes his/her professional skills and ministries and demonstrates how learning based on the reflection–reaction process occurred, and (4) supporting letters from administrative and pastoral supervisors which identify and document a variety of professional experiences.
- The applicant must submit the completed Professional Experience Portfolio to the dean of the Theological Seminary not later than the semester prior to graduation. For details, contact the director of the MA in Youth and Young Adult Ministry program.

Thesis Option

As an elective option, students may choose to write a Master of Arts thesis (GSEM 697) for a total of 6 credits. Under this option, the student must successfully defend the thesis. See instructions under the MDiv Thesis Option. Students choosing the thesis option must take GSEM 620 – Research Methods before beginning work on the thesis.

Denominational Certification for Teaching Religion/Bible on the Secondary Level SDA Basic Certificate

The Basic Teaching Certificate for denominational certification may be issued to the candidate presenting a Verification of Eligibility form from Andrews University. The

certificate is issued by the union conference where the candidate takes his/her first teaching position.

Requirements for this certificate may be completed by taking additional courses along with the MA in Youth and Young Adult Ministry. More information about preparing to teach religion in Adventist schools is available from the University Certification Registrar in the School of Education.

MA in Youth and Young Adult Ministry Intensive

Curriculum Option

The MA in Youth and Young Adult Ministry offers an intensive format for those who are unable to study in residence. It is completed over three years by attending five weeks of intensives on campus each year. The course is completed through distance learning and a field practicum.

Masters Dual Degrees

Master of Divinity Track 1/Master of Social Work, Dual Degree MDiv/MSW

MDiv General Information

For more information regarding: Program Overview, Application, Policies and other entrance requirements see the Masters of Divinity section in the Seventh-day Adventist Seminary section.

Program Description

Andrews University has formed a collaboration between the Seventh-day Adventist Theological Seminary and the Department of Social Work in the College of Arts & Sciences to prepare students for service in occupations where social work and the pastoral mission of the church intersect. The objectives of this program are to prepare students for various forms of ministry in which clinical and administrative skills in social work and theology are needed; to enable students to integrate both theological and social work knowledge, values and skills into a multifaceted approach to Christian service, thereby enhancing their usefulness as instruments of the Holy Spirit; and to sensitize students to nontraditional ministry opportunities by exposing them to theories and practice skills related to counseling approaches, person-in-environment, social and economic justice, human rights and global perspectives from a Christian worldview. The program is designed to give students an integrated approach to both theology and social work. Students can choose either a dual degree or an emphasis in either Social Work or Christian Ministry.

Master of Divinity Track 1

MDiv/MSW Track 1 program is for students who have a Bachelors degree in Theology. Students who do not have a BA in Theology will need to complete the MDiv/MSW Track 2 program.

MDiv Prerequisites

- GSEM 525 – The Bible and Biblical History Credits: 1
OR Biblical Literacy Exam 80% – August
- CHMN 552 – Foundations of Pastoral Ministry Credits: 2
OR Church Policy Exam 80%
- NTST 551 – Beginning Greek Credits: 2
OR Beginning Greek Exam 60%
- NTST 552 – Intermediate Greek Credits: 2–3
OR Intermediate Greek Exam 70%
- OTST 551 – Biblical Hebrew I Credits: 3
OR Hebrew Examination 45% or higher
- OTST 552 – Biblical Hebrew II Credits: 2–3
OR Hebrew II Examination 65% or Higher

Interdisciplinary Courses – 14

- GSEM 534 – Issues in Ellen G. White Studies Credits: 2–3 **2 credits for MDiv**
- GSEM 530 – Doctrine of the Sanctuary Credits: 2–3 **2 credits for MDiv**
- GSEM 539 – Issues in Origins Credits: 2–3 **2 credits for MDiv**
- GSEM 510 – Revelation, Inspiration and Hermeneutics Credits: 3
- GSEM 626 – Contemporary Adventist Theological Issues Credits: 2–3 **2 credits for MDiv**
- GSEM 627 – Issues in Daniel and Revelation Credits: 3

Christian Ministry – 16

- CHMN 539 – Church Growth and the Equipping Pastor Credits: 2–3
- CHMN 562 – Field Evangelism Credits: 3–6 **3 credits for MDiv**
- CHMN 631 – Field Evangelistic Preaching Credits: 3
- CHMN 543 – Christian Leadership in a Changing World Credits: 3
- CHMN 566 – Mobilizing Laity for the Ministry of Evangelism Credits: 2–3 **2 credits for MDiv OR**
- CHMN 656 – Holistic Small Groups Credits: 2–3 **2 credits for MDiv**
- CHMN 523 – Worship: Word and Music Credits: 2–3 **2 credits for MDiv OR**
- Choose one 600 Level Advanced Preaching Course Credits 2

Courses from NADEI

Of the above courses, the following are taught by NADEI (North American Division Evangelism Institute).

CHMN539 – Church Growth
CHMN562 – Field Evangelism
CHMN566 – Mobilizing Laity
CHMN656 – Holistic Small Groups
CHMN536 – Personal Evangelistic Ministry
CHMN631 – Field Evangelistic Preaching

In the semester in which students take CHMN562 – Field Evangelism, the class load is limited to 12 credits.

International (non–North American) students are exempt from CHMN562–Field Evangelism and CHMN631–Field Evangelistic Preaching, except as arranged. Other NADEI courses are required of international students unless the substitution of a course offered by the Department of World Mission is approved by the MDiv director. The 3 credits exempted from CHMN562 must be taken in either the Christian Ministry or World Mission departments. The course CHMN631 must be replaced by CHMN621–Evangelistic Preaching or another advanced (600 Level) preaching course.

Discipleship and Religious Education – 5

- DSRE 541 – Foundations of Biblical Spirituality Credits: 2–3 **3 credits for MDiv**
- DSRE 534 – Ministry to Youth and Young Adults Credits: 2–3 **2 credits for MDiv OR**
- DSRE 610 – Teaching for Discipleship Credits: 2–3 **2 credits for MDiv**

Old Testament: 8

- Choose one ANEA Course Credits 2
- OTST 633 – Social Issues in the Old Testament (Exegesis) Credits: 2–3 **3 credits for MDiv**
- Choose one Theology Courses Credits 3

Theology: 6

- THST 540 – Doctrine of Salvation Credits: 2–3 **2 credits for MDiv**
- Choose one 600 Level Systematic Theology Course Credits 2
- Choose one 600 Level Historical Theology Course Credits 2

Church History: 6

- CHIS 674 – Development of Seventh–day Adventist Theology Credits: 3
- Choose one 600 Level Church History Course Credits 3

New Testament: 8

- NTST 633 – Social Issues in the New Testament (Exegesis) Credits: 2–3 **3 credits for MDiv**
- Choose one 600 Level New Testament Theology Course Credits 3
- Choose one 600 Level New Testament Backgrounds Course Credit 2

World Mission: 6

- MSSN 546 – Mission in Cultural and Religious Context Credits: 3
- MSSN 561 – Christian Witness and World Religions Credits: 3

Master of Social Work Degree Requirements: 46 Credits

Basic Courses

- SOWK 501 – Foundations of Practice I Credits: 4
- SOWK 502 – Foundations of Practice II Credits: 4
- SOWK 515 – Christian Perspectives on Professional Ethics Credits: 2
- SOWK 531 – Human Behavior and the Social Environment I Credits: 2
- SOWK 532 – Human Behavior and the Social Environment II Credits: 2
- SOWK 550 – Social Policy Credits: 2
- SOWK 561 – Social Work Research I Credits: 2
- SOWK 562 – Social Work Research II Credits: 2
- SOWK 601 – Advanced Practice I Credits: 3
- SOWK 602 – Advanced Practice II Credits: 2
- SOWK 605 – Advanced Clinical Assessment Credits: 3
- SOWK 630 – Policy for Social Change Credits: 3
- SOWK 660 – Advanced Practice Evaluation Credits: 3
- SOWK 689 – Advanced Professional Seminar Credits: .5, .5

Field Experience

- SOWK 535 – Generalist Field Experience Credits: 1–4 (4 credits required for this degree. (4) = 400 hours)
- SOWK 510 – Generalist Field Seminar Credits: .5, .5
- SOWK 635 – Advanced Field Experience Credits: 1–5 (5 credits required for this degree. (5) = 500 hours)
- SOWK 610 – Advanced Field Seminar Credits: .5, .5

Credits for Each Program

MDiv: Track 1: Graduation requirements consist of the satisfactory completion of 115 semester credits with an overall grade point average of C (2.5) or better. Sixty–nine credits are MDiv credits, 31.5 credits are social work credits, and 14.5 credits are shared between the two curricula in lieu of MDiv electives.

MSW: MDiv students are required to complete 45 core credit hours for the two–year regular MSW program. Due to the strict requirements of the Council on Social Work Education’s accrediting mandates, these core courses must all be taught or co–taught within the department by faculty holding an MSW degree. However, these courses could be co–taught with faculty from the seminary. MDIV/MSW DUAL DEGREE PROGRAM 373 Occasionally, a student who has already earned a BSW from an accredited program may apply to this program. In this case, the student would be placed in the Advanced Standing program, and take either 33 credits (Advanced Standing) or 39 credits (Advanced Standing Plus). Students with an undergraduate GPA of 3.0 or higher are eligible to complete the Advanced Standing Program while those with a lower GPA must complete the Advanced Standing Plus requirements.

Since both the MDiv and MSW programs reduce total credits in order to reduce costs and achieve a more streamlined and efficient program, both degrees must be received simultaneously in order to fulfill the requirements of either degree. Although MDiv students can transfer 11 electives into the MSW program, they can only receive a tuition reduction if they are simultaneously enrolled in the MDiv Program.

Shared Social Work credits between Social Work and MDiv equal 14.5. Shared MDiv credits between MDiv and Social Work equal 11.

- SOWK501 Foundations of Practice 1 (4 credits) is shared with DSRE503 Marriage, Family & Interpersonal Relationships (3 credits)
- SOWK510/535 Generalist Field Experience/Seminar) 2.5 credits is shared with CHMN560 Theological Field Education (2 credits)
- SOWK601 Advanced Practice I (3 credits) is shared with CHMN555 Pastoral Counseling (2 credits)
- SOWK630 Policy for Social Change (3 credits) is shared with MSSN505 Christian Responses to Human Needs (2 credits) or CHMN544 The Church and Social Issues (2 credits)
- SOWK515 Christian Perspectives on Ethics (2 credits) is shared with THST643 Christian Professional Ethics (2 credits)

Admission Requirements

Applicants for the MDiv/MSW dual degree program typically will have received a bachelor's degree (BA, BS, BSW) from a four-year college or university accredited by one of the nationally recognized accrediting agencies in the United States, or hold an equivalent educational credential from another country. Application must be made separately to both the Seventh-day Adventist Theological Seminary and the Department of Social Work. Acceptance into one of the programs does not guarantee acceptance into the other. Applicants must meet the admissions requirements for each program, including all required prerequisites for each degree program.

MDiv:

Although MDiv students can transfer 11 electives into the MSW program, they can only receive a tuition reduction if they are simultaneously enrolled in the MDiv program. Students who have already completed an MDiv degree can receive the tuition reduction upon admission into the MSW program.

MSW:

1. Students must maintain a minimum cumulative GPA of 3.0 in social work program courses;
2. No grade of D or F (or U) may count toward the MSW degree.

Student Handbook

The MSW Student Handbook has been designed as the social work student's aid in understanding the program requirements, Social Work Department, and relevant policies of Andrews University. Inside the handbook you will find information such as expectations of students, the MSW curriculum, departmental policies, and other relevant information.

You are responsible for the information found in this handbook, so please take the time to familiarize yourself with the handbook and know where to find questions and answers if the need arises.

Field Manual

The Field Manual has been designed as your aid in understanding field education requirements, your role as a student in a field agency, and relevant policies of Andrews University.

You are responsible for the information found in this handbook, so please take the time to familiarize yourself with the handbook and know where to find questions and answers if the need arises.

English Language Requirement MDiv

1. For those applicants whose native language is not English, the following is required:
2. MELAB—score of 85 (must achieve passing score on each section) or
3. TOEFL—score of 600 (paper based) or score of 90 (computer based with a minimum of 20 on each section)
4. IELTS—score of 7

Language proficiency must be met before enrolling full-time in regular coursework.

English Language Requirement – MSW

1. For those applicants whose native language is not English, the following is required:
2. MELAB—score of 80 (must achieve passing score on each section) or
3. TOEFL—score of 550 (paper based) or score of 80 (computer based with a minimum of 20 on each section) plus
4. Nelson Denny—score of 13 and
5. Personal interview with MSW program director or designee

Applicants who fail to meet any of the above may be admitted only after committee consideration of the specific circumstances. Additional course work in English may be required.

A student who graduated from a four-year English-speaking high school, college or university may be exempted from all or parts of the above requirements.

Graduate Record Examination (GRE)

Students who are applying for admission to the MSW program have two options related to the Graduate Record Examination (GRE). For those students who are seeking a graduate scholarship, the GRE must be taken. The amount of a potential scholarship is related to the score achieved on the GRE as follows:

GRE Score	Scholarship
320	50% tuition reduction
310	25% tuition reduction
300	10% tuition reduction

For students who do not seek a graduate scholarship based on the GRE score, the GRE examination is not required.

MDiv Emphases Options

Students enrolled in the MDiv program may choose from a number of 12-credit emphases. More specific details may be obtained from each department regarding these areas of emphasis.

Choosing an emphasis may prolong the length of a student's program. Please consider the possibility of adding a semester to your MDiv program when attempting to complete an emphasis. Regular master's tuition is charged for courses taken after an MDiv student has completed their program coursework.

Master of Divinity Emphases

See Master of Divinity Emphases options for a detailed list of required courses.

Christian Ministry	New Testament
African American Ministry	Exegesis and Theology
Chaplaincy	Backgrounds and Languages
Church Growth and Evangelism	
Church Leadership	Old Testament
Pastoral Care	Old Testament
Preaching	Archaeology & History of Antiquity
	Jewish Studies
Church History	Biblical and Cognate (Ancient Near Eastern) Languages
Church History	
Adventist Studies	Theology and Christian Philosophy
Church and State	Christian Ethics
Reformation	Historical Theology
Discipleship and Religious Education	Systematic Theology
Discipleship and Biblical Spirituality	
Campus Spiritual Leadership	World Missions
Family Life Education	Missions Studies
Youth Ministry	

Master of Divinity Track 2/Master of Social Work, Dual Degree MDiv/MSW

Please note: Track 2 students must start with MDiv courses. MSW courses are taken in the 3rd and 4th year of the program.

Program Description

Andrews University has formed a collaboration between the Seventh-day Adventist Theological Seminary and the Department of Social Work in the College of Arts & Sciences to prepare students for service in occupations where social work and the pastoral mission of the church intersect. The objectives of this program are to prepare students for various forms of ministry in which clinical and administrative skills in social work and theology are needed; to enable students to integrate both theological and social work knowledge, values and skills into a multifaceted approach to Christian service, thereby enhancing their usefulness as instruments of the Holy Spirit; and to sensitize students to nontraditional ministry opportunities by exposing them to theories and practice skills related to counseling approaches, person-in-environment, social and economic justice, human rights and global perspectives from a Christian worldview. The program is designed to give students an integrated approach to both theology and social work. Students can choose either a dual degree or an emphasis in either Social Work or Christian Ministry.

MDiv General Information

For more information regarding: Program Overview, Application, Policies and other entrance requirements see the Masters of Divinity section in the Seventh-day Adventist Seminary section.

Master of Divinity Track 2

Interdisciplinary Courses – 15

- GSEM 525 – The Bible and Biblical History Credits: 1
- GSEM 534 – Issues in Ellen G. White Studies Credits: 2–3
- GSEM 530 – Doctrine of the Sanctuary Credits: 2–3
- GSEM 539 – Issues in Origins Credits: 2–3
- GSEM 510 – Revelation, Inspiration and Hermeneutics Credits: 3
- GSEM 626 – Contemporary Adventist Theological Issues Credits: 2–3

- GSEM 511 – Daniel and Revelation Credits: 3

Christian Ministry – 20

- CHMN 539 – Church Growth and the Equipping Pastor Credits: 2–3
- CHMN 562 – Field Evangelism Credits: 3–6 **3 credits for MDiv**
- CHMN 631 – Field Evangelistic Preaching Credits: 3
- CHMN 543 – Christian Leadership in a Changing World Credits: 3
- CHMN 552 – Foundations of Pastoral Ministry Credits: 2
- CHMN 505 – Biblical Preaching Credits: 2–3 **2 credits for MDiv**
- CHMN 536 – Personal Evangelistic Ministry Credits: 2–3

- CHMN 523 – Worship: Word and Music Credits: 2–3 **2 credits for MDiv OR**
- Choose one CHMN_____Advanced Preaching Elective 2 credits

Courses from NADEI

Of the above courses, the following are taught by NADEI (North American Division Evangelism Institute).

CHMN539 – Church Growth

CHMN562 – Field Evangelism

CHMN566 – Mobilizing Laity

CHMN656 – Holistic Small Groups

CHMN536 – Personal Evangelistic Ministry

CHMN631 – Field Evangelistic Preaching

In the semester in which students take CHMN562 – Field Evangelism, the class load is limited to 12 credits.

International (non–North American) students are exempt from CHMN562–Field Evangelism and CHMN631–Field Evangelistic Preaching, except as arranged. Other NADEI courses are required of international students unless the substitution of a course offered by the Department of World Mission is approved by the MDiv director. The 3 credits exempted from CHMN562 must be taken in either the Christian Ministry or World Mission departments. The course CHMN631 must be replaced by CHMN621–Evangelistic Preaching or another advanced (600 Level) preaching course.

Discipleship and Religious Education – 5

- DSRE 541 – Foundations of Biblical Spirituality Credits: 2–3 **3 credits for MDiv**
- DSRE 534 – Ministry to Youth and Young Adults Credits: 2–3 **2 credits for MDiv OR**
- DSRE 610 – Teaching for Discipleship Credits: 2–3 **2 credits for MDiv**

Church History: 12

- CHIS 674 – Development of Seventh–day Adventist Theology Credits: 3
- CHIS 501 – Church History I Credits: 2
- CHIS 502 – Church History II Credits: 2
- CHIS 503 – Church History III Credits: 2
- CHIS 504 – Adventist Heritage Credits: 3

Old Testament: 15

- OTST 551 – Biblical Hebrew I Credits: 3
- OTST 552 – Biblical Hebrew II Credits: 2–3 **2 credits for MDiv**
- OTST 565 – Pentateuch Credits: 3
- OTST 555 – Prophets Credits: 3
- OTST 558 – Writings Credits: 2
- ANEA 510 – Archaeology and the Bible Credits: 2–3 **2 credits for MDiv OR**
- ANEA 514 – Bible Lands and Their Explorations Credits: 2–3 **2 credits for MDiv OR**
- NTST 615 – New Testament Archaeology Credits: 2–3 **2 credits for MDiv**

New Testament: 15

- NTST 551 – Beginning Greek Credits: 2

- NTST 552 – Intermediate Greek Credits: 2–3
- NTST 515 – New Testament Backgrounds Credits: 2–3 **2 credits for MDiv**
- NTST 510 – Intro to Exegesis and Theology 1: Gospels Credits: 3
- NTST 543 – Intro to Exegesis and Theology 2: Acts and General Epistles Credits: 2
- NTST 509 – Intro to Exegesis and Theology 3: Pauline Writings Credits: 3

Theology: 8

- THST 521 – Christian Theology I Credits: 3
- THST 522 – Christian Theology II Credits: 3
- THST 510 – Understanding the Christian World Credits: 2–3 **2 credits for MDiv**

World Mission: 6

- MSSN 546 – Mission in Cultural and Religious Context Credits: 3
- MSSN 561 – Christian Witness and World Religions Credits: 3

Master of Social Work Degree Requirements: 46 Credits

Basic Courses

- SOWK 501 – Foundations of Practice I Credits: 4
- SOWK 502 – Foundations of Practice II Credits: 4
- SOWK 515 – Christian Perspectives on Professional Ethics Credits: 2
- SOWK 531 – Human Behavior and the Social Environment I Credits: 2
- SOWK 532 – Human Behavior and the Social Environment II Credits: 2
- SOWK 550 – Social Policy Credits: 2
- SOWK 561 – Social Work Research I Credits: 2
- SOWK 562 – Social Work Research II Credits: 2
- SOWK 601 – Advanced Practice I Credits: 3
- SOWK 602 – Advanced Practice II Credits: 2
- SOWK 605 – Advanced Clinical Assessment Credits: 3
- SOWK 630 – Policy for Social Change Credits: 3
- SOWK 660 – Advanced Practice Evaluation Credits: 3
- SOWK 689 – Advanced Professional Seminar Credits: .5, .5

Field Experience

- SOWK 535 – Generalist Field Experience Credits: 1–4 (4 credits required for this degree. (4) = 400 hours)
- SOWK 510 – Generalist Field Seminar Credits: .5, .5
- SOWK 635 – Advanced Field Experience Credits: 1–5 (5 credits required for this degree. (5) = 500 hours)
- SOWK 610 – Advanced Field Seminar Credits: .5, .5

Credits for Each Program

MDiv: Track 2: Graduation requirements consist of satisfactory completion of 142 semester hours with an overall grade point average of C (2.5) or better. Ninety–six credits are MDiv credits, 31.5 credits are Social Work credits, and 14.5 credits are shared between the two curricula.

MSW: MDiv students are required to complete 45 core credit hours for the two–year regular MSW program. Due to the strict requirements of the Council on Social Work Education’s accrediting mandates, these core courses must all be taught or co–taught within the department by faculty holding an MSW degree. However, these courses could be co–taught with faculty from the seminary. MDIV/MSW DUAL DEGREE PROGRAM 373 Occasionally, a student who has already earned a BSW from an accredited program may apply to this program. In this case, the student would be placed in the Advanced Standing program, and take either 33 credits (Advanced Standing) or 39 credits (Advanced Standing Plus). Students with an undergraduate GPA of 3.0 or higher are eligible to complete the Advanced Standing Program while those with a lower GPA must complete the Advanced Standing Plus requirements.

Since both the MDiv and MSW programs reduce total credits in order to reduce costs and achieve a more streamlined and efficient program, both degrees must be received simultaneously in order to fulfill the requirements of either degree.

Although MDiv students can transfer 11 electives into the MSW program, they can only receive a tuition reduction if they are simultaneously enrolled in the MDiv Program.

- Shared Social Work credits** between Social Work and MDiv equal 14.5. Shared MDiv credits between MDiv and Social Work equal 11.
- SOWK501 Foundations of Practice 1 (4 credits) is shared with DSRE503 Marriage, Family & Interpersonal Relationships (3 credits)
 - SOWK510/535 Generalist Field Experience/Seminar 2.5 credits is shared with CHMN560 Theological Field Education (2 credits)
 - SOWK601 Advanced Practice I (3 credits) is shared with CHMN555 Pastoral Counseling (2 credits)
 - SOWK630 Policy for Social Change (3 credits) is shared with MSSN505 Christian Responses to Human Needs (2 credits) or CHMN544 The Church and Social Issues (2 credits)
 - SOWK515 Christian Perspectives on Ethics (2 credits) is shared with THST643 Christian Professional Ethics (2 credits)

Admission Requirements

Applicants for the MDiv/MSW dual degree program typically will have received a bachelor’s degree (BA, BS, BSW) from a four–year college or university accredited by one of the nationally recognized accrediting agencies in the United States, or hold an equivalent educational credential from another country. Application must be made separately to both the Seventh–day Adventist Theological Seminary and the Department of Social Work. Acceptance into one of the programs does not guarantee acceptance into the other. Applicants must meet the admissions requirements for each program, including all required prerequisites for each degree program.

MDiv:
Although MDiv students can transfer 11 electives into the MSW program, they can only receive a tuition reduction if they are simultaneously enrolled in the MDiv program. Students who have already completed an MDiv degree can receive the tuition reduction upon admission into the MSW program.

- MSW:**
1. Students must maintain a minimum cumulative GPA of 3.0 in social work program courses;
 2. No grade of D or F (or U) may count toward the MSW degree.

Student Handbook

The MSW Student Handbook has been designed as the social work student’s aid in understanding the program requirements, Social Work Department, and relevant policies of Andrews University. Inside the handbook you will find information such as expectations of students, the MSW curriculum, departmental policies, and other relevant information.
You are responsible for the information found in this handbook, so please take the time to familiarize yourself with the handbook and know where to find questions and answers if the need arises.

Field Manual

The Field Manual has been designed as your aid in understanding field education requirements, your role as a student in a field agency, and relevant policies of Andrews University.
You are responsible for the information found in this handbook, so please take the time to familiarize yourself with the handbook and know where to find questions and answers if the need arises.

English Language Requirement MDIV

1. For those applicants whose native language is not English, the following is required:
2. MELAB—score of 85 (must achieve passing score on each section) or
3. TOEFL—score of 600 (paper based) or score of 90 (computer based with a minimum of 20 on each section)
4. IELTS—score of 7

Language proficiency must be met before enrolling full–time in regular coursework.

English Language Requirement – MSW

1. For those applicants whose native language is not English, the following is required:
2. MELAB—score of 80 (must achieve passing score on each section) or
3. TOEFL—score of 550 (paper based) or score of 80 (computer based with a minimum of 20 on each section) plus
4. Nelson Denny—score of 13 and
5. Personal interview with MSW program director or designee

Applicants who fail to meet any of the above may be admitted only after committee consideration of the specific circumstances. Additional course work in English may be required.
A student who graduated from a four–year English–speaking high school, college or university may be exempted from all or parts of the above requirements.

Graduate Record Examination (GRE)

Students who are applying for admission to the MSW program have two options related to the Graduate Record Examination (GRE). For those students who are seeking a graduate scholarship, the GRE must be taken. The amount of a potential scholarship is related to the score achieved on the GRE as follows:

GRE Score	Scholarship
320	50% tuition reduction
310	25% tuition reduction
300	10% tuition reduction

For students who do not seek a graduate scholarship based on the GRE score, the GRE examination is not required.

MDiv Emphases Options

Students enrolled in the MDiv program may choose from a number of 12–credit emphases. More specific details may be obtained from each department regarding these areas of emphasis.
Choosing an emphasis may prolong the length of a student's program. Please consider the possibility of adding a semester to your MDiv program when attempting to complete an emphasis. Regular master's tuition is charged for courses taken after an MDiv student has completed their program coursework.

Master of Divinity Emphases

See Master of Divinity Emphases options for a detailed list of required courses.

Christian Ministry African American Ministry Chaplaincy Church Growth and Evangelism Church Leadership Pastoral Care Preaching	New Testament Exegesis and Theology Backgrounds and Languages
Church History Church History Adventist Studies Church and State Reformation	Old Testament Old Testament Archaeology & History of Antiquity Jewish Studies Biblical and Cognate (Ancient Near Eastern) Languages
Discipleship and Religious Education Discipleship and Biblical Spirituality Campus Spiritual Leadership Family Life Education Youth Ministry	Theology and Christian Philosophy Christian Ethics Historical Theology Systematic Theology
	World Missions Missions Studies

Master of Youth & Young Adult Ministry/Master of Social Work, Dual Degree MAYYAM/MSW

MA in Youth & Young Adult Ministry Requirements

General Seminary Requirements – 18 Credits

Biblical Spirituality – 2 Credits

- DSRE 541 – Foundations of Biblical Spirituality Credits: 2–3 (2 credits required)

Biblical Studies – 4 Credits

- 2–4 credits in Old Testament and/or 2–4 credits in New Testament

Theology – 4 Credits

- Two courses in Theology; one ethics course recommended

Church History – 2 Credits

- CHIS 574 – History of Seventh-day Adventist Theology Credits: 2

Christian Ministry – 4 Credits

- CHMN 523 – Worship: Word and Music Credits: 2–3 (2 credits required)

Choose one of the following

- CHMN 526 – Conflict Management in the Church Credits: 2–3
- CHMN 527 – Church Leadership and Administration Credits: 2–3
- CHMN 543 – Christian Leadership in a Changing World Credits: 3

World Mission – 2 Credits

MAYYAM Concentration Courses – 16 Credits

- CHMN 632 – Contextualized Preaching: Youth & Young Adult Credits: 2
- DSRE 656 – Counseling Youth and Young Adults Credits: 2–3 (2 credits required)
- DSRE 605 – Issues in Religious Education Credits: 2 **OR** DSRE 610 – Teaching for Discipleship Credits: 2
- DSRE 608 – Youth and Young Adults in Contemporary Culture Credits: 2
- DSRE 534 – Ministry to Youth and Young Adults Credits: 2–3 (2 credits required)
- DSRE 564 – Advanced Youth and Young Adult Ministry Leadership Credits: 2–3 (2 credits required)
- Choose one CHMN or DSRE Course (2 Credits)

BIBLE & Biblical History (if needed) – 1 Credit

- GSEM 525 – The Bible and Biblical History Credits: 1

Master of Social Work Degree Requirements

Basic Courses – 56 Credits

- SOWK 501 – Foundations of Practice I Credits: 4
- SOWK 502 – Foundations of Practice II Credits: 4
- SOWK 515 – Christian Perspectives on Professional Ethics Credits: 2
- SOWK 531 – Human Behavior and the Social Environment I Credits: 2
- SOWK 532 – Human Behavior and the Social Environment II Credits: 2
- SOWK 550 – Social Policy Credits: 2
- SOWK 561 – Social Work Research I Credits: 2
- SOWK 562 – Social Work Research II Credits: 2
- SOWK 601 – Advanced Practice I Credits: 3
- SOWK 602 – Advanced Practice II Credits: 2
- SOWK 605 – Advanced Clinical Assessment Credits: 3
- SOWK 630 – Policy for Social Change Credits: 3
- SOWK 660 – Advanced Practice Evaluation Credits: 3
- SOWK 689 – Advanced Professional Seminar Credits: .5, .5

Field Experience

- SOWK 535 – Generalist Field Experience Credits: 1–4 (4 credits required for this degree. (4) = 400 hours)
- SOWK 510 – Generalist Field Seminar Credits: .5, .5
- SOWK 635 – Advanced Field Experience Credits: 1–5 (5 credits required for this degree. (5) = 500 hours)
- SOWK 610 – Advanced Field Seminar Credits: .5, .5

MAYYAM Dual Degree

Andrews University has formed a collaborative between the Department of Discipleship and Religious Education in the Seminary and the Department of Social Work in the College of Arts & Sciences to pre-prepare students for youth and young adult ministry and social work. Students choosing this program would receive both a master's in Youth and Young Adult Ministry and a master's in Social Work. The objectives of this program are to equip students for various forms of ministry in which clinical and administrative skills in social work and ministry are needed; to enable students to integrate both ministry and social work knowledge, values and skills into a multifaceted approach to Christian service, thereby enhancing their

usefulness as instruments of the Holy Spirit; and to sensitize them to nontraditional ministry opportunities by exposing them to theories and practice skills related to counseling approaches, person-in-environment, social and economic justice, human rights and global perspectives from a Christian worldview. The program is designed to give students both master's degrees within three years. The details of the program are as follows:

- The dual degree will consist of 78 credits.
- The student will need to be accepted into both programs.
- There will be shared electives between the two programs:
 - Eight credits for the MA in Youth & Young Adult Ministry; and
 - Ten credits for the Master of Social Work.
- Fieldwork will also be a shared experience, being cross-listed as CHMN660 Field Practicum/SOWK535 Field Experience/ SOWK635 Advanced Field Experience. Nine credit hours will be required for a total of 900 clock hours.
- One course will be cross-listed and be taken in the Department of Social Work:
 - DSRE 503 – Marriage, Family, and Interpersonal Relationships with SOWK 501 – Foundations of Practice I
- GSEM 525 – The Bible and Biblical History will be considered a prerequisite course. If the student passes the Biblical Literacy Exam, that will satisfy the prerequisite. If the student does not pass the exam, they will need to take the one-credit GSEM 525 in addition to the 78 credits for the dual degree.

See the Seminary section of this bulletin for a complete description of this dual degree.

Post-Masters

Biblical and/or Ancient Near Eastern Archaeology, Ancient Near Eastern Archaeology and Anthropology PhD

Randall W. Younker, *Director*

The primary purpose of advanced academic studies leading to the Doctor of Philosophy (PhD) in Biblical and Ancient Near Eastern Archaeology is to provide teacher-scholars for colleges, seminaries and universities around the world.

Program Outcomes

1. Displays comprehension of a broad understanding of the content area of their chosen major discipline and competency within the area of their minor discipline.
2. Provides evidence of the ability to propose a topic of original research and carry out the research in conjunction with faculty mentorship, to produce a graduate-level written report.
3. Display teaching ability appropriate for college and university settings.

Areas of Specialization

When students apply to this PhD program they may select one of two areas of emphasis: Biblical Archaeology or Ancient Near Eastern Archaeology and Anthropology. Each emphasis has areas of specialized study as listed below:

Ancient Near Eastern Archaeology and Anthropology

- Anthropology of Ancient Peoples, Ethnography and Ethno-archaeology
- ANE Languages
- ANE History and Archaeology
- Fieldwork, Method and Theory

Each area of study is to be supplemented with one of the cognate areas listed below.

- Old Testament
- New Testament
- Church History
- Theology and Christian Philosophy
- World Mission
- Biblical Archaeology (if the major emphasis is Ancient Near Eastern Archaeology and Anthropology)
- Anthropology (if the major emphasis is Biblical Archaeology)
- Ancient Near Eastern Languages

Admission Requirements

All applicants must meet the Graduate Programs Admission requirements. Admission to the PhD in Biblical and Ancient Near Eastern Archaeology program is granted to applicants who

- Hold an MA (or its equivalent) from an accredited institution in an appropriate field (Ancient Near Eastern history and/or archaeology, biblical history, anthropology).
- Show high promise of future usefulness to church and/or society.
- Read proficiently required ancient and/or modern languages as noted in the Language Requirements below.
- Demonstrate the ability to handle doctoral-level work in English.
- Have 16 prerequisite credits in the chosen area of concentration.
- Have a graduate course in Research Methods (e.g. GSEM 620 – Research Methods)

Admission to Advanced Standing. Advanced standing for the PhD in Biblical and Ancient Near Eastern Archaeology program may be granted for students who have post-MA or post-MDiv work in an approved institution if the work is appropriate to the program, carries grades of B or above, and was taken within six years of each student's first enrollment in the program. Credits earned towards the MA and MDiv degrees are not considered for advanced standing. The director of the program determines the appropriateness and relevance of the work considered for advanced standing and authorizes such standing. The minimum residence requirement cannot be reduced.

Time to Apply. Students who desire to enter the program in the fall semester (the normal entry point) must submit all application materials to the Office of Graduate Admissions, usually by January 15. Some students may be allowed to enter the program in the summer, in which case the application materials must be at the Office of Graduate Admissions by November 30. The number of students who may enter the program in any given year is limited. Rarely is one accepted who applies late. Students whose applications are late may request consideration for admission in the following year.

Items to Submit. In addition to submitting the items required of all graduate students, applicants to the program must also submit

- A 600-word personal statement including their philosophical perspective and the relationship of their values to their responsibilities as a teacher-scholar and leader; an indication of what they hope to accomplish professionally in the future, and a topic for the dissertation if one has already been selected.
- A significant research paper (term paper or thesis). This paper should show the applicant's ability to carry out research and to present the results and conclusions of such work with correct English and acceptable style. The topic of this paper should coincide with the area of concentration.

Core Language Requirements. Applicants must demonstrate proficiency in specified ancient and modern foreign languages either by passing language proficiency examinations or by taking specified graduate-level language courses and earning a grade of B or above. The foreign language requirements are listed below.

- Biblical Archaeology. An ancient language appropriate to the student's research goals—typically either Biblical Hebrew, Greek, or Latin at the Intermediate Level. Two modern languages relevant to research goals such as French, German, modern Hebrew, modern Arabic, modern Greek.
- Ancient Near Eastern Archaeology and Anthropology. An ancient language appropriate to the student's research goals – typically either Biblical Hebrew, Greek, or Latin at the Intermediate Level. Two modern languages relevant to research goals such as French, German, modern Hebrew, modern Arabic, modern Greek, or computer database skills.

Upon approval by the program committee, the Program Director may require additional ancient languages as required by the area of emphasis students choose.

Schedule of Meeting Language Proficiency Requirements. All language prerequisites should be completed before entrance. If that is not possible, students may be required to take a reduced load in order to meet these prerequisites.

Language prerequisites should be met by the end of the third consecutive semester (including summer). Students who fail to meet this schedule cannot take any further regular courses until all the language prerequisites are met.

Because of the amount of study and the length of time usually required in developing prerequisite-level skill in languages, the program committee may require applicants to clear all the language prerequisites prior to admission.

Residence and Course Requirements

In order to fulfill the requirements for the PhD degree, students must

- Complete 64 credits; at least 48 credits of formal course work in lecture, seminars, directed-study and reading courses, and 16 credits for the dissertation:

Area of Concentration 33

- Required (6 credits): ANEA 630 – Archaeological Field Work Credits: 1–8

Area of Cognate 9

Required Courses 6

- GSEM 854 – PhD–ThD Dissertation Proposal Seminar Credits: 3
- DSRE 860 – Teaching Religion in College Credits: 3
(Students with recognized teaching experience at the college/graduate level may substitute a course in either the emphasis or cognate area for DSRE 860 – Teaching Religion in College.)

Dissertation 16

- GSEM 995 – PhD–ThD Dissertation Credits: 1–12

Additional Information:

- Take all course work at the Seminary on the 600-, 800-, and 900-levels; some non-seminary graduate courses may be approved by the student's doctoral committee in consultation with the director of the program.
- Take a minimum of 24 credits on the 800- and 900-levels.
- Take at least two semesters of formal full-time study consecutively and in residence, registering each semester for no fewer than 8 credits. At least 33 credits (of the minimum 48) must be taken in residence (residence includes field work if taken from Andrews University).
- Attend doctoral colloquia, Horn Archaeology Lecture Series, worship and assemblies.
- Achieve grades of B (3.00) or better and/or S. Only such grades are counted toward the degree requirements. No more than 15 credits in courses with an S grade may be applied to the program requirements. If students fall below this minimum GPA, they are placed on probation and can regain regular standing only after having again reached the B (3.00) level. The matriculation of students with grades below B may be terminated after review by the program committee. Students who accumulate more than three grades of C or below (2.00 or below) are not allowed to continue in the doctoral program.

Full Course Load. The full-time load for regular course work is 8 to 12 credits per semester. Sponsored students are expected to take a full load of 12 credits per semester. On-campus students who are registered for GSEM 880, GSEM 888 (non-credit courses) are counted as full-time students. Students who register for GSEM 995 are also counted as full-time students if the work is done on campus and they register for 16 credits in a maximum of six semesters.

Time Limits. Students are required to finish all regular course work and take the comprehensive exams within five years of the initial registration in the program, and to complete all degree requirements within ten years of initial registration. Also, students must complete the dissertation including a formal defense and subsequent revisions in five years or less from the time the comprehensive examinations are passed. The two five-year time limits apply independently, so that shortening one does not lengthen the other.

Dissertation Advisory Committee

- By the time that students register for GSEM 854 – PhD–ThD Dissertation Proposal Seminar, they, in consultation with the program director, should select a tentative dissertation topic and a dissertation advisory committee. The program director appoints as the chair of each student dissertation advisory committee, a faculty member in agreement with the tentative topic. During the same semester, students and their committee chairs should select two additional faculty members to complete the student dissertation advisory committee, so that, where possible, all three members may contribute to the development of the dissertation proposal. All three members of each student dissertation advisory committee must approve the proposal before it is presented to the program committee.
- At least six weeks before the time of the dissertation defense, the program director, in consultation with the dean of the Seminary, appoints two additional members to the dissertation committee. One of these persons, the external examiner, is normally a scholar from another graduate institution.

Comprehensive Examinations

Students are required to pass four comprehensive examinations within a four-week period designated by the program committee. Three of these examinations are set in the principal area of study and one in the cognate area. At least two of these examinations must be in the regular written format, each lasting between four and six hours, up to two of the four examinations may be given in the oral and/or take-home formats at the discretion of the examiner.

The course requirements of 48 credits must be completed before students can take comprehensive examinations.

The comprehensive examinations determine students' proficiencies in the major area of emphasis and in the cognate area of study, familiarity with pertinent literature, and skills in criticism and analysis.

Students' applications to take the comprehensive examinations are also an application for advancement to candidacy, which is granted subject to passing all comprehensive examinations.

Dissertation Proposal

While taking the course GSEM 854 – PhD–ThD Dissertation Proposal Seminar, under the guidance of the course instructor and the chair of the dissertation advisory committee, students begin to work on the dissertation proposal. During the following semesters, but normally not later than the last semester of course work, students should submit a final proposal that is approved by the dissertation advisory committee and prepared for submission to the program committee. The program committee grants final approval for the dissertation topic.

Dissertation

The dissertation prepared by the PhD candidate must

- Make an original contribution to scholarship,
- Demonstrate the candidate's competence to do independent research,
- Reveal the candidate's familiarity with and proficiency in handling the pertinent literature, and
- Present a logically organized, methodologically sound, and readable account of the investigation, findings, conclusions and implications of the study.

The chair of each student dissertation advisory committee guides students in the research in consultation with other members of the committee. As a rule, a calendar year or more is needed for dissertation preparation.

The dissertation is normally written in BASOR style and is typically between 250 and 300 pages in length.

Once the dissertation is completed and approved by each student dissertation advisory committee, a date is set for an oral defense. Consult the doctoral student handbook for more details regarding the various steps to be taken by students during this program.

Biblical and/or Ancient Near Eastern Archaeology, Biblical Archaeology Specialization PhD

Randall W. Younker, *Director*

The primary purpose of advanced academic studies leading to the Doctor of Philosophy (PhD) in Biblical and Ancient Near Eastern Archaeology is to provide teacher–scholars for colleges, seminaries and universities around the world.

Program Outcomes

1. Displays comprehension of a broad understanding of the content area of their chosen major discipline and competency within the area of their minor discipline.
2. Provides evidence of the ability to propose a topic of original research and carry out the research in conjunction with faculty mentorship, to produce a graduate–level written report.
3. Display teaching ability appropriate for college and university settings.

Areas of Specialization

When students apply to this PhD they may select one of two areas of emphasis: Biblical Archaeology or Ancient Near Eastern Archaeology and Anthropology. Each emphasis has areas of specialized study as listed below:

Biblical Archaeology

- Biblical History and Archaeology
- ANE Archaeology
- ANE Languages
- Fieldwork, Method and Theory

Each area of study is to be supplemented with one of the cognate areas listed below.

- Old Testament
- New Testament
- Church History
- Theology and Christian Philosophy
- World Mission
- Biblical Archaeology (if the major emphasis is Ancient Near Eastern Archaeology and Anthropology)
- Anthropology (if the major emphasis is Biblical Archaeology)
- Ancient Near Eastern Languages

Admission Requirements

All applicants must meet the Graduate Programs Admission requirements.

Admission to the PhD in Biblical and Ancient Near Eastern Archaeology program is granted to applicants who

- Hold an MA (or its equivalent) from an accredited institution in an appropriate field (Ancient Near Eastern history and/or archaeology, biblical history, anthropology).
- Show high promise of future usefulness to church and/or society.
- Read proficiently required ancient and/or modern languages as noted in the Language Requirements below.
- Demonstrate the ability to handle doctoral–level work in English.
- Have 16 prerequisite credits in the chosen area of concentration.
- Have a graduate course in Research Methods (e.g. GSEM 620 – Research Methods)

Admission to Advanced Standing. Advanced standing for the PhD in Biblical and Ancient Near Eastern Archaeology program may be granted for students who have post–MA or post–MDiv work in an approved institution if the work is appropriate to the program, carries grades of B or above, and was taken within six years of each student's first enrollment in the program. Credits earned towards the MA and MDiv degrees are not considered for advanced standing. The director of the program determines the appropriateness and relevance of the work considered for advanced standing and authorizes such standing. The minimum residence requirement cannot be reduced.

Time to Apply. Students who desire to enter the program in the fall semester (the normal entry point) must submit all application materials to the Office of Graduate Admissions, usually by January 15. Some students may be allowed to enter the program in the summer, in which case the application materials must be at the Office of Graduate Admissions by November 30. The number of students who may enter the program in any given year is limited. Rarely is one accepted who applies late. Students whose applications are late may request consideration for admission in the following year.

Items to Submit. In addition to submitting the items required of all graduate students, applicants to the program must also submit

- A 600–word personal statement including their philosophical perspective and the relationship of their values to their responsibilities as a teacher–scholar and leader; an indication of what they hope to accomplish professionally in the future, and a topic for the dissertation if one has already been selected.
- A significant research paper (term paper or thesis). This paper should show the applicant's ability to carry out research and to present the results and conclusions of such work with correct English and acceptable style. The topic of this paper should coincide with the area of concentration.

Core Language Requirements. Applicants must demonstrate proficiency in specified ancient and modern foreign languages either by passing language proficiency examinations or by taking specified graduate–level language courses and earning a grade of B or above. The foreign language requirements are listed below.

- Biblical Archaeology. An ancient language appropriate to the student's research goals—typically either Biblical Hebrew, Greek, or Latin at the Intermediate Level. Two modern languages relevant to research goals such as French, German, modern Hebrew, modern Arabic, modern Greek.
- Ancient Near Eastern Archaeology and Anthropology. An ancient language appropriate to the student's research goals – typically either Biblical Hebrew, Greek, or Latin at the Intermediate Level. Two modern languages relevant to research goals such as French, German, modern Hebrew, modern Arabic, modern Greek, or computer database skills.

Upon approval by the program committee, the Program Director may require additional ancient languages as required by the area of emphasis students choose.

Schedule of Meeting Language Proficiency Requirements. All language prerequisites should be completed before entrance. If that is not possible, students may be required to take a reduced load in order to meet these prerequisites.

Language prerequisites should be met by the end of the third consecutive semester (including summer). Students who fail to meet this schedule cannot take any further regular courses until all the language prerequisites are met.

Because of the amount of study and the length of time usually required in developing prerequisite–level skill in languages, the program committee may require applicants to clear all the language prerequisites prior to admission.

Residence and Course Requirements

In order to fulfill the requirements for the PhD degree, students must

- Complete 64 credits; at least 48 credits of formal course work in lecture, seminars, directed-study and reading courses, and 16 credits for the dissertation:

Area of Concentration 33

- Required (6 credits): ANEA 630 – Archaeological Field Work Credits: 1–8

Area of Cognate 9

Required Courses 6

- GSEM 854 – PhD–ThD Dissertation Proposal Seminar Credits: 3
- DSRE 860 – Teaching Religion in College Credits: 3
(Students with recognized teaching experience at the college/graduate level may substitute a course in either the emphasis or cognate area for DSRE 860 – Teaching Religion in College.)

Dissertation 16

- GSEM 995 – PhD–ThD Dissertation Credits: 1–12

Additional Information:

- Take all course work at the Seminary on the 600–, 800–, and 900–levels; some non-seminary graduate courses may be approved by the student's doctoral committee in consultation with the director of the program.
- Take a minimum of 24 credits on the 800– and 900–levels.
- Take at least two semesters of formal full-time study consecutively and in residence, registering each semester for no fewer than 8 credits. At least 33 credits (of the minimum 48) must be taken in residence (residence includes field work if taken from Andrews University).
- Attend doctoral colloquia, Horn Archaeology Lecture Series, worship and assemblies.
- Achieve grades of B (3.00) or better and/or S. Only such grades are counted toward the degree requirements. No more than 15 credits in courses with an S grade may be applied to the program requirements. If students fall below this minimum GPA, they are placed on probation and can regain regular standing only after having again reached the B (3.00) level. The matriculation of students with grades below B may be terminated after review by the program committee. Students who accumulate more than three grades of C or below (2.00 or below) are not allowed to continue in the doctoral program.

Full Course Load. The full-time load for regular course work is 8 to 12 credits per semester. Sponsored students are expected to take a full load of 12 credits per semester. On-campus students who are registered for GSEM 880, GSEM 888 (non-credit courses) are counted as full-time students. Students who register for GSEM 995 are also counted as full-time students if the work is done on campus and they register for 16 credits in a maximum of six semesters.

Time Limits. Students are required to finish all regular course work and take the comprehensive exams within five years of the initial registration in the program, and to complete all degree requirements within ten years of initial registration. Also, students must complete the dissertation including a formal defense and subsequent revisions in five years or less from the time the comprehensive examinations are passed. The two five-year time limits apply independently, so that shortening one does not lengthen the other.

Dissertation Advisory Committee

- By the time that students register for GSEM 854 – PhD–ThD Dissertation Proposal Seminar, they, in consultation with the program director, should select a tentative dissertation topic and a dissertation advisory committee. The program director appoints as the chair of each student dissertation advisory committee, a faculty member in agreement with the tentative topic. During the same semester, students and their committee chairs should select two additional faculty members to complete the student dissertation advisory committee, so that, where possible, all three members may contribute to the development of the dissertation proposal. All three members of each student dissertation advisory committee must approve the proposal before it is presented to the program committee.
- At least six weeks before the time of the dissertation defense, the program director, in consultation with the dean of the Seminary, appoints two additional members to the dissertation committee. One of these persons, the external examiner, is normally a scholar from another graduate institution.

Comprehensive Examinations

Students are required to pass four comprehensive examinations within a four-week period designated by the program committee. Three of these examinations are set in the principal area of study and one in the cognate area. At least two of these examinations must be in the regular written format, each lasting between four and six hours, up to two of the four examinations may be given in the oral and/or take-home formats at the discretion of the examiner.

The course requirements of 48 credits must be completed before students can take comprehensive examinations.

The comprehensive examinations determine students' proficiencies in the major area of emphasis and in the cognate area of study, familiarity with pertinent literature, and skills in criticism and analysis.

Students' applications to take the comprehensive examinations are also an application for advancement to candidacy, which is granted subject to passing all comprehensive examinations.

Dissertation Proposal

While taking the course GSEM 854 – PhD–ThD Dissertation Proposal Seminar, under the guidance of the course instructor and the chair of the dissertation advisory committee, students begin to work on the dissertation proposal. During the following semesters, but normally not later than the last semester of course work, students should submit a final proposal that is approved by the dissertation advisory committee and prepared for submission to the program committee. The program committee grants final approval for the dissertation topic.

Dissertation

The dissertation prepared by the PhD candidate must

- Make an original contribution to scholarship,
- Demonstrate the candidate's competence to do independent research,
- Reveal the candidate's familiarity with and proficiency in handling the pertinent literature, and
- Present a logically organized, methodologically sound, and readable account of the investigation, findings, conclusions and implications of the study.

The chair of each student dissertation advisory committee guides students in the research in consultation with other members of the committee. As a rule, a calendar year or more is needed for dissertation preparation.

The dissertation is normally written in BASOR style and is typically between 250 and 300 pages in length.

Once the dissertation is completed and approved by each student dissertation advisory committee, a date is set for an oral defense.

Consult the doctoral student handbook for more details regarding the various steps to be taken by students during this program.

Doctor of Ministry DMin

Skip Bell, *Director*

Purpose

The purpose of the Doctor of Ministry program is to provide structured, rigorous, advanced training in ministry by equipping participants with needed competencies and leadership skills. The program engages qualified people in an active learning environment so that they may reach advanced levels of ministry effectiveness.

Program Description

The Doctor of Ministry program offers a professional degree for people who seek advanced competencies in evangelism, ministry and mission. The program enables people to grow within the framework of a Biblical model of leadership and to develop an Adventist perspective of evangelism, ministry, and mission. The program is normally offered to professionals who are in active ministry.

Course modules include teaching intensives at various North American and international sites. Concentrations are offered in Chaplaincy Ministry, Discipleship and Biblical Spirituality, Evangelism and Church Growth, Family Ministry, Global Mission Leadership, Health Care Chaplaincy, Leadership, Missional Church: A Biblical Response to Western Culture, Pastoral Ministry (Spanish), Preaching, Urban Ministry, and Youth and Young Adult Ministry.

Doctor of Ministry modules include intensive sessions taught by faculty teams that include seminary professors with appropriate academic expertise and professionals from the field with experience in evangelism, ministry and mission. Teaching methodology combines appropriate methods and technology with collegial dialogue to encourage a creative learning environment. Faculty aim to facilitate balanced spiritual, professional, and theological formation that affects the individual, the family, and the ministry group. Participants develop a deeper personal experience, which leads to a strengthening of their family life as well as a greater commitment to ministry. They learn to evaluate ministerial practices through theological reflection, which helps them establish a Biblical model of

servant leadership. Graduates from the program will be able to use appropriate tools to analyze the needs of their churches and communities and develop and implement appropriate and effective ministries.

Program Outcomes

The Doctor of Ministry program seeks to develop the person, knowledge, and practice of its students. While the program is structured around certain areas of concentration, there are outcomes we feel are important to evaluate as outcomes for all students. The following are those program outcomes.

Being

1. Develop deeper biblical spirituality.
2. Experience enrichment of personal and family life.
3. Intensify commitment to ministry.
4. Develop an Adventist perspective of evangelism, mission, and ministry.
5. Experience positive collegial relationships.
6. Develop a global view of society and ministry.

Knowing

7. Gain theoretical knowledge that contributes to advanced ministry.
8. Develop an understanding of the biblical model of servant leadership.

Doing

9. Able to evaluate ministerial practices through theological reflection.
10. Able to use appropriate tools to analyze the needs of churches and communities.
11. Develop skills that facilitate more effective ministry.
12. Able to articulate theological and theoretical understandings that advance global ministry.
13. Develop habits of study that contribute to lifelong learning.

Admission Requirements

To be considered for admission to the Doctor of Ministry program, applicants must meet the following requirements:

- Hold the Master of Divinity degree or its equivalent.
- Have a GPA of at least 3.25.
- Demonstrate high professional and personal potential for the gospel ministry.
- Have an equivalent of at least three years of experience in ministry subsequent to the first graduate theological degree.
- Supply satisfactory recommendations.
- Submit a 1500–2500 word double-spaced paper that discusses their personal spiritual journey and sets forth their purpose for seeking the Doctor of Ministry degree. The paper should manifest deep theological reflection and a familiarity with current literature in pastoral ministry.
- Applicants from other faiths may be accepted into the program, provided they meet admissions requirements and represent high moral integrity with a character, lifestyle, and spiritual commitment reflective of the ideals of the Seventh-day Adventist Church.
- Complete and return the Sixteen Personality Factor Questionnaire as directed (applicants for non-English programs excepted).

Admission Procedure. Applicants must submit those items specified in the Graduate Academic Policies and in the Admission and Evaluation Policies Seminary admission requirements on pp. 347–350.

Advanced Standing

Students who have done doctoral work in an accredited theological seminary or graduate institution may be eligible to receive advanced standing provided the work is appropriate to the DMin program. The DMin committee determines the appropriateness and relevancy of such credits. Credits accepted for advanced standing may not exceed 25 percent of the total credits required for the DMin degree. Credits earned toward an MA or an MDiv degree are not considered for advanced standing.

Degree Requirements

In addition to the requirements listed in Academic Policies Applying to all Programs, students must fulfill the following requirements for the DMin degree:

General Requirements 18 Credits

- GSEM 790 – DMin Project Seminar Credits: 4
- GSEM 796 – DMin Project Credits: 2–6
- GSEM 706 – Spiritual and Theological Foundations for Ministry Credits: 6–8
- GSEM 700 – DMin Program Orientation Credits: 0

- GSEM 788 – DMin Project Continuation Credits: 0
- GSEM 789 – DMin Program Continuation Credits: 0

Other modules 14 Credits

Please select one of the following Concentrations.

- Chaplaincy Ministry Concentration
- Discipleship and Biblical Spirituality Concentration
- Evangelism and Church Growth Concentration
- Family Ministry Concentration
- Global Mission Leadership Concentration
- Healthcare Chaplaincy Concentration
- Leadership Concentration
- Missional Church: A Biblical Response to Mission in Western Culture Concentration
- Pastoral Ministry (Spanish)
- Preaching Concentration
- Urban Ministry Concentration
- Youth and Young Adult Ministry Concentration

Total Credits: 32

Additional Information:

Financial Plans

Financial plans are available to assist NAD employees, international students, cohort groups, and others. See the DMin website (www.doctorofministry.com) or contact the DMin office for further information.

Modes of Delivery

In order to make the program accessible to church professionals, the professor contact portions of course modules are offered as intensives on-campus and at off-campus locations.

Project Requirements

- Students should take GSEM 790 (4 cr) in preparation for their project. A statement explaining the philosophy of a Doctor of Ministry project, including guidelines for its development and preparation, is provided when GSEM 790 is taken. A project proposal must be submitted and accepted.
- The project, which should address a problem or issue directly relevant to the ministry of the contemporary church, is developed and implemented in an in-ministry situation. The approach of the project is normally developmental with formative evaluation. The project should be developed in consultation with the student's adviser. Regulations governing the style and format of project documents are found in *Andrews University Standards for Written Work*.
- During the third and fourth years of the curricular program, candidates must register for GSEM 796. If the project is still in progress after this time, the student must register for GSEM 788 DMin Project Continuation (0 cr) and pay the doctoral project continuation fee for each additional semester.
- When students are unable to demonstrate adequate writing abilities they will be required to hire an editor at their expense.
- Students must pass an oral project assessment designed to test the candidate's ability to integrate learning and the practice of ministry. The project assessment must be successfully completed no later than four weeks prior to graduation.

Time Limits. DMin students must complete all courses and modules and pass an oral assessment of the project within six years from the time they begin course work. In special circumstances and upon written request, an extension may be granted for one year. There is a minimum threshold of project work that must be completed before a request for an extension will be considered. Tuition for continuation equal to one doctoral credit will be charged per semester in an extension year.

Project Process. For a detailed outline of the DMin project process, students should see the Guidelines for the Doctor of Ministry Project. A copy of this document is provided to students during the GSEM 790 intensive. It can also be obtained from the Doctor of Ministry Web site: www.doctorofministry.com, or the DMin office.

Academic Supervision. The director of the DMin program acts as curriculum supervisor. The project adviser and a second reader are chosen by the student in consultation with the project coach. Students should work closely with these persons and the DMin project coach to complete the project.

Doctor of Ministry Concentrations

Chaplaincy Ministry Concentration

Required Courses

- CHMN 747 – Christian Leadership Credits: 4–5
- CHMN 775 – Foundations of Chaplaincy Ministry Credits: 4
- CHMN 785 – Professional Formation in Chaplaincy Ministry Credits: 5

Discipleship and Biblical Spirituality Concentration

Required Courses

- DSRE 705 – Theological and Historical Perspectives on Spiritual Growth Credits: 4
- DSRE 707 – The Personal Practice of Biblical Spirituality Credits: 8
- DSRE 708 – Mentoring for Discipleship and Biblical Spirituality Credits: 5
- DSRE 709 – Constructs of Corporate Ministry for Discipleship and Biblical Spirituality Credits: 5

Evangelism and Church Growth Concentration

Required Courses

- CHMN 767 – Formation of Evangelistic Strategy Credits: 5
- CHMN 789 – The Missional Church Credits: 5
- CHMN 724 – Recovering the Life and Growth of the New Testament Church Credits: 4

Family Ministry Concentration

Each summer two intensives in the Family Ministry Concentration are offered. Prerequisite: GDPC520 Life Span Development or equivalent.

Required Courses

- DSRE 720 – Professional Development Credits: 1–2
- DSRE 755 – Families in Society Credits: 2
- DSRE 757 – Family Law and Public Policy Credits: 3
- DSRE 758 – Internal Dynamics of Families Credits: 2–5
- DSRE 759 – Human Sexuality Credits: 2–3
- DSRE 779 – Parenting Education and Guidance Credits: 3

Global Mission Leadership Concentration

Required Courses

- MSSN 731 – Cultural and Religious Analysis—I Credits: 4
- MSSN 732 – Cultural and Religious Analysis—II Credits: 4
- MSSN 741 – Mission Strategy Development—I Credits: 4
- MSSN 742 – Mission Strategy Development—II Credits: 4

Healthcare Chaplaincy Concentration

Required Courses

- CHMN 786 – Clinical Issues in Care and Counseling Credits: 5
- CHMN 787 – Theory and Research in Health Care Chaplaincy Credits: 5
- CHMN 788 – Professional Practice in Chaplaincy Credits: 5

Leadership Concentration

Required Courses

- CHMN 747 – Christian Leadership Credits: 4–5
- CHMN 760 – Advanced Leadership Competencies Credits: 5
- CHMN 780 – Leading and Managing the Church Organization Credits: 5

Missional Church: A Biblical Response to Mission in Western Culture Concentration

Required Courses

- CHMN 704 – Incarnational Missional Church Credits: 4
- CHMN 713 – Transformational Leadership and Organic Systems Thinking Credits: 5
- CHMN 714 – Discipling Leaders for Mission Credits: 5

Pastoral Ministry (Spanish)

Required Courses

- CHMN 747 – Christian Leadership Credits: 4–5
- CHMN 767 – Formation of Evangelistic Strategy Credits: 5
- CHMN 778 – Church Growth and Discipleship in the Urban Church Credits: 5
- CHMN 789 – The Missional Church Credits: 5
- DSRE 758 – Internal Dynamics of Families Credits: 2–5

Preaching Concentration

Required Courses

- CHMN 743 – Prophetic Preaching in the Worship Context Credits: 4
- CHMN 744 – A History of Preaching Credits: 5
- CHMN 748 – Preaching the Literary Forms of the Bible Credits: 5

Urban Ministry Concentration

Required Courses

- CHMN 769 – Strategic Planning for Urban Community Development Credits: 5
- CHMN 774 – The Church in the City Credits: 4
- CHMN 776 – Urban Church Leadership and Management Credits: 5
- CHMN 778 – Church Growth and Discipleship in the Urban Church Credits: 5

Youth and Young Adult Ministry Concentration

Required Courses

- DSRE 710 – Current Issues in Youth and Young Adult Ministry Credits: 4
- DSRE 721 – Perspectives on Youth and Young Adult Ministry Leadership Strategies Credits: 5
- DSRE 765 – Advanced Youth and Young Adult Ministry Credits: 5

Christian Ministry

CHMN 704 – Incarnational Missional Church

Credits: 4

Investigates 21st century western culture and corresponding mission praxis. Includes theological reflection, literature, theory, and practices in ministry. Prepared for leaders who desire to engage the church on effective mission to Western culture; pastors, church planters and administrative leaders who wish to gain an understanding of the implications of missional church. **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **College Code:** SEM

CHMN 713 – Transformational Leadership and Organic Systems Thinking

Credits: 5

Personal and theological reflection will be integrated with principles for leading change. Systems thinking, transformation of organizational culture, and human development theory are investigated in the context of missional leadership. The module also pursues further development and application of missional lifestyle modeling. Practical focus on incarnational mission skills is initiated. **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **College Code:** SEM

CHMN 714 – Discipling Leaders for Mission

Credits: 5

Leaders transact vision through developing disciples according to the biblical model for an apostolic movement. Those whom missional servants lead become mature in Christ and thus a missional movement is multiplied. Coaching and mentoring skills are taught so that the leader can develop people toward maturity in Christ. **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **College Code:** SEM

CHMN 724 – Recovering the Life and Growth of the New Testament Church

Credits: 4

Examines the conditions behind the growth of the church in the New Testament, including leadership transformation, church unity, and the role of the Holy Spirit. Engages Scripture to draw principles and practices that lead to a similar experience in the contemporary church. **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **College Code:** SEM

CHMN 743 – Prophetic Preaching in the Worship Context

Credits: 4

Participants will develop a biblically–based Adventist theology of prophetic preaching and worship. Use of scripture, communication theory, and cognitive psychology to connect with contemporary audiences, and diverse preaching expressions will be examined. Includes advanced work in the area of hermeneutics, exposition, contextualization, and sermon design. **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **College Code:** SEM

CHMN 744 – A History of Preaching

Credits: 5

This module explores the history of preaching, its procession of personalities and trends. Participants investigate and define the beliefs, practices and identity of four preaching styles that have dominated preachers and schools of preaching. Includes a discussion of unusual and/or important contributions to preaching in the 20th–21st century. **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **College Code:** SEM

CHMN 747 – Christian Leadership

Credits: 4–5

This module investigates principles, challenges, and practices of Christian leadership, emphasizing issues that make leadership in the context of church, education and non–profit service organizations unique. Participants examine leadership theory and literature, consider a theology of leadership, and build the foundation for leadership development in the context of professional ministry. **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **Repeatable:** Repeatable **College Code:** SEM

CHMN 748 – Preaching the Literary Forms of the Bible

Credits: 5

Examination of biblical literature, including historical narrative, NT epistles, and apocalyptic passages for preaching. Special attention is given to the skill of storytelling and how stories are processed by the human mind. It includes collegial and inductive reflection on the unique challenges and opportunities within epistolary and apocalyptic biblical texts. **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **Repeatable:** Repeatable **College Code:** SEM

CHMN 760 – Advanced Leadership Competencies

Credits: 5

Participants continue personal and theological reflection with integration of leadership principles. Systems thinking, organizational culture, human development theory, and ecclesiology are investigated in the context of the church and leadership. The module also pursues further development and application of essential leadership practices. Practical focus on administrative skills is initiated. **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **Prerequisite(s):** CHMN 747 **Repeatable:** Repeatable **College Code:** SEM

CHMN 767 – Formation of Evangelistic Strategy

Credits: 5

Provides reflection and experience in contemporary personal, public, media and social networking methodologies as a basis for developing an effective evangelistic strategy. Biblical and practical foundations for empowering and involving people in ministry as well as factors and strategies for multiplying disciples are experienced. **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **College Code:** SEM

CHMN 769 – Strategic Planning for Urban Community Development

Credits: 5

An in–depth study of key biblical, theological and contemporary models of community–based ministry. Includes an emphasis on strategic planning that leads to economic and community development. **College Code:** SEM

CHMN 774 – The Church in the City

Credits: 4

This module is an in–depth study of key biblical, theological and contemporary insights into the church in the city. A compassionate vision for the city is fostered. Issues in urban life and corresponding systems are explored. It includes an emphasis on strategic planning that leads to economic and community development. **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **College Code:** SEM

CHMN 775 – Foundations of Chaplaincy Ministry

Credits: 4

Examines theoretical and practical implications of biblical, theological and religious foundations for chaplaincy. Explores the history and development of chaplaincy as a pastoral calling, along with the role and function of chaplaincy in the church and community. Discusses ethics, professional practice, and the personal spiritual formation of the chaplain. **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **College Code:** SEM

CHMN 776 – Urban Church Leadership and Management

Credits: 5

This module investigates principles, challenges and practices of Christian leadership in the urban context. It includes a theology of leadership, leading and managing specific ministries, how to engage in community organizing, working with the systems effecting life in the city, empowering people, managing change, and managing conflict effectively. **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **College Code:** SEM

CHMN 778 – Church Growth and Discipleship in the Urban Church

Credits: 5

An examination of principles for expanding the kingdom of God in the Urban context. The course aspires to help students develop and assess church growth and disciple–making strategies for the urban church from a biblical perspective. A study of effective historical and contemporary models is included. **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **College Code:** SEM

CHMN 779 – Leading Growth

Credits: 5

Explores the role of leadership in the evangelistic ministry of the church. Includes vision, equipping, and influence issues relative to the leader as a change agent and as a catalyst for turnaround churches and strategic church planting initiatives. Emphasizes contextualized peer coaching. **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **College Code:** SEM

CHMN 780 – Leading and Managing the Church Organization

Credits: 5

Local churches and denominational organizations present challenges in leadership, management, and administration. This module combines previous requirements of the Doctor of Ministry leadership concentration and an informed foundation of biblical leadership to help participants excel in skills like strategic planning, managing change, team building, resource management, communication, mentoring, and coaching. **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **College Code:** SEM

CHMN 785 – Professional Formation in Chaplaincy Ministry

Credits: 5

Examines leadership models relevant to chaplaincy. Investigates ethical issues in chaplaincy and the place of chaplaincy within the church and society. Provides opportunities to grow spiritually through processes such as biblical spirituality, devotional reading and journaling. **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **College Code:** SEM

CHMN 786 – Clinical Issues In Care and Counseling

Credits: 5

Training in theory and clinical skills related to the clinical setting within the context of spiritual care. Provides education in the following specialty areas: psychological and spiritual assessment, grief recovery, trauma, conflict resolution, and specific disease processes such as HIV/AIDS, cancer, disability, and mental health issues.

Grade Mode: Normal Sem (A–F,I,DG,DN,W) **College Code:** SEM

CHMN 787 – Theory and Research in Health Care Chaplaincy

Credits: 5

Examines current research on spirituality and health, as well as theological understanding of spiritual care within the clinical context. The theoretical framework is based on psychological, sociological, and theological literature.

Enables participants to have a better understanding of the lived experience of the people to whom they minister. **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **College Code:** SEM

CHMN 788 – Professional Practice in Chaplaincy

Credits: 5

Explores various leadership roles and functions involved in chaplaincy. Includes professional conduct, leadership, ethics, interdisciplinary consultation, and interdepartmental relations. Promotes the integration of the chaplain into institutional life. Teaches how to conduct workshops and organize support groups.

Grade Mode: Normal Sem (A–F,I,DG,DN,W) **College Code:** SEM

CHMN 789 – The Missional Church

Credits: 5

This module identifies and examines the characteristics of the missional church. Biblical faithfulness in discipleship and mission priority on the congregational level are further examined. Case studies of successful contemporary models for local church evangelism are explored. **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **College Code:** SEM

Discipleship & Religious Education

DSRE 705 – Theological and Historical Perspectives on Spiritual Growth

Credits: 4

Examines the biblical and theological basis for spiritual life, discipleship and Christian experience as well as how this theology has been understood and experienced in the history of the church and the lives of believers. Critiques contemporary forms of spirituality to enable students to discern truth from counterfeit. **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **College Code:** SEM

DSRE 707 – The Personal Practice of Biblical Spirituality

Credits: 8

Covers a historical view of those devotional practices outlined in Scripture, Ellen White and significant devotional writers that lead to Christian formation. Provides a praxis model of reflection upon and engagement with, those spiritual practices and patterns of life that define who we are as disciples of Jesus. **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **College Code:** SEM

DSRE 708 – Mentoring for Discipleship and Biblical Spirituality

Credits: 5

This course will equip participants for assisting in the Christian formation and discipling of others through spiritual mentoring. It will develop an understanding of how the age, temperament and developmental stage of a mentoree helps to determine the most effective model for discipling. **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **College Code:** SEM

DSRE 709 – Constructs of Corporate Ministry for Discipleship and Biblical Spirituality

Credits: 5

Explores constructs of corporate ministry that will enhance growth in Christian formation and discipleship within the context of the church and wider community. A corporate life of outreach and ministry to others through loving and maturing relationships will be developed. **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **College Code:** SEM

DSRE 710 – Current Issues in Youth and Young Adult Ministry

Credits: 4

Students study selected issues in youth and young adult ministry, including adolescent development, inter-generational relationships, and the challenges of popular culture. They learn how to build specialized approaches in youth ministry. **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **College Code:** SEM

DSRE 720 – Professional Development

Credits: 1–2

Represents student initiatives for developing sustainable habits of scholarship including such things as attendance at special-event lectures, and professional conferences, reading professional or scholarly journals; and maintaining a vibrant spiritual life. DG will be given until experiences are documented in the portfolio.

Grade Mode: Normal Sem (A–F,I,DG,DN,W) **Prerequisite(s):** Each summer two intensives in the Family Ministry Concentration are offered. GDPC 520 – Life Span Development or equivalent. **College Code:** SEM

DSRE 721 – Perspectives on Youth and Young Adult Ministry Leadership Strategies

Credits: 5

This module will explore the various leadership roles and functions involved in youth and young adult ministry. It includes: youth and young adult ministry leadership principles, planning and leading major events, writing grant proposals, implementing change, leadership in youth evangelism, developing people helping skills, life cycle of a youth and young adult ministry. **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **College Code:** SEM

DSRE 755 – Families in Society

Credits: 2

An exploration of issues germane to family life education, and the mission and methods of family ministry within a leadership perspective. **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **Prerequisite(s):** GDPC 520 or equivalent. **Offering:** Each summer two intensives in the Family Ministry Concentration are offered. **College Code:** SEM

DSRE 757 – Family Law and Public Policy

Credits: 3

An exploration of issues which identify social problems affecting families and how family law and public policies relate to social services for children and families. **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **Prerequisite(s):** GDPC 520 or equivalent. **Offering:** Each summer two intensives in the Family Ministry Concentration are offered. **College Code:** SEM

DSRE 758 – Internal Dynamics of Families

Credits: 2–5

A study of family systems theory with applications to issues in internal family dynamics and in congregational dynamics as a family system. **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **College Code:** SEM

DSRE 759 – Human Sexuality

Credits: 2–3

An understanding of, and skill development in, interpersonal relationships and a study of human social conduct with emphasis on congregational life. Also studies the physiological, psychological, emotional, and social aspects of human sexuality and the Christian response to this God-given gift. Examines measures for preventing clergy sexual misconduct. **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **Prerequisite(s):** GDPC 520 or equivalent. **Offering:** Each summer two intensives in the Family Ministry Concentration are offered. **College Code:** SEM

DSRE 765 – Advanced Youth and Young Adult Ministry

Credits: 5

Builds on knowledge of youth and young adult ministry and advances to a greater depth in such areas as: understanding youth culture, youth evangelism, small groups in youth and young adult ministry, sexuality, music, camping, short-term missions, writing grant proposals, risk management, contemporary worship, and reclaiming missing youth and young adults. **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **College Code:** SEM

DSRE 779 – Parenting Education and Guidance

Credits: 3

Examines the changing roles and responsibilities of parents; child-rearing practices, including spiritual nurture of children; safety and protection for children; diverse parenting situations; decision making about parenthood. Develop skills in parenting education, integrating a Christocentric purview. **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **Prerequisite(s):** GDPC 520 or equivalent. **Offering:** Each summer two intensives in the Family Ministry Concentration are offered. **College Code:** SEM

GSEM 700 – DMin Program Orientation

Credits: 0

Registration for accepted students preparing for their first module intensive. Registration for this title indicates half-time status.

Grade Mode: Noncredit (NC,W) **Repeatable:** Repeatable **College Code:** SEM

GSEM 706 – Spiritual and Theological Foundations for Ministry

Credits: 6–8

This is a foundational module required of all DMin students. The module builds the spiritual and theological basis from which the practice of ministry and mission grows and seeks to lead the student into a self reflection and examination of life and belief. **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **College Code:** SEM

GSEM 788 – DMin Project Continuation

Credits: 0

Persons who have completed all registrations of module and project credits required for the DMin degree maintain their enrollment status by registration for DMin Project Continuation each subsequent semester until completing or leaving the program. Rated as full-time student status. **Grade Mode:** Noncredit (NC,W) **Repeatable:** Repeatable **College Code:** SEM

GSEM 789 – DMin Program Continuation

Credits: 0

Program participants register in semesters between module intensives for DMin Program Continuation to maintain current student status in all semesters. Rated as half-time student status. **Grade Mode:** Noncredit (NC,W) **Repeatable:** Repeatable **College Code:** SEM

GSEM 790 – DMin Project Seminar

Credits: 4

Forming the project proposal and issues related to completing the project successfully. Areas of focus include literature review, theological reflection, critical thinking, experiential learning, reflective observation, research design and techniques, reading and evaluating research, academic writing, an effective work plan for completion of the project, and other project-related topics. **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **Repeatable:** Repeatable **College Code:** SEM

GSEM 796 – DMin Project

Credits: 2–6

A DMin project is a professional project that integrates theological reflection, scholarly research and practical ministry. The project contributes to the enhancement of ministry in the church and to the growth and development of the ministry professional. **Grade Mode:** Satisfactory w/DG (S,U,I,W,DG) **Repeatable:** Repeatable up to 6 credits **College Code:** SEM

GSEM 797 – Independent Study

Credits: 1–8

Available to students by permission of the program committee. A minimum of one meeting per month with the supervising professor is generally required. **Grade Mode:** Normal w S/DG (A–F,I,S,U,DG,W) **Repeatable:** Repeatable **College Code:** SEM

World Mission

MSSN 731 – Cultural and Religious Analysis—I

Credits: 4

Using the tools of cultural, social, anthropological, and religious analysis, the specific context and challenges of mission will be analyzed and described in depth as a basis for ministry. The course content will be shaped to fit the local situation. **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **Repeatable:** Repeatable **College Code:** SEM

MSSN 732 – Cultural and Religious Analysis—II

Credits: 4

Using the tools of cultural, social, anthropological, and religious analysis, the specific context and challenges of mission will be analyzed and described in depth as a basis for ministry. The course content will be shaped to fit the local situation. **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **Repeatable:** Repeatable **College Code:** SEM

MSSN 741 – Mission Strategy Development—I

Credits: 4

Study of contemporary strategies of mission as a framework and foundation for the development and practice of a ministry plan within specific contexts. The role of leadership in this process is highlighted. **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **Prerequisite(s):** MSSN 731, MSSN 732. **Repeatable:** Repeatable **College Code:** SEM

MSSN 742 – Mission Strategy Development—II

Credits: 4

Study of contemporary strategies of mission as a framework and foundation for the development and practice of a ministry plan within specific contexts. The role of leadership in this process is highlighted. **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **Prerequisite(s):** MSSN 731, MSSN 732. **Repeatable:** Repeatable **College Code:** SEM

THD: Doctor of Theology

The ThD program builds on expertise and training developed in approved master's programs. It provides individuals equipped with skills and methods appropriate to genuine scholarship to do original and responsible research, and it promotes the proficient application of sound and valid principles of biblical interpretation and historic research. It seeks to acquaint students with the Judeo-Christian heritage and the findings of various branches of biblical scholarship and communicates the religious and ethical values of that heritage as found in Scripture and as understood by conservative Christians, in general, and the Seventh-day Adventist Church, in particular.

This degree is not earned by the mere accumulation of credits. It is conferred on those who demonstrate clearly and capably, in written and oral form, mature and independent research marked by discriminating analysis, careful evaluation of evidence and theories, and sound interpretation of available data. The ThD is granted only to those who give evidence that they have attained a distinctly superior level of expertise in their principal area of study and the supplementary cognate area.

One who holds a ThD in Religion should possess the following competencies:

- Faithfulness to God and Scripture
- Mastery of content relevant to the chosen discipline
- Advanced research and writing capability in the chosen discipline
- Expertise in teaching and other forms of communication

Program Outcomes

- Articulate an integrated theology and philosophy of faithfulness to God and Scripture, objectivity in research, and integrity in relationships.
- Provide evidence of an integrated understanding of two major content areas and competency within the area of the minor discipline.
- Demonstrate ability to propose a delimited topic of original research that integrates the knowledge base of two major content areas, carry out the investigation under faculty mentorship, and produce a logical and coherent written report of the study.
- Write scholarly research, make a professional presentation and submit for publication.
- Display teaching ability appropriate for college and university settings.

Admission Requirements

All applicants must meet the Graduate Programs Admission requirements, and the Seminary Admission Requirements. Admission to the PhD: Religion program is granted by the PhD–ThD Committee to applicants who

- Hold an MDiv degree (or its equivalent), from an approved seminary or university.
- Show high promise of future usefulness to church and society.
- Read proficiently in ancient and/or modern languages as noted in the Language Requirements.
- Demonstrate the ability to handle doctoral-level work in English. (Standardized proficiency examinations are required of all PhD Religion program applicants whose native language is other than English).
- Complete and return the Sixteen Personality Factor Questionnaire.
- Depending upon the applicant's academic background, the PhD–ThD Committee may also require proficiency examination(s) before granting admission to the doctoral program.
- Have completed GSEM 620 – Research Methods.

Time to Apply. Students who desire to enter the program in the autumn semester (the normal entry point) must submit all application materials to the Office of Graduate Admissions by the preceding January 15. A few students may be allowed

to enter the program in the summer, in which case the application materials must reach the Office of Graduate Admissions by the preceding November 30. The number of students who may enter the program in any given year is limited. Rarely is one accepted who applies late. Students whose applications are late may request consideration for admission in the following year.

Items to Submit. In addition to submitting the items required of all graduate students, applicants to the PhD–ThD programs must also submit

- A 600–word personal statement including their philosophical perspective, the relationship of their religious concerns and ethical values to their responsibilities as a teacher–scholar and leader in the church; an indication of what they hope to accomplish professionally in the future, and a topic for the dissertation if one has already been selected.
- A significant research paper (term paper or thesis), normally written during MDiv studies. This paper should show the applicant's ability to carry out research and to present the results and conclusions of such work with correct English and acceptable style. The topic of this paper should coincide with the area of emphasis within the student's chosen field of study.

Dual Enrollment. Dual enrollment in undergraduate or other graduate degree programs is not allowed in the ThD program.

Language Requirements. Applicants must demonstrate proficiency in specified foreign languages either by passing language proficiency examinations or by taking specified graduate level language courses at Andrews University and earning a grade of B or above. The language requirements for the ThD degree are advanced Hebrew and advanced Greek and reading knowledge of French and German.

When warranted by the student's program, language substitutions may be made with the approval of the student's advisor and the director of the ThD program. Some departments allow up to 6 hours of language requirements to count toward the field of study.

Schedule of Meeting Language Requirements. All language requirements should be completed before entrance. If that is not possible, a student may be required to take a reduced load in order to meet these requirements. Language requirements should be met by the end of the third consecutive semester (including summer). Students who fail to meet this schedule take no further regular course work until all the language requirements are met. Because of the amount of study and the length of time usually required in developing skill in languages, the PhD–ThD Committee may require applicants to clear all the language requirements prior to admission.

Residence and Course Requirements

In order to fulfill the requirements for the ThD degree, students must:

- Register for 64 credits by completing 48 or more credits of formal course work in lecture, seminar, directed–study, and reading courses, and 16 credits for the dissertation:

Field of Study – 33

A field of study links two departments in the Seminary. Coursework is divided between the two departments with a minimum of 12 hours in any one of the two. Certain fields of study include additional languages as part of the coursework requirements set by the two departments jointly.

Students who include the area of Church History in their field of study must take CHIS 628 – Historical Research and Historiography.

Area of Cognate – 9

Requirements for cognates may be obtained from the PhD/ThD Office.

Required Courses – 6

- GSEM 854 – PhD–ThD Dissertation Proposal Seminar Credits: 3
- DSRE 860 – Teaching Religion in College Credits: 3

Dissertation – 16

- GSEM 995 – PhD–ThD Dissertation Credits: 1–12

Additional Requirements

- Take all course work at the Seminary on the 600–, 800–, and 900–levels; some non–seminary graduate courses may be approved by the student's doctoral committee in consultation with the director of the ThD Program.
- Take a minimum of 24 credits on the 800– and 900–levels.

- Take at least two semesters of formal full–time study consecutively and in residence, registering each semester for no fewer than 8 credits. At least 33 credits (of the minimum 48) must be taken in residence.
- Attend doctoral colloquia and Seminary worship.
- Achieve grades of B (3.00) or better and/or S. Only such grades are credited toward the degree requirements. No more than 15 credits in courses with an S grade may be applied to the program requirements. If the student falls below this minimum GPA, he/she is placed on probation and can regain regular standing only after having again reached the B (3.00) level. The matriculation of a student with grades below B may be terminated after review by the PhD–ThD Committee. A student who accumulates more than three grades of C or below (2.00 or below) is not allowed to continue in the doctoral program.

Full Course Load. The full–time load for regular course work is 8 to 12 credits per semester. Sponsored students are expected to take a full load of 12 credits per semester. On–campus students who are registered for GSEM 880, GSEM 888 (non–credit courses) are counted as full–time students. Students who register for GSEM 995 are also counted as full–time students if the work is done on campus and they register for 16 credits in a maximum of six semesters.

Advanced Standing. Advanced standing may be considered for students having done post–MDiv work in an approved institution if the work is appropriate to the program, carries grades of B or above, and was taken within six years of the students' first enrollment in the ThD Program. Credits earned towards the MDiv degree are not considered for advanced standing. The director of the ThD Program determines the appropriateness, relevance, and currency of the work considered for advanced standing and authorizes such standing. In no case is the minimum residence requirement reduced.

Time Limits. The student is required to finish all regular course work and take the comprehensive examinations within five years of his/her initial registration in the program, and to complete all degree requirements within ten years of initial registration. Also, students must complete the dissertation including a formal defense and subsequent revisions in five years or less from the time the comprehensive examinations are passed. The two 5–year time limits apply independently, so that shortening one does not lengthen the other.

Comprehensive Examinations and Doctoral Dissertation Student Advisory Committees

- Not later than the student's registration for GSEM 854 Dissertation Proposal Seminar, the student selects a tentative dissertation topic in consultation with the chairs of the departments of the student's field of study. Then the program director, in consultation with the student and the chairs of the departments, appoints as the chair of the student's dissertation committee, a faculty member in agreement with the tentative topic.
- The student, the department chairs and the doctoral committee chair collaborate in the selection of two other members to complete the student's dissertation committee. The appointment of the dissertation committee is subject to approval by the PhD/ThD Committee as are any changes to the committee.
- At least six weeks before the time of the dissertation defense, the program director, in consultation with the dean of the Seminary, appoints two additional members to the dissertation committee. One of these persons, the “external examiner,” is normally a scholar from another graduate institution.

Comprehensive Examinations

- Students are required to pass five comprehensive examinations within a four–week period designated by the PhD–ThD Committee. Four of these examinations are set in the student's field of study with components from both departments and the fifth is in the cognate area.
- The regular course requirements of 48 credits or more must be completed before the student can sit for comprehensive examinations.
- The comprehensive examinations determine a student's proficiency in the field of study and in the cognate area of study, familiarity with pertinent literature, and skills in criticism and analysis.
- Students are expected to demonstrate greater proficiency in their field of study than in their cognate area.
- When students make formal application to take the comprehensive examinations, they are thereby also applying for advancement to candidacy, which is granted subject to passing all comprehensive examinations and approval of the dissertation proposal by the PhD–ThD Committee.

Dissertation Proposal

After taking 24 credits, students register for GSEM 854 (3 credits) for fall semester only, and continue attending scheduled sessions through spring semester. In this course the dissertation topic is reviewed with the ThD program director. Under the guidance of the instructor and the chair of their doctoral committee, students write a tentative proposal. During the following semesters, but normally not later than the last semester of course work, students must submit a final proposal that is approved by their doctoral committee and prepared for submission to the proposal review committee and the PhD–ThD Committee.

The proposal must contain a basic survey of pertinent literature, a clear statement of the problem, a succinct purpose statement, a description of the methodology to be employed, a list of tentative chapter and subsection titles, and a preliminary bibliography.

After the dissertation proposal is approved and the student has passed the comprehensive examinations, he/she registers in GSEM 995 for 1–16 dissertation credits for up to six semesters. If the dissertation is not completed after all 16 dissertation credits have been taken, the candidate must register for GSEM 888 every semester, and pay a continuation fee until the dissertation is completed and the defense held, or until the time limit has expired.

Dissertation Preparation

The dissertation prepared by the ThD candidate must

- Make an original contribution to scholarship.
- Demonstrate the candidate's competence to do independent research.
- Reveal the candidate's familiarity with and proficiency in handling the pertinent literature.
- Present a logically organized, methodologically sound, and readable account of the investigation, findings, conclusions, and implications of the study.
- Not exceed 100,000 words in content and footnotes, excluding bibliography.

Oral Defense of Dissertation

Candidates' oral defense of their dissertations normally cannot be made earlier than 12 months after passing the comprehensive examinations. The date is set and advertised by the director of the ThD program.

The oral defense is conducted by the dissertation defense committee and is held no later than four weeks before the degree is conferred.

To pass the oral defense, candidates must receive a vote of approval from at least four of the five examiners. The committee votes in one of the following ways:

- Acceptance of the dissertation as presented
- Acceptance of the dissertation subject to minor revisions
- Acceptance of the dissertation subject to major revisions
- Rejection of the dissertation.

Normally, rejection of a dissertation terminates the student's doctoral candidacy, but the PhD–ThD Committee may consider whether to allow him/her to prepare and submit another dissertation and what specific requirements would apply (including possible further course work and additional comprehensive examinations).

After the defense.

- The student makes all corrections.
- The deadline for dissertations to be submitted to the Dissertation Secretary with the signed approval page is no later than Wednesday, 10 days before graduation. Strict adherence to this deadline is essential or graduation is postponed.

For more detailed guidelines and scheduling see the PhD/ThD Handbook. A copy may be accessed online at: www.andrews.edu/sem/programs-degrees/phd/phd-handbook.pdf.

Doctor of Theology, Biblical Studies Specialization ThD

Thomas Shepherd, *Director*

The Doctor of Theology (ThD) program prepares teacher–scholars in interdisciplinary theological fields, primarily for the Seventh–day Adventist Church in its institutions of higher learning around the world.

Areas of Specialization:

- Archaeology and History
- Exegesis and Theology
- Languages and Literature

Each field of study is to be supplemented with one of the cognate areas listed below:

- Biblical Archaeology and History of Antiquity
- Christian Ministry

- Church History
- World Mission
- New Testament
- Old Testament
- Religious Education
- Theology and Christian Philosophy
- Area selected from approved graduate–level studies

The cognate must be taken in a department other than the two departments bridged in the field of study. If the field of study does not include New Testament, Old Testament, or Theology and Christian Philosophy then the cognate must come from one of these departments.

Doctor of Theology, Historical/Biblical Studies Specialization ThD

Thomas Shepherd, *Director*

The Doctor of Theology (ThD) program prepares teacher–scholars in interdisciplinary theological fields, primarily for the Seventh–day Adventist Church in its institutions of higher learning around the world.

Areas of Specialization:

- Adventist Studies and Old Testament
- Adventist Studies and New Testament
- Church History and Old Testament
- Church History and New Testament

Each field of study is to be supplemented with one of the cognate areas listed below:

- Biblical Archaeology and History of Antiquity
- Christian Ministry
- Church History
- World Mission
- New Testament
- Old Testament
- Religious Education
- Theology and Christian Philosophy
- Area selected from approved graduate–level studies

The cognate must be taken in a department other than the two departments bridged in the field of study. If the field of study does not include New Testament, Old Testament, or Theology and Christian Philosophy then the cognate must come from one of these departments.

Doctor of Theology, Historical/Missiological Studies Specialization ThD

Thomas Shepherd, *Director*

The Doctor of Theology (ThD) program prepares teacher–scholars in interdisciplinary theological fields, primarily for the Seventh–day Adventist Church in its institutions of higher learning around the world.

Areas of Specialization:

- Adventist Studies and Mission
- Church History and Mission

Each field of study is to be supplemented with one of the cognate areas listed below:

- Biblical Archaeology and History of Antiquity
- Christian Ministry
- Church History
- World Mission
- New Testament
- Old Testament
- Religious Education
- Theology and Christian Philosophy
- Area selected from approved graduate–level studies

The cognate must be taken in a department other than the two departments bridged in the field of study. If the field of study does not include New Testament, Old Testament, or Theology and Christian Philosophy then the cognate must come from one of these departments.

Doctor of Theology, Missiological/Biblical Studies Specialization ThD

Thomas Shepherd, *Director*

The Doctor of Theology (ThD) program prepares teacher–scholars in interdisciplinary theological fields, primarily for the Seventh–day Adventist Church in its institutions of higher learning around the world.

Areas of Specialization:

- Mission and Old Testament
- Mission and New Testament

Each field of study is to be supplemented with one of the cognate areas listed below:

- Biblical Archaeology and History of Antiquity
- Christian Ministry
- Church History
- World Mission
- New Testament
- Old Testament
- Religious Education
- Theology and Christian Philosophy
- Area selected from approved graduate-level studies

The cognate must be taken in a department other than the two departments bridged in the field of study. If the field of study does not include New Testament, Old Testament, or Theology and Christian Philosophy then the cognate must come from one of these departments.

Doctor of Theology, Missiological/Theological Studies Specialization ThD

Thomas Shepherd, *Director*

The Doctor of Theology (ThD) program prepares teacher-scholars in interdisciplinary theological fields, primarily for the Seventh-day Adventist Church in its institutions of higher learning around the world.

Areas of Specialization:

- Mission, Ethics and Philosophy
- Mission and Historical Theology
- Mission and Systematic Theology

Each field of study is to be supplemented with one of the cognate areas listed below:

- Biblical Archaeology and History of Antiquity
- Christian Ministry
- Church History
- World Mission
- New Testament
- Old Testament
- Religious Education
- Theology and Christian Philosophy
- Area selected from approved graduate-level studies

The cognate must be taken in a department other than the two departments bridged in the field of study. If the field of study does not include New Testament, Old Testament, or Theology and Christian Philosophy then the cognate must come from one of these departments.

Doctor of Theology, Theological/Biblical Studies Specialization ThD

Thomas Shepherd, *Director*

The Doctor of Theology (ThD) program prepares teacher-scholars in interdisciplinary theological fields, primarily for the Seventh-day Adventist Church in its institutions of higher learning around the world.

Areas of Specialization:

- Ethics, Philosophy and New Testament
- Historical Theology and New Testament
- Systematic Theology and New Testament
- Ethics, Philosophy and Old Testament
- Historical Theology and Old Testament
- Systematic Theology and Old Testament

Each field of study is to be supplemented with one of the cognate areas listed below:

- Biblical Archaeology and History of Antiquity
- Christian Ministry
- Church History
- World Mission
- New Testament
- Old Testament
- Religious Education
- Theology and Christian Philosophy
- Area selected from approved graduate-level studies

The cognate must be taken in a department other than the two departments bridged in the field of study. If the field of study does not include New Testament, Old Testament, or Theology and Christian Philosophy then the cognate must come from one of these departments.

Doctor of Theology, Theological/Historical Studies Specialization ThD

Thomas Shepherd, *Director*

The Doctor of Theology (ThD) program prepares teacher-scholars in interdisciplinary theological fields, primarily for the Seventh-day Adventist Church in its institutions of higher learning around the world.

Areas of Specialization:

- Ethics, Philosophy and Adventist Studies
- Systematic Theology and Adventist Studies
- Historical Theology and Adventist Studies
- Ethics, Philosophy and Church History
- Systematic Theology and Church History
- Historical Theology and Church History

Each field of study is to be supplemented with one of the cognate areas listed below:

- Biblical Archaeology and History of Antiquity
- Christian Ministry
- Church History
- World Mission
- New Testament
- Old Testament
- Religious Education
- Theology and Christian Philosophy
- Area selected from approved graduate-level studies

The cognate must be taken in a department other than the two departments bridged in the field of study. If the field of study does not include New Testament, Old Testament, or Theology and Christian Philosophy then the cognate must come from one of these departments.

Religion, Adventist Studies Specialization PhD

Thomas Shepherd, *Director*

The Doctor of Philosophy (PhD): Religion program prepares teacher-scholars in focused theological fields of study, primarily for the Seventh-day Adventist Church in its institutions of higher learning around the world. For more detailed guidelines and scheduling see the PhD in Religion Handbook. A copy may be accessed online at: www.andrews.edu/sem/programs-degrees/phd/phd-handbook.pdf.

Areas of Specialization

1. Development of Adventist lifestyle
2. Development of Adventist theology
3. General Adventist history

Each area of study is to be supplemented with one of the cognate areas listed below. The cognate should be taken in a department other than the one which offers the major area of study.

1. Biblical Archaeology and History of Antiquity
2. Christian Ministry
3. Church History
4. Mission
5. New Testament
6. Old Testament
7. Religious Education
8. Theology
9. Area selected from approved graduate-level studies

PhD: Religion

The PhD: Religion program builds on expertise and training developed in approved master's programs. It provides individuals equipped with skills and methods appropriate to genuine scholarship to do original and responsible research, and it promotes the proficient application of sound and valid principles of biblical interpretation and historic research. It seeks to acquaint students with the Judeo-Christian heritage and the findings of various branches of biblical scholarship and communicates the religious and ethical values of that heritage as found in Scripture and as understood by conservative Christians, in general, and the Seventh-day Adventist Church, in particular.

This degree is not earned by the mere accumulation of credits. It is conferred on those who demonstrate clearly and capably, in written and oral form, mature and independent research marked by discriminating analysis, careful evaluation of evidence and theories, and sound interpretation of available data. The PhD in Religion is granted only to those who give evidence that they have attained a distinctly superior level of expertise in their principal area of study and the supplementary cognate area. One who holds a PhD in Religion should possess the following competencies:

- Faithfulness to God and Scripture

- Mastery of content relevant to the chosen discipline
- Advanced research and writing capability in the chosen discipline
- Expertise in teaching and other forms of communication

Program Outcomes

1. Articulate an integrated theology and philosophy of faithfulness to God and Scripture, objectivity in research, and integrity in relationships.
2. Provide evidence of a broad understanding of the content area of the chosen major discipline and competency within the area of the minor discipline.
3. Demonstrate ability to propose a delimited topic of original research, carry out the investigation under faculty mentorship, and produce a logical and coherent written report of the study.
4. Write scholarly research, make a professional presentation and submit for publication.
5. Display teaching ability appropriate for college and university settings.

Residence and Course Requirements

In order to fulfill the requirements for the PhD degree, students must

- Register for 64 credits by completing 48 or more credits of formal course work in lecture, seminars, directed–study, and reading courses, and 16 credits for the dissertation:

Area of Concentration – 33 Credits

- CHIS 628 – Historical Research and Historiography Credits: 3

Area of Cognate – 9 Credits

- Requirements for cognates may be obtained from the PhD/ThD office.

Required Courses – 6 Credits

- GSEM 854 – PhD–ThD Dissertation Proposal Seminar Credits: 3
- DSRE 860 – Teaching Religion in College Credits: 3

Dissertation – 16 Credits

- GSEM 995 – PhD–ThD Dissertation Credits: 1–12

Additional Information:

- Take all course work at the Seminary on the 600–, 800–, and 900–levels; some non–seminary graduate courses may be approved by the student's doctoral committee in consultation with the director of the PhD Program.
- Take a minimum of 24 credits on the 800– and 900–levels.
- Take at least two semesters of formal full–time study consecutively and in residence, registering each semester for no fewer than 8 credits. At least 33 credits (of the minimum 48) must be taken in residence.
- Attend doctoral colloquia and Seminary worships.
- Achieve grades of B (3.00) or better and/or S. Only such grades are credited toward the degree requirements. No more than 15 credits in courses with an S grade may be applied to the program requirements. If the student falls below this minimum GPA, he/she is placed on probation and can regain regular standing only after having again reached the B (3.00) level. The matriculation of a student with grades below B may be terminated after review by the PhD–ThD Committee. A student who accumulates more than three grades of C or below (2.00 or below) is not allowed to continue in the doctoral program.

Full Course Load. The full–time load for regular course work is 8 to 12 credits per semester. Sponsored students are expected to take a full load of 12 credits per semester. On–campus students who are registered for GSEM 880, GSEM 888 (non–credit courses) are counted as full–time students. Students who register for GSEM 995 are also counted as full–time students if the work is done on campus and they register for 16 credits in a maximum of six semesters.

Advanced Standing. Advanced standing may be considered for students having done post–MA or post–MDiv work in an approved institution if the work is appropriate to the program, carries grades of B or above, and was taken within six years of the students' first enrollment in the PhD Program. Credits earned towards the MA and MDiv degrees are not considered for advanced standing. The director of the PhD and ThD Programs determines the appropriateness, relevance, and currency of the work considered for advanced standing and authorizes such standing. In no case is the minimum residence requirement reduced.

Time Limits. The student is required to finish all regular course work and take the comprehensive examinations within five years of his/her initial registration in the program, and to complete all degree requirements within ten years of initial registration.

Comprehensive Examinations and Doctoral Dissertation Student Advisory Committee

- Not later than the student's registration for GSEM 854 – PhD–ThD Dissertation Proposal Seminar, the student selects a tentative dissertation topic in consultation with the chair of the department offering the student's area of emphasis. Then the program director, in consultation with the student and the chair of the department, appoints as the chair of the student's doctoral committee, a faculty member in agreement with the tentative topic.
- The student, the department chair, and the doctoral committee chair collaborate in the selection of two other members to complete the student's doctoral committee. The appointment of the doctoral committee is subject to approval by the PhD/ThD Committee as are any changes to the committee.
- At least six weeks before the time of the dissertation defense, the program director, in consultation with the dean of the Seminary, appoints two additional members to the doctoral committee. One of these persons, the “external examiner,” is normally a scholar from another graduate institution.

Comprehensive Examinations

Students are required to pass five comprehensive examinations within a four–week period designated by the PhD–ThD Committee. Four of these examinations are set in the principal area of study and one in the cognate area.

- The regular course requirements of 48 credits or more must be completed before the student can sit for comprehensive examinations.
- The comprehensive examinations determine a student's proficiency in the major area of emphasis and in the cognate area of study, familiarity with pertinent literature, and skills in criticism and analysis.
- Students are expected to demonstrate greater proficiency in the major area of emphasis than in their cognate area.
- When students make formal application to take the comprehensive examinations, they are thereby also applying for advancement to candidacy, which is granted subject to passing all comprehensive examinations and approval of the dissertation proposal by the PhD–ThD Committee.

Dissertation Proposal

After taking 24 credits, students register for GSEM 854 (3 credits) for fall semester only, and continue attending scheduled sessions through spring semester. In this course the dissertation topic is reviewed with the PhD program director. Under the guidance of the instructor and the chair of their doctoral committee, students write a tentative proposal. During the following semesters, but normally not later than the last semester of course work, students must submit a final proposal that is approved by their doctoral committee and prepared for submission to the proposal review committee and the PhD–ThD Committee.

The proposal must contain a basic survey of pertinent literature, a clear statement of the problem, a succinct purpose statement, a description of the methodology to be employed, a list of tentative chapter and subsection titles, and a preliminary bibliography.

After the dissertation proposal is approved and the student has passed the comprehensive examinations, he/she registers in GSEM 995 for 1–16 dissertation credits for up to six semesters. If the dissertation is not completed after all 16 dissertation credits have been taken, the candidate must register for GSEM 888 every semester, and pay a continuation fee until the dissertation is completed and the defense held, or until the time limit has expired.

Dissertation Preparation

The dissertation prepared by the PhD candidate must

1. Make an original contribution to scholarship.
2. Demonstrate the candidate's competence to do independent research.
3. Reveal the candidate's familiarity with and proficiency in handling the pertinent literature.
4. Present a logically organized, methodologically sound, and readable account of the investigation, findings, conclusions, and implications of the study.
5. Not exceed 100,000 words in content and footnotes, excluding bibliography.

Oral Defense of Dissertation

Candidates' oral defense of their dissertations normally cannot be made earlier than 12 months after passing the comprehensive examinations. The date is set and advertised by the director of the PhD–ThD programs.

The oral defense is conducted by the dissertation defense committee and is held no later than four weeks before the degree is conferred.

To pass the oral defense, candidates must receive a vote of approval from at least four of the five examiners. The committee votes in one of the following ways:

1. Acceptance of the dissertation as presented
2. Acceptance of the dissertation subject to minor revisions
3. Acceptance of the dissertation subject to major revisions
4. Rejection of the dissertation.

Normally, rejection of a dissertation terminates the student's doctoral candidacy, but the PhD–ThD Committee may consider whether to allow him/her to prepare and submit another dissertation and what specific requirements would apply (including possible further course work and additional comprehensive examinations).

After the defense. After the defense

- The student makes all corrections.
- The deadline for dissertations to be submitted to the Dissertation Secretary with the signed approval page is no later than Wednesday, 10 days before graduation.

Strict adherence to this deadline is essential or graduation is postponed.

For more detailed guidelines and scheduling see the PhD in Religion Handbook. A copy may be accessed online at: www.andrews.edu/sem/programs-degrees/phd/phd-handbook.pdf.

Admission Requirements

All applicants must meet the Graduate Programs Admission requirements, and the Seminary Admission Requirements. Admission to the PhD: Religion program is granted by the PhD–ThD Committee to applicants who

- Hold either an MDiv degree (or its equivalent), or an MA in Religion (or its equivalent) from an approved seminary or university.
- Show high promise of future usefulness to church and society.
- Read proficiently in ancient and/or modern languages as noted in the Language Requirements.
- Demonstrate the ability to handle doctoral–level work in English. (Standardized proficiency examinations are required of all PhD Religion program applicants whose native language is other than English).
- Complete and return the Sixteen Personality Factor Questionnaire.
- Have 16 prerequisite credits in the chosen area of concentration.
- Depending upon the applicant's academic background, the PhD–ThD Committee may also require proficiency examination(s) before granting admission to the doctoral program.
- Have completed GSEM 620 – Research Methods.

Time to Apply. Students who desire to enter the program in the autumn semester (the normal entry point) must submit all application materials to the Office of Graduate Admissions by the preceding January 15. A few students may be allowed to enter the program in the summer, in which case the application materials must reach the Office of Graduate Admissions by the preceding November 30.

The number of students who may enter the program in any given year is limited. Rarely is one accepted who applies late. Students whose applications are late may request consideration for admission in the following year.

Items to Submit. In addition to submitting the items required of all graduate students, applicants to the PhD–ThD programs must also submit

- A 600–word personal statement including their philosophical perspective, the relationship of their religious concerns and ethical values to their responsibilities as a teacher–scholar and leader in the church; an indication of what they hope to accomplish professionally in the future, and a topic for the dissertation if one has already been selected.
- A significant research paper (term paper or thesis), normally written during MA or MDiv studies. This paper should show the applicant's ability to carry out research and to present the results and conclusions of such work with correct English and acceptable style. The topic of this paper should coincide with the area of concentration.

Dual Enrollment. Dual enrollment in undergraduate or other graduate degree programs is not allowed in the PhD in Religion Program.

Language Requirements. Applicants must demonstrate proficiency in specified foreign languages either by passing language proficiency examinations or by taking specified graduate level language courses at Andrews University and earning a grade of B or above. Languages listed as Prerequisite must be passed by examination or course work before the student is accepted into Regular Status. Languages listed as Required are taken as part of the area of concentration. The language requirements are listed below.

- Prerequisite: Intermediate OT Hebrew, Intermediate NT Greek, and a relevant modern language other than English (approved by the student's advisor and by the director of the PhD program).

Schedule of Meeting Language Proficiency Requirements. All language prerequisites should be completed before entrance. If that is not possible, a student may be required to take a reduced load in order to meet these prerequisites. Language prerequisites should be met by the end of the third consecutive semester (including summer). Students who fail to meet this schedule take no further regular course work until all the language prerequisites are met. Because of the amount of study and the length of time usually required in developing prerequisite–level skill in languages, the PhD–ThD Committee may require applicants to clear all the language prerequisites prior to admission. In addition to these prerequisite language requirements, students in any of the six areas may be asked to study other languages. When warranted by the student's program, a language substitution may be made with the approval of the student's advisor and the director of the PhD Program.

Religion, Church History Specialization PhD

Thomas Shepherd, *Director*

The Doctor of Philosophy (PhD): Religion program prepares teacher–scholars in focused theological fields of study, primarily for the Seventh–day Adventist Church in its institutions of higher learning around the world. For more detailed guidelines and scheduling see the PhD in Religion Handbook. A copy may be accessed online at: www.andrews.edu/sem/programs-degrees/phd/phd-handbook.pdf.

Areas of Specialization

- Early Christianity and the Middle Ages
- Reformation
- Modern Church, American Church, and Adventist Studies
- History of Theological and Prophetic Studies
- Church and State

Each area of study is to be supplemented with one of the cognate areas listed below. The cognate should be taken in a department other than the one which offers the major area of study.

- Biblical Archaeology and History of Antiquity
- Christian Ministry
- Church History
- Mission
- New Testament
- Old Testament
- Religious Education
- Theology
- Area selected from approved graduate–level studies

PhD: Religion

The PhD: Religion program builds on expertise and training developed in approved master's programs. It provides individuals equipped with skills and methods appropriate to genuine scholarship to do original and responsible research, and it promotes the proficient application of sound and valid principles of biblical interpretation and historic research. It seeks to acquaint students with the Judeo–Christian heritage and the findings of various branches of biblical scholarship and communicates the religious and ethical values of that heritage as found in Scripture and as understood by conservative Christians, in general, and the Seventh–day Adventist Church, in particular.

This degree is not earned by the mere accumulation of credits. It is conferred on those who demonstrate clearly and capably, in written and oral form, mature and independent research marked by discriminating analysis, careful evaluation of evidence and theories, and sound interpretation of available data. The PhD in Religion is granted only to those who give evidence that they have attained a distinctly superior level of expertise in their principal area of study and the supplementary cognate area. One who holds a PhD in Religion should possess the following competencies:

- Faithfulness to God and Scripture
- Mastery of content relevant to the chosen discipline
- Advanced research and writing capability in the chosen discipline
- Expertise in teaching and other forms of communication

Program Outcomes

1. Articulate an integrated theology and philosophy of faithfulness to God and Scripture, objectivity in research, and integrity in relationships.
2. Provide evidence of a broad understanding of the content area of the chosen major discipline and competency within the area of the minor discipline.

3. Demonstrate ability to propose a delimited topic of original research, carry out the investigation under faculty mentorship, and produce a logical and coherent written report of the study.
4. Write scholarly research, make a professional presentation and submit for publication.
5. Display teaching ability appropriate for college and university settings.

Residence and Course Requirements

In order to fulfill the requirements for the PhD degree, students must

- Register for 64 credits by completing 48 or more credits of formal course work in lecture, seminars, directed-study, and reading courses, and 16 credits for the dissertation:

Area of Concentration 33

- CHIS 628 – Historical Research and Historiography Credits: 3

Area of Cognate 9

Requirements for cognates may be obtained from the PhD/ThD office.

Required Courses 6

- GSEM 854 – PhD–ThD Dissertation Proposal Seminar Credits: 3
- DSRE 860 – Teaching Religion in College Credits: 3

Dissertation 16

- GSEM 995 – PhD–ThD Dissertation Credits: 1–12

Additional Information:

- Take all course work at the Seminary on the 600–, 800–, and 900–levels; some non-seminary graduate courses may be approved by the student's doctoral committee in consultation with the director of the PhD Program.
- Take a minimum of 24 credits on the 800– and 900–levels.
- Take at least two semesters of formal full-time study consecutively and in residence, registering each semester for no fewer than 8 credits. At least 33 credits (of the minimum 48) must be taken in residence.
- Attend doctoral colloquia and Seminary worships.
- Achieve grades of B (3.00) or better and/or S. Only such grades are credited toward the degree requirements. No more than 15 credits in courses with an S grade may be applied to the program requirements. If the student falls below this minimum GPA, he/she is placed on probation and can regain regular standing only after having again reached the B (3.00) level. The matriculation of a student with grades below B may be terminated after review by the PhD–ThD Committee. A student who accumulates more than three grades of C or below (2.00 or below) is not allowed to continue in the doctoral program.

Full Course Load. The full-time load for regular course work is 8 to 12 credits per semester. Sponsored students are expected to take a full load of 12 credits per semester. On-campus students who are registered for GSEM 880, GSEM 888 (non-credit courses) are counted as full-time students. Students who register for GSEM 995 are also counted as full-time students if the work is done on campus and they register for 16 credits in a maximum of six semesters.

Advanced Standing. Advanced standing may be considered for students having done post-MA or post-MDiv work in an approved institution if the work is appropriate to the program, carries grades of B or above, and was taken within six years of the students' first enrollment in the PhD Program. Credits earned towards the MA and MDiv degrees are not considered for advanced standing. The director of the PhD and ThD Programs determines the appropriateness, relevance, and currency of the work considered for advanced standing and authorizes such standing. In no case is the minimum residence requirement reduced.

Time Limits. The student is required to finish all regular course work and take the comprehensive examinations within five years of his/her initial registration in the program, and to complete all degree requirements within ten years of initial registration.

Comprehensive Examinations and Doctoral Dissertation Student Advisory Committee

- Not later than the student's registration for GSEM 854 – PhD–ThD Dissertation Proposal Seminar, the student selects a tentative dissertation topic in consultation with the chair of the department offering the student's area of emphasis. Then the program director, in consultation with the student and the chair of the department, appoints as the chair of the student's doctoral committee, a faculty member in agreement with the tentative topic.
- The student, the department chair, and the doctoral committee chair collaborate in the selection of two other members to complete the student's doctoral committee. The appointment of the doctoral committee is subject to approval by the PhD/ThD Committee as are any changes to the committee.
- At least six weeks before the time of the dissertation defense, the program director, in consultation with the dean of the Seminary, appoints two additional members to the doctoral committee. One of these persons, the "external examiner," is normally a scholar from another graduate institution.

Comprehensive Examinations

Students are required to pass five comprehensive examinations within a four-week period designated by the PhD–ThD Committee. Four of these examinations are set in the principal area of study and one in the cognate area.

- The regular course requirements of 48 credits or more must be completed before the student can sit for comprehensive examinations.
- The comprehensive examinations determine a student's proficiency in the major area of emphasis and in the cognate area of study, familiarity with pertinent literature, and skills in criticism and analysis.
- Students are expected to demonstrate greater proficiency in the major area of emphasis than in their cognate area.
- When students make formal application to take the comprehensive examinations, they are thereby also applying for advancement to candidacy, which is granted subject to passing all comprehensive examinations and approval of the dissertation proposal by the PhD–ThD Committee.

Dissertation Proposal

After taking 24 credits, students register for GSEM 854 (3 credits) for fall semester only, and continue attending scheduled sessions through spring semester. In this course the dissertation topic is reviewed with the PhD program director. Under the guidance of the instructor and the chair of their doctoral committee, students write a tentative proposal. During the following semesters, but normally not later than the last semester of course work, students must submit a final proposal that is approved by their doctoral committee and prepared for submission to the proposal review committee and the PhD–ThD Committee.

The proposal must contain a basic survey of pertinent literature, a clear statement of the problem, a succinct purpose statement, a description of the methodology to be employed, a list of tentative chapter and subsection titles, and a preliminary bibliography.

After the dissertation proposal is approved and the student has passed the comprehensive examinations, he/she registers in GSEM 995 for 1–16 dissertation credits for up to six semesters. If the dissertation is not completed after all 16 dissertation credits have been taken, the candidate must register for GSEM 888 every semester, and pay a continuation fee until the dissertation is completed and the defense held, or until the time limit has expired.

Dissertation Preparation

The dissertation prepared by the PhD candidate must

1. Make an original contribution to scholarship.
2. Demonstrate the candidate's competence to do independent research.
3. Reveal the candidate's familiarity with and proficiency in handling the pertinent literature.
4. Present a logically organized, methodologically sound, and readable account of the investigation, findings, conclusions, and implications of the study.
5. Not exceed 100,000 words in content and footnotes, excluding bibliography.

Oral Defense of Dissertation

Candidates' oral defense of their dissertations normally cannot be made earlier than 12 months after passing the comprehensive examinations. The date is set and advertised by the director of the PhD–ThD programs.

The oral defense is conducted by the dissertation defense committee and is held no later than four weeks before the degree is conferred.

To pass the oral defense, candidates must receive a vote of approval from at least four of the five examiners. The committee votes in one of the following ways:

1. Acceptance of the dissertation as presented
2. Acceptance of the dissertation subject to minor revisions
3. Acceptance of the dissertation subject to major revisions
4. Rejection of the dissertation.

Normally, rejection of a dissertation terminates the student's doctoral candidacy, but the PhD–ThD Committee may consider whether to allow him/her to prepare and submit another dissertation and what specific requirements would apply (including possible further course work and additional comprehensive examinations).

After the defense. After the defense

- The student makes all corrections.
- The deadline for dissertations to be submitted to the Dissertation Secretary with the signed approval page is no later than Wednesday, 10 days before graduation.

Strict adherence to this deadline is essential or graduation is postponed.

For more detailed guidelines and scheduling see the PhD in Religion Handbook. A copy may be accessed online at: www.andrews.edu/sem/programs-degrees/phd/phd-handbook.pdf.

Admission Requirements

All applicants must meet the Graduate Programs Admission requirements, and the Seminary Admission Requirements. Admission to the PhD: Religion program is granted by the PhD–ThD Committee to applicants who

- Hold either an MDiv degree (or its equivalent), or an MA in Religion (or its equivalent) from an approved seminary or university.
- Show high promise of future usefulness to church and society.
- Read proficiently in ancient and/or modern languages as noted in the Language Requirements.
- Demonstrate the ability to handle doctoral-level work in English. (Standardized proficiency examinations are required of all PhD Religion program applicants whose native language is other than English).
- Complete and return the Sixteen Personality Factor Questionnaire.
- Have 16 prerequisite credits in the chosen area of concentration.
- Depending upon the applicant's academic background, the PhD–ThD Committee may also require proficiency examination(s) before granting admission to the doctoral program.
- Have completed GSEM 620 – Research Methods.

Time to Apply. Students who desire to enter the program in the autumn semester (the normal entry point) must submit all application materials to the Office of Graduate Admissions by the preceding January 15. A few students may be allowed to enter the program in the summer, in which case the application materials must reach the Office of Graduate Admissions by the preceding November 30.

The number of students who may enter the program in any given year is limited. Rarely is one accepted who applies late. Students whose applications are late may request consideration for admission in the following year.

Items to Submit. In addition to submitting the items required of all graduate students, applicants to the PhD–ThD programs must also submit

- A 600–word personal statement including their philosophical perspective, the relationship of their religious concerns and ethical values to their responsibilities as a teacher–scholar and leader in the church; an indication of what they hope to accomplish professionally in the future, and a topic for the dissertation if one has already been selected.
- A significant research paper (term paper or thesis), normally written during MA or MDiv studies. This paper should show the applicant's ability to carry out research and to present the results and conclusions of such work with correct English and acceptable style. The topic of this paper should coincide with the area of concentration.

Dual Enrollment. Dual enrollment in undergraduate or other graduate degree programs is not allowed in the PhD in Religion Program.

Language Requirements. Applicants must demonstrate proficiency in specified foreign languages either by passing language proficiency examinations or by taking specified graduate level language courses at Andrews University and earning a grade of B or above. Languages listed as Prerequisite must be passed by examination or course work before the student is accepted into Regular Status. Languages listed as Required are taken as part of the area of concentration. The language requirements are listed below.

- Prerequisite: Intermediate NT Greek, French and German.
- Required: CHIS 614 – Readings in Ecclesiastical Latin.
- Other languages as needed for research and/or dissertation, such as: Biblical Hebrew, Advanced Greek, Syriac, Coptic, etc.
- Up to six hours of language (Ecclesiastical Latin, 3+3=6), or: (Ecclesiastical Latin, 3) + (3 hours of another language) may be included within the program hours.

Schedule of Meeting Language Proficiency Requirements. All language prerequisites should be completed before entrance. If that is not possible, a student may be required to take a reduced load in order to meet these prerequisites. Language prerequisites should be met by the end of the third consecutive semester (including summer). Students who fail to meet this schedule take no further regular course work until all the language prerequisites are met. Because of the amount of study and the length of time usually required in developing prerequisite-level skill in languages, the PhD–ThD Committee may require applicants to clear all the language prerequisites prior to admission.

In addition to these prerequisite language requirements, students in any of the six areas may be asked to study other languages. When warranted by the student's program, a language substitution may be made with the approval of the student's advisor and the director of the PhD Program.

Religion, Mission and Ministry Specialization PhD

Thomas Shepherd, *Director*

The Doctor of Philosophy (PhD): Religion program prepares teacher–scholars in focused theological fields of study, primarily for the Seventh-day Adventist Church in its institutions of higher learning around the world. For more detailed guidelines and scheduling see the PhD in Religion Handbook. A copy may be accessed online at: www.andrews.edu/sem/programs-degrees/phd/phd-handbook.pdf.

Areas of Specialization

- Analysis of the biblical, theological, and theoretical basis for mission
- Evangelization of unreached people groups and urban population clusters
- Cross-cultural leadership development for effective church growth, ministry, and evangelistic strategies
- Study of world religions, secularism, and post-modernism as a missionary challenge

Each area of study is to be supplemented with one of the cognate areas listed below. The cognate should be taken in a department other than the one which offers the major area of study.

- Biblical Archaeology and History of Antiquity
- Christian Ministry
- Church History
- Mission
- New Testament
- Old Testament
- Religious Education
- Theology
- Area selected from approved graduate-level studies

PhD: Religion

The PhD: Religion program builds on expertise and training developed in approved master's programs. It provides individuals equipped with skills and methods appropriate to genuine scholarship to do original and responsible research, and it promotes the proficient application of sound and valid principles of biblical interpretation and historic research. It seeks to acquaint students with the Judeo-Christian heritage and the findings of various branches of biblical scholarship and communicates the religious and ethical values of that heritage as found in Scripture and as understood by conservative Christians, in general, and the Seventh-day Adventist Church, in particular.

This degree is not earned by the mere accumulation of credits. It is conferred on those who demonstrate clearly and capably, in written and oral form, mature and independent research marked by discriminating analysis, careful evaluation of evidence and theories, and sound interpretation of available data. The PhD in Religion is granted only to those who give evidence that they have attained a distinctly superior level of expertise in their principal area of study and the supplementary cognate area. One who holds a PhD in Religion should possess the following competencies:

- Faithfulness to God and Scripture
- Mastery of content relevant to the chosen discipline
- Advanced research and writing capability in the chosen discipline
- Expertise in teaching and other forms of communication

Program Outcomes

1. Articulate an integrated theology and philosophy of faithfulness to God and Scripture, objectivity in research, and integrity in relationships.
2. Provide evidence of a broad understanding of the content area of the chosen major discipline and competency within the area of the minor discipline.
3. Demonstrate ability to propose a delimited topic of original research, carry out the investigation under faculty mentorship, and produce a logical and coherent written report of the study.

4. Write scholarly research, make a professional presentation and submit for publication.
5. Display teaching ability appropriate for college and university settings.

Residence and Course Requirements

In order to fulfill the requirements for the PhD degree, students must

- Register for 64 credits by completing 48 or more credits of formal course work in lecture, seminars, directed–study, and reading courses, and 16 credits for the dissertation:

Area of Concentration 33

Area of Cognate 9

Requirements for cognates may be obtained from the PhD/ThD office.

Required Courses 6

- GSEM 854 – PhD–ThD Dissertation Proposal Seminar Credits: 3
- DSRE 860 – Teaching Religion in College Credits: 3

Dissertation 16

- GSEM 995 – PhD–ThD Dissertation Credits: 1–12

Additional Information:

- Take all course work at the Seminary on the 600–, 800–, and 900–levels; some non–seminary graduate courses may be approved by the student's doctoral committee in consultation with the director of the PhD Program.
- Take a minimum of 24 credits on the 800– and 900–levels.
- Take at least two semesters of formal full–time study consecutively and in residence, registering each semester for no fewer than 8 credits. At least 33 credits (of the minimum 48) must be taken in residence.
- Attend doctoral colloquia and Seminary worships.
- Achieve grades of B (3.00) or better and/or S. Only such grades are credited toward the degree requirements. No more than 15 credits in courses with an S grade may be applied to the program requirements. If the student falls below this minimum GPA, he/she is placed on probation and can regain regular standing only after having again reached the B (3.00) level. The matriculation of a student with grades below B may be terminated after review by the PhD–ThD Committee. A student who accumulates more than three grades of C or below (2.00 or below) is not allowed to continue in the doctoral program.

Full Course Load. The full–time load for regular course work is 8 to 12 credits per semester. Sponsored students are expected to take a full load of 12 credits per semester. On–campus students who are registered for GSEM 880, GSEM 888 (non–credit courses) are counted as full–time students. Students who register for GSEM 995 are also counted as full–time students if the work is done on campus and they register for 16 credits in a maximum of six semesters.

Advanced Standing. Advanced standing may be considered for students having done post–MA or post–MDiv work in an approved institution if the work is appropriate to the program, carries grades of B or above, and was taken within six years of the students' first enrollment in the PhD Program. Credits earned towards the MA and MDiv degrees are not considered for advanced standing. The director of the PhD and ThD Programs determines the appropriateness, relevance, and currency of the work considered for advanced standing and authorizes such standing. In no case is the minimum residence requirement reduced.

Time Limits. The student is required to finish all regular course work and take the comprehensive examinations within five years of his/her initial registration in the program, and to complete all degree requirements within ten years of initial registration.

Comprehensive Examinations and Doctoral Dissertation Student Advisory Committees

- Not later than the student's registration for GSEM 854 – PhD–ThD Dissertation Proposal Seminar, the student selects a tentative dissertation topic in consultation with the chair of the department offering the student's area of emphasis. Then the program director, in consultation with the student and the chair of the department, appoints as the chair of the student's doctoral committee, a faculty member in agreement with the tentative topic.

- The student, the department chair, and the doctoral committee chair collaborate in the selection of two other members to complete the student's doctoral committee. The appointment of the doctoral committee is subject to approval by the PhD/ThD Committee as are any changes to the committee.
- At least six weeks before the time of the dissertation defense, the program director, in consultation with the dean of the Seminary, appoints two additional members to the doctoral committee. One of these persons, the “external examiner,” is normally a scholar from another graduate institution.

Comprehensive Examinations

Students are required to pass five comprehensive examinations within a four–week period designated by the PhD–ThD Committee. Four of these examinations are set in the principal area of study and one in the cognate area.

- The regular course requirements of 48 credits or more must be completed before the student can sit for comprehensive examinations.
- The comprehensive examinations determine a student's proficiency in the major area of emphasis and in the cognate area of study, familiarity with pertinent literature, and skills in criticism and analysis.
- Students are expected to demonstrate greater proficiency in the major area of emphasis than in their cognate area.
- When students make formal application to take the comprehensive examinations, they are thereby also applying for advancement to candidacy, which is granted subject to passing all comprehensive examinations and approval of the dissertation proposal by the PhD–ThD Committee.

Dissertation Proposal

After taking 24 credits, students register for GSEM 854 (3 credits) for fall semester only, and continue attending scheduled sessions through spring semester. In this course the dissertation topic is reviewed with the PhD program director. Under the guidance of the instructor and the chair of their doctoral committee, students write a tentative proposal. During the following semesters, but normally not later than the last semester of course work, students must submit a final proposal that is approved by their doctoral committee and prepared for submission to the proposal review committee and the PhD–ThD Committee.

The proposal must contain a basic survey of pertinent literature, a clear statement of the problem, a succinct purpose statement, a description of the methodology to be employed, a list of tentative chapter and subsection titles, and a preliminary bibliography.

After the dissertation proposal is approved and the student has passed the comprehensive examinations, he/she registers in GSEM 995 for 1–16 dissertation credits for up to six semesters. If the dissertation is not completed after all 16 dissertation credits have been taken, the candidate must register for GSEM 888 every semester, and pay a continuation fee until the dissertation is completed and the defense held, or until the time limit has expired.

Dissertation Preparation

The dissertation prepared by the PhD candidate must

1. Make an original contribution to scholarship.
2. Demonstrate the candidate's competence to do independent research.
3. Reveal the candidate's familiarity with and proficiency in handling the pertinent literature.
4. Present a logically organized, methodologically sound, and readable account of the investigation, findings, conclusions, and implications of the study.
5. Not exceed 100,000 words in content and footnotes, excluding bibliography.

Oral Defense of Dissertation

Candidates' oral defense of their dissertations normally cannot be made earlier than 12 months after passing the comprehensive examinations. The date is set and advertised by the director of the PhD–ThD programs.

The oral defense is conducted by the dissertation defense committee and is held no later than four weeks before the degree is conferred.

To pass the oral defense, candidates must receive a vote of approval from at least four of the five examiners. The committee votes in one of the following ways:

1. Acceptance of the dissertation as presented
2. Acceptance of the dissertation subject to minor revisions
3. Acceptance of the dissertation subject to major revisions
4. Rejection of the dissertation.

Normally, rejection of a dissertation terminates the student's doctoral candidacy, but the PhD–ThD Committee may consider whether to allow him/her to prepare and submit another dissertation and what specific requirements would apply (including possible further course work and additional comprehensive examinations).

After the defense. After the defense

- The student makes all corrections.
- The deadline for dissertations to be submitted to the Dissertation Secretary with the signed approval page is no later than Wednesday, 10 days before graduation.

Strict adherence to this deadline is essential or graduation is postponed.

For more detailed guidelines and scheduling see the PhD in Religion Handbook. A copy may be accessed online at: www.andrews.edu/sem/programs-degrees/phd/phd-handbook.pdf.

Admission Requirements

All applicants must meet the Graduate Programs Admission requirements, and the Seminary Admission Requirements. Admission to the PhD: Religion program is granted by the PhD–ThD Committee to applicants who

- Hold either an MDiv degree (or its equivalent), or an MA in Religion (or its equivalent) from an approved seminary or university.
- Show high promise of future usefulness to church and society.
- Read proficiently in ancient and/or modern languages as noted in the Language Requirements.
- Demonstrate the ability to handle doctoral–level work in English. (Standardized proficiency examinations are required of all PhD Religion program applicants whose native language is other than English).
- Complete and return the Sixteen Personality Factor Questionnaire.
- Have 16 prerequisite credits in the chosen area of concentration.
- Depending upon the applicant's academic background, the PhD–ThD Committee may also require proficiency examination(s) before granting admission to the doctoral program.
- Have completed GSEM 620 – Research Methods.

Time to Apply. Students who desire to enter the program in the autumn semester (the normal entry point) must submit all application materials to the Office of Graduate Admissions by the preceding January 15. A few students may be allowed to enter the program in the summer, in which case the application materials must reach the Office of Graduate Admissions by the preceding November 30.

The number of students who may enter the program in any given year is limited. Rarely is one accepted who applies late. Students whose applications are late may request consideration for admission in the following year.

Items to Submit. In addition to submitting the items required of all graduate students, applicants to the PhD–ThD programs must also submit

- A 600–word personal statement including their philosophical perspective, the relationship of their religious concerns and ethical values to their responsibilities as a teacher–scholar and leader in the church; an indication of what they hope to accomplish professionally in the future, and a topic for the dissertation if one has already been selected.
- A significant research paper (term paper or thesis), normally written during MA or MDiv studies. This paper should show the applicant's ability to carry out research and to present the results and conclusions of such work with correct English and acceptable style. The topic of this paper should coincide with the area of concentration.

Dual Enrollment. Dual enrollment in undergraduate or other graduate degree programs is not allowed in the PhD in Religion Program.

Language Requirements. Applicants must demonstrate proficiency in specified foreign languages either by passing language proficiency examinations or by taking specified graduate level language courses at Andrews University and earning a grade of B or above. Languages listed as Prerequisite must be passed by examination or course work before the student is accepted into Regular Status. Languages listed as Required are taken as part of the area of concentration. The language requirements are listed below.

- Prerequisite: Intermediate OT Hebrew, Intermediate NT Greek, and a relevant modern language other than English (approved by the student's advisor and by the director of the PhD program).

Schedule of Meeting Language Proficiency Requirements. All language prerequisites should be completed before entrance. If that is not possible, a student may be required to take a reduced load in order to meet these prerequisites. Language prerequisites should be met by the end of the third consecutive semester (including summer). Students who fail to meet this schedule take no further regular course work until all the language prerequisites are met. Because of the amount of study and the length of time usually required in developing prerequisite–level skill in languages, the PhD–ThD Committee may require applicants to clear all the language prerequisites prior to admission.

In addition to these prerequisite language requirements, students in any of the six areas may be asked to study other languages. When warranted by the student's

program, a language substitution may be made with the approval of the student's advisor and the director of the PhD Program.

Religion, New Testament Specialization PhD

Thomas Shepherd, *Director*

The Doctor of Philosophy (PhD): Religion program prepares teacher–scholars in focused theological fields of study, primarily for the Seventh–day Adventist Church in its institutions of higher learning around the world. For more detailed guidelines and scheduling see the PhD in Religion Handbook. A copy may be accessed online at: www.andrews.edu/sem/programs-degrees/phd/phd-handbook.pdf.

Areas of Specialization

- Development of the Christian community in the first and second centuries
- History and praxis of New Testament exegesis and theology
- Intertestamental and New Testament backgrounds, both Jewish and Graeco–Roman
- Language and literature: text, canon, critical introduction, and cognate literature

Each area of study is to be supplemented with one of the cognate areas listed below. The cognate should be taken in a department other than the one which offers the major area of study.

- Biblical Archaeology and History of Antiquity
- Christian Ministry
- Church History
- Mission
- New Testament
- Old Testament
- Religious Education
- Theology
- Area selected from approved graduate–level studies

PhD: Religion

The PhD: Religion program builds on expertise and training developed in approved master's programs. It provides individuals equipped with skills and methods appropriate to genuine scholarship to do original and responsible research, and it promotes the proficient application of sound and valid principles of biblical interpretation and historic research. It seeks to acquaint students with the Judeo–Christian heritage and the findings of various branches of biblical scholarship and communicates the religious and ethical values of that heritage as found in Scripture and as understood by conservative Christians, in general, and the Seventh–day Adventist Church, in particular.

This degree is not earned by the mere accumulation of credits. It is conferred on those who demonstrate clearly and capably, in written and oral form, mature and independent research marked by discriminating analysis, careful evaluation of evidence and theories, and sound interpretation of available data. The PhD in Religion is granted only to those who give evidence that they have attained a distinctly superior level of expertise in their principal area of study and the supplementary cognate area. One who holds a PhD in Religion should possess the following competencies:

- Faithfulness to God and Scripture
- Mastery of content relevant to the chosen discipline
- Advanced research and writing capability in the chosen discipline
- Expertise in teaching and other forms of communication

Program Outcomes

1. Articulate an integrated theology and philosophy of faithfulness to God and Scripture, objectivity in research, and integrity in relationships.
2. Provide evidence of a broad understanding of the content area of the chosen major discipline and competency within the area of the minor discipline.
3. Demonstrate ability to propose a delimited topic of original research, carry out the investigation under faculty mentorship, and produce a logical and coherent written report of the study.
4. Write scholarly research, make a professional presentation and submit for publication.
5. Display teaching ability appropriate for college and university settings.

Residence and Course Requirements

In order to fulfill the requirements for the PhD degree, students must

- Register for 64 credits by completing 48 or more credits of formal course work in lecture, seminars, directed–study, and reading courses, and 16 credits for the dissertation:

Area of Concentration 33

Area of Cognate 9

Requirements for cognates may be obtained from the PhD/ThD office.

Required Courses 6

- GSEM 854 – PhD–ThD Dissertation Proposal Seminar Credits: 3
- DSRE 860 – Teaching Religion in College Credits: 3

Dissertation 16

- GSEM 995 – PhD–ThD Dissertation Credits: 1–12

Additional Information:

- Take all course work at the Seminary on the 600–, 800–, and 900–levels; some non–seminary graduate courses may be approved by the student's doctoral committee in consultation with the director of the PhD Program.
- Take a minimum of 24 credits on the 800– and 900–levels.
- Take at least two semesters of formal full–time study consecutively and in residence, registering each semester for no fewer than 8 credits. At least 33 credits (of the minimum 48) must be taken in residence.
- Attend doctoral colloquia and Seminary worships.
- Achieve grades of B (3.00) or better and/or S. Only such grades are credited toward the degree requirements. No more than 15 credits in courses with an S grade may be applied to the program requirements. If the student falls below this minimum GPA, he/she is placed on probation and can regain regular standing only after having again reached the B (3.00) level. The matriculation of a student with grades below B may be terminated after review by the PhD–ThD Committee. A student who accumulates more than three grades of C or below (2.00 or below) is not allowed to continue in the doctoral program.

Full Course Load. The full–time load for regular course work is 8 to 12 credits per semester. Sponsored students are expected to take a full load of 12 credits per semester. On–campus students who are registered for GSEM 880, GSEM 888 (non–credit courses) are counted as full–time students. Students who register for GSEM 995 are also counted as full–time students if the work is done on campus and they register for 16 credits in a maximum of six semesters.

Advanced Standing. Advanced standing may be considered for students having done post–MA or post–MDiv work in an approved institution if the work is appropriate to the program, carries grades of B or above, and was taken within six years of the students' first enrollment in the PhD Program. Credits earned towards the MA and MDiv degrees are not considered for advanced standing. The director of the PhD and ThD Programs determines the appropriateness, relevance, and currency of the work considered for advanced standing and authorizes such standing. In no case is the minimum residence requirement reduced.

Time Limits. The student is required to finish all regular course work and take the comprehensive examinations within five years of his/her initial registration in the program, and to complete all degree requirements within ten years of initial registration.

Comprehensive Examinations and Doctoral Dissertation Student Advisory Committees

- Not later than the student's registration for GSEM 854 – PhD–ThD Dissertation Proposal Seminar, the student selects a tentative dissertation topic in consultation with the chair of the department offering the student's area of emphasis. Then the program director, in consultation with the student and the chair of the department, appoints as the chair of the student's doctoral committee, a faculty member in agreement with the tentative topic.
- The student, the department chair, and the doctoral committee chair collaborate in the selection of two other members to complete the student's doctoral committee. The appointment of the doctoral committee is subject to approval by the PhD/ThD Committee as are any changes to the committee.
- At least six weeks before the time of the dissertation defense, the program director, in consultation with the dean of the Seminary, appoints two additional members to the doctoral committee. One of these persons, the "external examiner," is normally a scholar from another graduate institution.

Comprehensive Examinations

Students are required to pass five comprehensive examinations within a four–week period designated by the PhD–ThD Committee. Four of these examinations are set in the principal area of study and one in the cognate area.

- The regular course requirements of 48 credits or more must be completed before the student can sit for comprehensive examinations.
- The comprehensive examinations determine a student's proficiency in the major area of emphasis and in the cognate area of study, familiarity with pertinent literature, and skills in criticism and analysis.
- Students are expected to demonstrate greater proficiency in the major area of emphasis than in their cognate area.
- When students make formal application to take the comprehensive examinations, they are thereby also applying for advancement to candidacy, which is granted subject to passing all comprehensive examinations and approval of the dissertation proposal by the PhD–ThD Committee.

Dissertation Proposal

After taking 24 credits, students register for GSEM 854 (3 credits) for fall semester only, and continue attending scheduled sessions through spring semester. In this course the dissertation topic is reviewed with the PhD program director. Under the guidance of the instructor and the chair of their doctoral committee, students write a tentative proposal. During the following semesters, but normally not later than the last semester of course work, students must submit a final proposal that is approved by their doctoral committee and prepared for submission to the proposal review committee and the PhD–ThD Committee.

The proposal must contain a basic survey of pertinent literature, a clear statement of the problem, a succinct purpose statement, a description of the methodology to be employed, a list of tentative chapter and subsection titles, and a preliminary bibliography.

After the dissertation proposal is approved and the student has passed the comprehensive examinations, he/she registers in GSEM 995 for 1–16 dissertation credits for up to six semesters. If the dissertation is not completed after all 16 dissertation credits have been taken, the candidate must register for GSEM 888 every semester, and pay a continuation fee until the dissertation is completed and the defense held, or until the time limit has expired.

Dissertation Preparation

The dissertation prepared by the PhD candidate must

1. Make an original contribution to scholarship.
2. Demonstrate the candidate's competence to do independent research.
3. Reveal the candidate's familiarity with and proficiency in handling the pertinent literature.
4. Present a logically organized, methodologically sound, and readable account of the investigation, findings, conclusions, and implications of the study.
5. Not exceed 100,000 words in content and footnotes, excluding bibliography.

Oral Defense of Dissertation

Candidates' oral defense of their dissertations normally cannot be made earlier than 12 months after passing the comprehensive examinations. The date is set and advertised by the director of the PhD–ThD programs.

The oral defense is conducted by the dissertation defense committee and is held no later than four weeks before the degree is conferred.

To pass the oral defense, candidates must receive a vote of approval from at least four of the five examiners. The committee votes in one of the following ways:

1. Acceptance of the dissertation as presented
2. Acceptance of the dissertation subject to minor revisions
3. Acceptance of the dissertation subject to major revisions
4. Rejection of the dissertation.

Normally, rejection of a dissertation terminates the student's doctoral candidacy, but the PhD–ThD Committee may consider whether to allow him/her to prepare and submit another dissertation and what specific requirements would apply (including possible further course work and additional comprehensive examinations).

After the defense. After the defense

- The student makes all corrections.
- The deadline for dissertations to be submitted to the Dissertation Secretary with the signed approval page is no later than Wednesday, 10 days before graduation.

Strict adherence to this deadline is essential or graduation is postponed.

For more detailed guidelines and scheduling see the PhD in Religion Handbook. A copy may be accessed online at: www.andrews.edu/sem/programs-degrees/phd/phd-handbook.pdf.

Admission Requirements

All applicants must meet the Graduate Programs Admission requirements, and the Seminary Admission Requirements. Admission to the PhD: Religion program is granted by the PhD–ThD Committee to applicants who

- Hold either an MDiv degree (or its equivalent), or an MA in Religion (or its equivalent) from an approved seminary or university.
- Show high promise of future usefulness to church and society.
- Read proficiently in ancient and/or modern languages as noted in the Language Requirements.
- Demonstrate the ability to handle doctoral–level work in English. (Standardized proficiency examinations are required of all PhD Religion program applicants whose native language is other than English).
- Complete and return the Sixteen Personality Factor Questionnaire.
- Have 16 prerequisite credits in the chosen area of concentration.
- Depending upon the applicant's academic background, the PhD–ThD Committee may also require proficiency examination(s) before granting admission to the doctoral program.
- Have completed GSEM 620 – Research Methods.

Time to Apply. Students who desire to enter the program in the autumn semester (the normal entry point) must submit all application materials to the Office of Graduate Admissions by the preceding January 15. A few students may be allowed to enter the program in the summer, in which case the application materials must reach the Office of Graduate Admissions by the preceding November 30.

The number of students who may enter the program in any given year is limited. Rarely is one accepted who applies late. Students whose applications are late may request consideration for admission in the following year.

Items to Submit. In addition to submitting the items required of all graduate students, applicants to the PhD–ThD programs must also submit

- A 600–word personal statement including their philosophical perspective, the relationship of their religious concerns and ethical values to their responsibilities as a teacher–scholar and leader in the church; an indication of what they hope to accomplish professionally in the future, and a topic for the dissertation if one has already been selected.
- A significant research paper (term paper or thesis), normally written during MA or MDiv studies. This paper should show the applicant's ability to carry out research and to present the results and conclusions of such work with correct English and acceptable style. The topic of this paper should coincide with the area of concentration.

Dual Enrollment. Dual enrollment in undergraduate or other graduate degree programs is not allowed in the PhD in Religion Program.

Language Requirements. Applicants must demonstrate proficiency in specified foreign languages either by passing language proficiency examinations or by taking specified graduate level language courses at Andrews University and earning a grade of B or above. Languages listed as Prerequisite must be passed by examination or course work before the student is accepted into Regular Status. Languages listed as Required are taken as part of the area of concentration. The language requirements are listed below.

- Prerequisite: Advanced Greek (NTST 608 or NTST 696, or a passing score on the New Testament PhD Greek Entrance Exam, Intermediate Hebrew, French and German.

Schedule of Meeting Language Proficiency Requirements. All language prerequisites should be completed before entrance. If that is not possible, a student may be required to take a reduced load in order to meet these prerequisites. Language prerequisites should be met by the end of the third consecutive semester (including summer). Students who fail to meet this schedule take no further regular course work until all the language prerequisites are met. Because of the amount of study and the length of time usually required in developing prerequisite–level skill in languages, the PhD–ThD Committee may require applicants to clear all the language prerequisites prior to admission.

In addition to these prerequisite language requirements, students in any of the six areas may be asked to study other languages. When warranted by the student's program, a language substitution may be made with the approval of the student's advisor and the director of the PhD Program.

Religion, Old Testament Studies Specialization PhD

Thomas Shepherd, *Director*

The Doctor of Philosophy (PhD): Religion program prepares teacher–scholars in focused theological fields of study, primarily for the Seventh–day Adventist Church

in its institutions of higher learning around the world. For more detailed guidelines and scheduling see the PhD in Religion Handbook. A copy may be accessed online at: www.andrews.edu/sem/programs-degrees/phd/phd-handbook.pdf.

Areas of Specialization

- Archaeology (periods, sites, methodology, and field work) and history of antiquity (Israel and the Ancient Near Eastern languages)
- Exegesis and theology (Pentateuch, Former Prophets, Latter Prophets, and Writings)
- Language and literature (Biblical Hebrew and Aramaic, other Ancient Near Eastern languages); LXX and other ancient versions; and Old Testament textual criticism

Each area of study is to be supplemented with one of the cognate areas listed below. The cognate should be taken in a department other than the one which offers the major area of study.

- Biblical Archaeology and History of Antiquity
- Christian Ministry
- Church History
- Mission
- New Testament
- Old Testament
- Religious Education
- Theology
- Area selected from approved graduate–level studies

PhD: Religion

The PhD: Religion program builds on expertise and training developed in approved master's programs. It provides individuals equipped with skills and methods appropriate to genuine scholarship to do original and responsible research, and it promotes the proficient application of sound and valid principles of biblical interpretation and historic research. It seeks to acquaint students with the Judeo–Christian heritage and the findings of various branches of biblical scholarship and communicates the religious and ethical values of that heritage as found in Scripture and as understood by conservative Christians, in general, and the Seventh–day Adventist Church, in particular.

This degree is not earned by the mere accumulation of credits. It is conferred on those who demonstrate clearly and capably, in written and oral form, mature and independent research marked by discriminating analysis, careful evaluation of evidence and theories, and sound interpretation of available data. The PhD in Religion is granted only to those who give evidence that they have attained a distinctly superior level of expertise in their principal area of study and the supplementary cognate area. One who holds a PhD in Religion should possess the following competencies:

- Faithfulness to God and Scripture
- Mastery of content relevant to the chosen discipline
- Advanced research and writing capability in the chosen discipline
- Expertise in teaching and other forms of communication

Program Outcomes

- Articulate an integrated theology and philosophy of faithfulness to God and Scripture, objectivity in research, and integrity in relationships.
- Provide evidence of a broad understanding of the content area of the chosen major discipline and competency within the area of the minor discipline.
- Demonstrate ability to propose a delimited topic of original research, carry out the investigation under faculty mentorship, and produce a logical and coherent written report of the study.
- Write scholarly research, make a professional presentation and submit for publication.
- Display teaching ability appropriate for college and university settings.

Residence and Course Requirements

In order to fulfill the requirements for the PhD degree, students must

- Register for 64 credits by completing 48 or more credits of formal course work in lecture, seminars, directed–study, and reading courses, and 16 credits for the dissertation:

Area of Concentration 33

Area of Cognate 9

Requirements for cognates may be obtained from the PhD/ThD office.

Required Courses 6

- GSEM 854 – PhD–ThD Dissertation Proposal Seminar Credits: 3
- DSRE 860 – Teaching Religion in College Credits: 3

Dissertation 16

- GSEM 995 – PhD–ThD Dissertation Credits: 1–12

Additional Information:

- Take all course work at the Seminary on the 600–, 800–, and 900–levels; some non–seminary graduate courses may be approved by the student's doctoral committee in consultation with the director of the PhD Program.
- Take a minimum of 24 credits on the 800– and 900–levels.
- Take at least two semesters of formal full–time study consecutively and in residence, registering each semester for no fewer than 8 credits. At least 33 credits (of the minimum 48) must be taken in residence.
- Attend doctoral colloquia and Seminary workshops.
- Achieve grades of B (3.00) or better and/or S. Only such grades are credited toward the degree requirements. No more than 15 credits in courses with an S grade may be applied to the program requirements. If the student falls below this minimum GPA, he/she is placed on probation and can regain regular standing only after having again reached the B (3.00) level. The matriculation of a student with grades below B may be terminated after review by the PhD–ThD Committee. A student who accumulates more than three grades of C or below (2.00 or below) is not allowed to continue in the doctoral program.

Full Course Load. The full–time load for regular course work is 8 to 12 credits per semester. Sponsored students are expected to take a full load of 12 credits per semester. On–campus students who are registered for GSEM 880, GSEM 888 (non–credit courses) are counted as full–time students. Students who register for GSEM 995 are also counted as full–time students if the work is done on campus and they register for 16 credits in a maximum of six semesters.

Advanced Standing. Advanced standing may be considered for students having done post–MA or post–MDiv work in an approved institution if the work is appropriate to the program, carries grades of B or above, and was taken within six years of the students' first enrollment in the PhD Program. Credits earned towards the MA and MDiv degrees are not considered for advanced standing. The director of the PhD and ThD Programs determines the appropriateness, relevance, and currency of the work considered for advanced standing and authorizes such standing. In no case is the minimum residence requirement reduced.

Time Limits. The student is required to finish all regular course work and take the comprehensive examinations within five years of his/her initial registration in the program, and to complete all degree requirements within ten years of initial registration.

Comprehensive Examinations and Doctoral Dissertation Student Advisory Committees

- Not later than the student's registration for GSEM 854 – PhD–ThD Dissertation Proposal Seminar, the student selects a tentative dissertation topic in consultation with the chair of the department offering the student's area of emphasis. Then the program director, in consultation with the student and the chair of the department, appoints as the chair of the student's doctoral committee, a faculty member in agreement with the tentative topic.
- The student, the department chair, and the doctoral committee chair collaborate in the selection of two other members to complete the student's doctoral committee. The appointment of the doctoral committee is subject to approval by the PhD/ThD Committee as are any changes to the committee.
- At least six weeks before the time of the dissertation defense, the program director, in consultation with the dean of the Seminary, appoints two additional members to the doctoral committee. One of these persons, the "external examiner," is normally a scholar from another graduate institution.

Comprehensive Examinations

Students are required to pass five comprehensive examinations within a four–week period designated by the PhD–ThD Committee. Four of these examinations are set in the principal area of study and one in the cognate area.

- The regular course requirements of 48 credits or more must be completed before the student can sit for comprehensive examinations.
- The comprehensive examinations determine a student's proficiency in the major area of emphasis and in the cognate area of study, familiarity with pertinent literature, and skills in criticism and analysis.

- Students are expected to demonstrate greater proficiency in the major area of emphasis than in their cognate area.
- When students make formal application to take the comprehensive examinations, they are thereby also applying for advancement to candidacy, which is granted subject to passing all comprehensive examinations and approval of the dissertation proposal by the PhD–ThD Committee.

Dissertation Proposal

After taking 24 credits, students register for GSEM 854 (3 credits) for fall semester only, and continue attending scheduled sessions through spring semester. In this course the dissertation topic is reviewed with the PhD program director. Under the guidance of the instructor and the chair of their doctoral committee, students write a tentative proposal. During the following semesters, but normally not later than the last semester of course work, students must submit a final proposal that is approved by their doctoral committee and prepared for submission to the proposal review committee and the PhD–ThD Committee.

The proposal must contain a basic survey of pertinent literature, a clear statement of the problem, a succinct purpose statement, a description of the methodology to be employed, a list of tentative chapter and subsection titles, and a preliminary bibliography.

After the dissertation proposal is approved and the student has passed the comprehensive examinations, he/she registers in GSEM 995 for 1–16 dissertation credits for up to six semesters. If the dissertation is not completed after all 16 dissertation credits have been taken, the candidate must register for GSEM 888 every semester, and pay a continuation fee until the dissertation is completed and the defense held, or until the time limit has expired.

Dissertation Preparation

The dissertation prepared by the PhD candidate must

1. Make an original contribution to scholarship.
2. Demonstrate the candidate's competence to do independent research.
3. Reveal the candidate's familiarity with and proficiency in handling the pertinent literature.
4. Present a logically organized, methodologically sound, and readable account of the investigation, findings, conclusions, and implications of the study.
5. Not exceed 100,000 words in content and footnotes, excluding bibliography.

Oral Defense of Dissertation

Candidates' oral defense of their dissertations normally cannot be made earlier than 12 months after passing the comprehensive examinations. The date is set and advertised by the director of the PhD–ThD programs.

The oral defense is conducted by the dissertation defense committee and is held no later than four weeks before the degree is conferred.

To pass the oral defense, candidates must receive a vote of approval from at least four of the five examiners. The committee votes in one of the following ways:

1. Acceptance of the dissertation as presented
2. Acceptance of the dissertation subject to minor revisions
3. Acceptance of the dissertation subject to major revisions
4. Rejection of the dissertation.

Normally, rejection of a dissertation terminates the student's doctoral candidacy, but the PhD–ThD Committee may consider whether to allow him/her to prepare and submit another dissertation and what specific requirements would apply (including possible further course work and additional comprehensive examinations).

After the defense. After the defense

- The student makes all corrections.
- The deadline for dissertations to be submitted to the Dissertation Secretary with the signed approval page is no later than Wednesday, 10 days before graduation.

Strict adherence to this deadline is essential or graduation is postponed.

For more detailed guidelines and scheduling see the PhD in Religion Handbook. A copy may be accessed online at: www.andrews.edu/sem/programs-degrees/phd/phd-handbook.pdf.

Admission Requirements

All applicants must meet the Graduate Programs Admission requirements, and the Seminary Admission Requirements. Admission to the PhD: Religion program is granted by the PhD–ThD Committee to applicants who

- Hold either an MDiv degree (or its equivalent), or an MA in Religion (or its equivalent) from an approved seminary or university.
- Show high promise of future usefulness to church and society.

- Read proficiently in ancient and/or modern languages as noted in the Language Requirements.
- Demonstrate the ability to handle doctoral-level work in English. (Standardized proficiency examinations are required of all PhD Religion program applicants whose native language is other than English).
- Complete and return the Sixteen Personality Factor Questionnaire.
- Have 16 prerequisite credits in the chosen area of concentration.
- Depending upon the applicant's academic background, the PhD–ThD Committee may also require proficiency examination(s) before granting admission to the doctoral program.
- Have completed GSEM 620 – Research Methods.

Time to Apply. Students who desire to enter the program in the autumn semester (the normal entry point) must submit all application materials to the Office of Graduate Admissions by the preceding January 15. A few students may be allowed to enter the program in the summer, in which case the application materials must reach the Office of Graduate Admissions by the preceding November 30.

The number of students who may enter the program in any given year is limited. Rarely is one accepted who applies late. Students whose applications are late may request consideration for admission in the following year.

Items to Submit. In addition to submitting the items required of all graduate students, applicants to the PhD–ThD programs must also submit

- A 600-word personal statement including their philosophical perspective, the relationship of their religious concerns and ethical values to their responsibilities as a teacher-scholar and leader in the church; an indication of what they hope to accomplish professionally in the future, and a topic for the dissertation if one has already been selected.
- A significant research paper (term paper or thesis), normally written during MA or MDiv studies. This paper should show the applicant's ability to carry out research and to present the results and conclusions of such work with correct English and acceptable style. The topic of this paper should coincide with the area of concentration.

Dual Enrollment. Dual enrollment in undergraduate or other graduate degree programs is not allowed in the PhD in Religion Program.

Language Requirements. Applicants must demonstrate proficiency in specified foreign languages either by passing language proficiency examinations or by taking specified graduate level language courses at Andrews University and earning a grade of B or above. Languages listed as Prerequisite must be passed by examination or course work before the student is accepted into Regular Status. Languages listed as Required are taken as part of the area of concentration. The language requirements are listed below.

- Prerequisite: OTST 625 – Biblical Hebrew III (may be repeated and applied toward the area of concentration), or a passing score in the Old Testament PhD Hebrew Entrance Exam, Intermediate New Testament Greek, and two of the following languages: German, French and Modern Hebrew.
- Required: OTST 654 – Biblical Aramaic and OTST 660 – Readings in the Septuagint, for all specialties other than Archaeology.

Schedule of Meeting Language Proficiency Requirements. All language prerequisites should be completed before entrance. If that is not possible, a student may be required to take a reduced load in order to meet these prerequisites. Language prerequisites should be met by the end of the third consecutive semester (including summer). Students who fail to meet this schedule take no further regular course work until all the language prerequisites are met. Because of the amount of study and the length of time usually required in developing prerequisite-level skill in languages, the PhD–ThD Committee may require applicants to clear all the language prerequisites prior to admission.

In addition to these prerequisite language requirements, students in any of the six areas may be asked to study other languages. When warranted by the student's program, a language substitution may be made with the approval of the student's advisor and the director of the PhD Program.

Religion, Theological Studies Specialization PhD

Thomas Shepherd, *Director*

The Doctor of Philosophy (PhD): Religion program prepares teacher-scholars in focused theological fields of study, primarily for the Seventh-day Adventist Church in its institutions of higher learning around the world. For more detailed guidelines and scheduling see the PhD in Religion Handbook. A copy may be accessed online at: www.andrews.edu/sem/programs-degrees/phd/phd-handbook.pdf.

Areas of Specialization

- Christian ethics, comprising ethical theory and professional, personal, and social ethics
- Historical theology, examining the origin and development of theological concepts and trends
- Philosophical theology
- Systematic theology, embracing the biblical and doctrinal aspects of theological thought

Each area of study is to be supplemented with one of the cognate areas listed below. The cognate should be taken in a department other than the one which offers the major area of study.

- Biblical Archaeology and History of Antiquity
- Christian Ministry
- Church History
- Mission
- New Testament
- Old Testament
- Religious Education
- Theology
- Area selected from approved graduate-level studies

PhD: Religion

The PhD: Religion program builds on expertise and training developed in approved master's programs. It provides individuals equipped with skills and methods appropriate to genuine scholarship to do original and responsible research, and it promotes the proficient application of sound and valid principles of biblical interpretation and historic research. It seeks to acquaint students with the Judeo-Christian heritage and the findings of various branches of biblical scholarship and communicates the religious and ethical values of that heritage as found in Scripture and as understood by conservative Christians, in general, and the Seventh-day Adventist Church, in particular.

This degree is not earned by the mere accumulation of credits. It is conferred on those who demonstrate clearly and capably, in written and oral form, mature and independent research marked by discriminating analysis, careful evaluation of evidence and theories, and sound interpretation of available data. The PhD in Religion is granted only to those who give evidence that they have attained a distinctly superior level of expertise in their principal area of study and the supplementary cognate area. One who holds a PhD in Religion should possess the following competencies:

- Faithfulness to God and Scripture
- Mastery of content relevant to the chosen discipline
- Advanced research and writing capability in the chosen discipline
- Expertise in teaching and other forms of communication

Program Outcomes

1. Articulate an integrated theology and philosophy of faithfulness to God and Scripture, objectivity in research, and integrity in relationships.
2. Provide evidence of a broad understanding of the content area of the chosen major discipline and competency within the area of the minor discipline.
3. Demonstrate ability to propose a delimited topic of original research, carry out the investigation under faculty mentorship, and produce a logical and coherent written report of the study.
4. Write scholarly research, make a professional presentation and submit for publication.
5. Display teaching ability appropriate for college and university settings.

Residence and Course Requirements

In order to fulfill the requirements for the PhD degree, students must

- Register for 64 credits by completing 48 or more credits of formal course work in lecture, seminars, directed-study, and reading courses, and 16 credits for the dissertation:

Area of Concentration 33

Area of Cognate 9

Requirements for cognates may be obtained from the PhD/ThD office.

Required Courses 6

- GSEM 854 – PhD–ThD Dissertation Proposal Seminar Credits: 3
- DSRE 860 – Teaching Religion in College Credits: 3

Dissertation 16

- GSEM 995 – PhD–ThD Dissertation Credits: 1–12

Additional Information:

- Take all course work at the Seminary on the 600–, 800–, and 900–levels; some non–seminary graduate courses may be approved by the student's doctoral committee in consultation with the director of the PhD Program.
- Take a minimum of 24 credits on the 800– and 900–levels.
- Take at least two semesters of formal full–time study consecutively and in residence, registering each semester for no fewer than 8 credits. At least 33 credits (of the minimum 48) must be taken in residence.
- Attend doctoral colloquia and Seminary worship.
- Achieve grades of B (3.00) or better and/or S. Only such grades are credited toward the degree requirements. No more than 15 credits in courses with an S grade may be applied to the program requirements. If the student falls below this minimum GPA, he/she is placed on probation and can regain regular standing only after having again reached the B (3.00) level. The matriculation of a student with grades below B may be terminated after review by the PhD–ThD Committee. A student who accumulates more than three grades of C or below (2.00 or below) is not allowed to continue in the doctoral program.

Full Course Load. The full–time load for regular course work is 8 to 12 credits per semester. Sponsored students are expected to take a full load of 12 credits per semester. On–campus students who are registered for GSEM 880, GSEM 888 (non–credit courses) are counted as full–time students. Students who register for GSEM 995 are also counted as full–time students if the work is done on campus and they register for 16 credits in a maximum of six semesters.

Advanced Standing. Advanced standing may be considered for students having done post–MA or post–MDiv work in an approved institution if the work is appropriate to the program, carries grades of B or above, and was taken within six years of the students' first enrollment in the PhD Program. Credits earned towards the MA and MDiv degrees are not considered for advanced standing. The director of the PhD and ThD Programs determines the appropriateness, relevance, and currency of the work considered for advanced standing and authorizes such standing. In no case is the minimum residence requirement reduced.

Time Limits. The student is required to finish all regular course work and take the comprehensive examinations within five years of his/her initial registration in the program, and to complete all degree requirements within ten years of initial registration.

Comprehensive Examinations and Doctoral Dissertation Student Advisory Committees

- Not later than the student's registration for GSEM 854 – PhD–ThD Dissertation Proposal Seminar, the student selects a tentative dissertation topic in consultation with the chair of the department offering the student's area of emphasis. Then the program director, in consultation with the student and the chair of the department, appoints as the chair of the student's doctoral committee, a faculty member in agreement with the tentative topic.
- The student, the department chair, and the doctoral committee chair collaborate in the selection of two other members to complete the student's doctoral committee. The appointment of the doctoral committee is subject to approval by the PhD/ThD Committee as are any changes to the committee.
- At least six weeks before the time of the dissertation defense, the program director, in consultation with the dean of the Seminary, appoints two additional members to the doctoral committee. One of these persons, the "external examiner," is normally a scholar from another graduate institution.

Comprehensive Examinations

Students are required to pass five comprehensive examinations within a four–week period designated by the PhD–ThD Committee. Four of these examinations are set in the principal area of study and one in the cognate area.

- The regular course requirements of 48 credits or more must be completed before the student can sit for comprehensive examinations.
- The comprehensive examinations determine a student's proficiency in the major area of emphasis and in the cognate area of study, familiarity with pertinent literature, and skills in criticism and analysis.
- Students are expected to demonstrate greater proficiency in the major area of emphasis than in their cognate area.
- When students make formal application to take the comprehensive examinations, they are thereby also applying for advancement to candidacy,

which is granted subject to passing all comprehensive examinations and approval of the dissertation proposal by the PhD–ThD Committee.

Dissertation Proposal

After taking 24 credits, students register for GSEM 854 (3 credits) for fall semester only, and continue attending scheduled sessions through spring semester. In this course the dissertation topic is reviewed with the PhD program director. Under the guidance of the instructor and the chair of their doctoral committee, students write a tentative proposal. During the following semesters, but normally not later than the last semester of course work, students must submit a final proposal that is approved by their doctoral committee and prepared for submission to the proposal review committee and the PhD–ThD Committee.

The proposal must contain a basic survey of pertinent literature, a clear statement of the problem, a succinct purpose statement, a description of the methodology to be employed, a list of tentative chapter and subsection titles, and a preliminary bibliography.

After the dissertation proposal is approved and the student has passed the comprehensive examinations, he/she registers in GSEM 995 for 1–16 dissertation credits for up to six semesters. If the dissertation is not completed after all 16 dissertation credits have been taken, the candidate must register for GSEM 888 every semester, and pay a continuation fee until the dissertation is completed and the defense held, or until the time limit has expired.

Dissertation Preparation

The dissertation prepared by the PhD candidate must

1. Make an original contribution to scholarship.
2. Demonstrate the candidate's competence to do independent research.
3. Reveal the candidate's familiarity with and proficiency in handling the pertinent literature.
4. Present a logically organized, methodologically sound, and readable account of the investigation, findings, conclusions, and implications of the study.
5. Not exceed 100,000 words in content and footnotes, excluding bibliography.

Oral Defense of Dissertation

Candidates' oral defense of their dissertations normally cannot be made earlier than 12 months after passing the comprehensive examinations. The date is set and advertised by the director of the PhD–ThD programs.

The oral defense is conducted by the dissertation defense committee and is held no later than four weeks before the degree is conferred.

To pass the oral defense, candidates must receive a vote of approval from at least four of the five examiners. The committee votes in one of the following ways:

1. Acceptance of the dissertation as presented
2. Acceptance of the dissertation subject to minor revisions
3. Acceptance of the dissertation subject to major revisions
4. Rejection of the dissertation.

Normally, rejection of a dissertation terminates the student's doctoral candidacy, but the PhD–ThD Committee may consider whether to allow him/her to prepare and submit another dissertation and what specific requirements would apply (including possible further course work and additional comprehensive examinations).

After the defense. After the defense

- The student makes all corrections.
- The deadline for dissertations to be submitted to the Dissertation Secretary with the signed approval page is no later than Wednesday, 10 days before graduation.

Strict adherence to this deadline is essential or graduation is postponed.

For more detailed guidelines and scheduling see the PhD in Religion Handbook. A copy may be accessed online at: www.andrews.edu/sem/programs-degrees/phd/phd-handbook.pdf.

Admission Requirements

All applicants must meet the Graduate Programs Admission requirements, and the Seminary Admission Requirements. Admission to the PhD: Religion program is granted by the PhD–ThD Committee to applicants who

- Hold either an MDiv degree (or its equivalent), or an MA in Religion (or its equivalent) from an approved seminary or university.
- Show high promise of future usefulness to church and society.
- Read proficiently in ancient and/or modern languages as noted in the Language Requirements.
- Demonstrate the ability to handle doctoral–level work in English. (Standardized proficiency examinations are required of all PhD Religion program applicants whose native language is other than English).

- Complete and return the Sixteen Personality Factor Questionnaire.
- Have 16 prerequisite credits in the chosen area of concentration.
- Depending upon the applicant's academic background, the PhD–ThD Committee may also require proficiency examination(s) before granting admission to the doctoral program.
- Have completed GSEM 620 – Research Methods.

Time to Apply. Students who desire to enter the program in the autumn semester (the normal entry point) must submit all application materials to the Office of Graduate Admissions by the preceding January 15. A few students may be allowed to enter the program in the summer, in which case the application materials must reach the Office of Graduate Admissions by the preceding November 30.

The number of students who may enter the program in any given year is limited. Rarely is one accepted who applies late. Students whose applications are late may request consideration for admission in the following year.

Items to Submit. In addition to submitting the items required of all graduate students, applicants to the PhD–ThD programs must also submit

- A 600–word personal statement including their philosophical perspective, the relationship of their religious concerns and ethical values to their responsibilities as a teacher–scholar and leader in the church; an indication of what they hope to accomplish professionally in the future, and a topic for the dissertation if one has already been selected.
- A significant research paper (term paper or thesis), normally written during MA or MDiv studies. This paper should show the applicant's ability to carry out research and to present the results and conclusions of such work with correct English and acceptable style. The topic of this paper should coincide with the area of concentration.

Dual Enrollment. Dual enrollment in undergraduate or other graduate degree programs is not allowed in the PhD in Religion Program.

Language Requirements. Applicants must demonstrate proficiency in specified foreign languages either by passing language proficiency examinations or by taking specified graduate level language courses at Andrews University and earning a grade of B or above. Languages listed as Prerequisite must be passed by examination or course work before the student is accepted into Regular Status. Languages listed as Required are taken as part of the area of concentration. The language requirements are listed below.

- Prerequisite: Intermediate Old Testament Hebrew, Intermediate New Testament Greek, German and French.

Schedule of Meeting Language Proficiency Requirements. All language prerequisites should be completed before entrance. If that is not possible, a student may be required to take a reduced load in order to meet these prerequisites. Language prerequisites should be met by the end of the third consecutive semester (including summer). Students who fail to meet this schedule take no further regular course work until all the language prerequisites are met. Because of the amount of study and the length of time usually required in developing prerequisite–level skill in languages, the PhD–ThD Committee may require applicants to clear all the language prerequisites prior to admission.

In addition to these prerequisite language requirements, students in any of the six areas may be asked to study other languages. When warranted by the student's program, a language substitution may be made with the approval of the student's advisor and the director of the PhD Program.

Religious Education, Christian Formation and Discipleship Concentration PhD

PhD: Religious Education

Kathleen Beagles, *Director*

The PhD in Religious Education prepares men and women to be scholars and researchers in specialized teaching and discipling ministries of the home, the church, or the Christian college or university. All candidates further develop the core competencies of a religious educator and select an area of specialization for intense study and research using research methodologies of the social sciences.

Program Outcomes

1. *As a Christian Apologist*—Develops and articulates effectively a philosophy of religious education.
2. *As a Pastor–Teacher*—Uses and teaches appropriate methodologies for discipling across the lifespan

3. *As a Servant–Leader*—Models the principles of servant leadership in the church, school, and broader community.
4. *As an Evaluator/Researcher*—Conducts research, and analyzes and reports findings.
5. *As a Maturing Christian*—Exhibits a growing maturity in understanding and portraying the love of Christ.
6. *As a Lifelong Learner*—Demonstrates personal and professional development.
7. *As an Area Expert*—Applies all relevant core competencies to the area of emphasis and teaches others to do likewise.

Areas of Specialization

- Christian Formation and Discipleship
 - Theological Curriculum and Instruction
 - Customized: See Curricula Requirements for Concentrations below.
- Graduates with a PhD in Religious Education are prepared to serve the church in teaching and leadership ministries focused on the family, the church, or the school and to investigate contemporary religious education issues using social sciences research methodologies.

Admission Requirements

In addition to meeting the general admission requirements listed in the Graduate Programs Admission section and in the Seminary Admission Requirements, applicants must

- Hold an MA: Religious Education; an MDiv; an MA: Religion; or an MA degree in education or related area plus have 28 credits in religion (16 of which may be on the undergraduate level).
- Have 16 undergraduate or graduate credits in education or religious education.
- Show promise of future usefulness to church and society.
- Demonstrate the ability to handle doctoral–level work in English. See proficiency standards in the Graduate Programs Admission section.
- Complete and return the Sixteen Personality Factor Questionnaire as directed.

Time to Apply. While early applications are recommended, the deadlines for application to the PhD in Religious Education program are as follows:

- For North American students: three months prior to the anticipated starting date.
- For non–North American students: six months prior to the anticipated starting date.

Items to Submit. In addition to submitting the items required of all graduate students, applicants to the PhD in Religious Education must also submit

- A 600–word statement of purpose, which includes their mission statement, a description of the journey that created a desire to pursue doctoral studies, and a vision of the professional accomplishments they foresee.
- A 200–300 word description of their area of interest for dissertation research and an explanation of this choice.
- A significant research paper (term paper, thesis, or research report), normally written during the master's level studies. This paper should give evidence of the applicant's ability to carry out research and to present the results and conclusions of such work in standard English and in an acceptable style.

Prerequisites. Students entering the PhD in Religious Education program should have a foundation in research methods of education and psychology and in basic statistics as evidenced by EDRM 505 – Research Methods and EDRM 611 – Applied Statistical Methods I or their equivalents. As part of the conceptual framework for the religious education program, EDFN 500 – Philosophical Foundations for Professionals; DSRE 605 – Issues in Religious Education; and DSRE 541 – Foundations of Biblical Spirituality are required.

Curriculum Requirements

Curriculum Framework and Courses Christian Apologist—6

- DSRE 850 – Theological Foundations of Christian Teaching Credits: 3

Pastor–Teacher—5–6

- Electives in psychology, curriculum and instruction

Servant Leader—3

- Elective in administration or leadership

Researcher–Evaluator—2

Research courses (7):

- DSRE 887 – Applied Research Credits: 1–3 ; two research methodologies

Dissertation sequence (16):

- GSEM 854 – PhD–ThD Dissertation Proposal Seminar Credits: 3 **or**
- EDRM 880 – Dissertation Proposal Development Credits: 2 **and**
- DSRE 995 – Doctoral Dissertation Credits: 1–14

Maturing Christian—3

- DSRE 830 – Advanced Fostering Spiritual Growth Credits: 3

Lifelong Scholar—3

- DSRE 878 – Advanced Scholarly and Professional Development Credits: 0
- DSRE 950 – Synthesis in Religious Education Credits: 3

Area of Concentration—19–21

- Electives

Total Credits: 64

Research Requirements

Research is a major component of the PhD in Religious Education program.

- DSRE 887 – Applied Research Credits: 1–3

Students should also select two methodologies from the following list:

- EDRM 605 – Qualitative Research Methods in Education and Psychology Credits: 3
- EDRM 636 – Program Evaluation Credits: 3
- EDRM 704 – Design and Analysis of Educational and Psychological Surveys Credits: 3
- EDRM 712 – Applied Statistical Methods II Credits: 3
- EDRM 713 – Applied Statistical Methods III Credits: 3
- HIST 650 – Historical Method and Research Credits: 3

Note:

At the time of their topic approval, students must show competency in the proposed research methodologies of their dissertation research. The research project from the course DSRE 887 – Applied Research is an appropriate way to demonstrate this competency.

Curricula for Concentrations

Courses for the concentrations and, in one case, language prerequisites for a concentration are listed below:

Christian Formation and Discipleship

- CHIS 940 – Seminar Credits: 3
- DSRE 830 – Advanced Fostering Spiritual Growth Credits: 3
- GDPC 616 – Psychology of Religious Experience Credits: 3
- MSSN 830 – Seminar in Strategies and Development in Mission Credits: 3
- DSRE 930 – Seminar in New Testament Spirituality
- OTST 620 – Seminar in Old Testament Theology Credits: 2–3
- THST 814 – Seminar in Philosophy, Theology and Ethics Credits: 3

Customized

Students may design an individualized course of study if three conditions are met.

- Academic area must be appropriate to Religious Education
- Graduate courses on the topic must be available at Andrews University
- Andrews University faculty with expertise in the topic must be available for advising.

Options for the customized course of study may include such areas as family life education, campus spiritual leadership, education history, church music and worship, spiritual nurture of children, or spiritual nurture of youth and young adults.

General Requirements

- All course work taken at the Seminary should be at the 600–, 800–, or 900–levels; course work taken at the School of Education should be appropriate for doctoral level study.
- At least 51% of the student's course work should be designed specifically for doctoral students.
- A minimum of 32 credits in approved on–campus doctoral course work (not including the dissertation) must be completed after acceptance into the doctoral program at Andrews University.
- Students must earn a 3.00 cumulative GPA for all course work in the degree program.
- Students must establish residency by taking a full–time load (8 credits) for two of three consecutive terms (semester or summer).
- Students must pass the comprehensive examination.
- Students must write and defend a dissertation.

Time Limits. All degree requirements must be completed within ten years of first registration for Andrews University doctoral course work. All course work and the comprehensive examination must be completed within six years of first registration. The dissertation must be completed within five years after passing the comprehensive examination. (The student who takes six years to complete course work and pass the comprehensive exam will be allowed four years to complete the dissertation.)

Full–time Status. For students who have not completed all courses for the degree, full–time status requires one of the following options:

- Registering for 8 or more credits of course work and/or dissertation and/or internship.
- Registering for 4 or more credits of dissertation.

For students who have completed all requirements for the degree except the dissertation, full–time status requires all of the following:

- Registering for one or more credits of dissertation or dissertation continuation;
- Doing “full–time” work on the dissertation or internship as defined by at least 24 hours a week or 720 hours per year and confirmation of same by the dissertation chair.
- All course work is campus–based and supported by online resources.

Bulletin Requirements. A student may choose to meet the requirements of any bulletin in force after acceptance into the doctoral program, as long as he/she maintains active status. If a break of enrollment occurs and the student is placed on inactive status, he/she must meet the requirements of a bulletin in effect after enrollment resumes.

Progression Through the Program

Course Plan. Upon acceptance into the program, the student is assigned an advisor by the director of the program. Normally within the first 16 credits of study the student and advisor prepare a course plan for completing the degree requirements. This course plan must be approved by the Religious Education Office.

Comprehensive Examination. Early in their program, students should obtain a copy of the *Comprehensive Examination Guidelines* from the Religious Education office. All prerequisites and regular course requirements of 48 credits or more must be completed before the student sits for the comprehensive examination. The comprehensive examination consists of eight sections, one of which may be given in a take–home format, one of which may be a portfolio presentation, and six of which must be written in a supervised environment. The examination occurs on the dates published in the academic calendar for School of Education doctoral comprehensive examinations. See also the Seminary Calendar.

Formal application to take the comprehensive examination should be made by the beginning of the semester preceding the semester the student intends to take the examination.

For more detailed information regarding the comprehensive examination, see the *Religious Education Doctoral Handbook*.

Advancement to Candidacy. Students should apply for advancement to degree candidacy when they apply to take comprehensive examinations and after they have

- completed all prerequisites;
- removed any English language deficiency;
- completed all course requirements or are registered for them;
- removed all deferred grades, except in DSRE 878 – Advanced Scholarly and Professional Development and DSRE 950 – Synthesis in Religious Education.

The student is advanced to degree candidacy after passing the comprehensive examination.

Dissertation Committee. Before the student registers for EDRM 880 – Dissertation Proposal Development or GSEM 854 – PhD–ThD Dissertation Proposal Seminar, the student—in consultation with his/her advisor—selects a tentative dissertation topic. The program director, in consultation with the student and advisor then appoints a faculty member knowledgeable about the tentative topic to chair the student's dissertation committee. The student, the program director, and the doctoral committee chair collaborate in the selection of two other members to complete the student's dissertation committee. All three members of this dissertation committee must approve the proposal before it is presented to the PhD/ThD committee. The appointment of the dissertation committee is subject to approval by the PhD/ThD committee, as are any changes to the committee. At least six weeks before the dissertation defense, the director, in consultation with the dean of the Seminary, appoints an external examiner.

Dissertation Proposal. No later than the last semester of course work, students must submit to the PhD/ThD Committee a final proposal that is approved by their dissertation committee. Students defend their proposal before the Religious Education Doctoral Committee.

Two types of proposals are acceptable:

- A 10–15 page overview of the major elements of the dissertation.
- The first three chapters in tentative form.

Either format must include a clear statement of the problem, the research question/s, a preliminary survey of relevant literature, and the research methodology.

Dissertation Preparation. The dissertation prepared by the PhD candidate must

1. Make an original contribution to scholarship
2. Demonstrate the candidate's competence for independent research
3. Reveal the candidate's familiarity with and proficiency in handling the relevant literature
4. Present a logically organized, methodologically sound, and readable account of the investigation, findings, conclusions, and implications of the study. See the *Religious Education Doctoral Handbook* for more information on dissertation preparation.

Oral Defense of the Dissertation. The candidate must orally defend his/her dissertation. The defense date is set and announced by the director of the Religious Education Program at least two weeks before the defense. No defenses are scheduled during the final two weeks of a term or during the interim between semesters.

See the *Religious Education Doctoral Handbook* for more information on the oral defense of the dissertation.

Program Outcomes

1. As a Christian Apologist—develops and articulates effectively a philosophy of religious education.
2. As a Pastor–Teacher—uses and teaches appropriate methodologies for discipling across the lifespan.
3. As a Servant Leader—demonstrates the ability to apply and model the principles of servant leadership in the church, school, and broader community.
4. As a Researcher–Evaluator—conducts research, and analyzes and reports findings.
5. As a Maturing Christian—demonstrates a growing maturity in understanding and portraying the love of Christ.
6. As a Lifelong Scholar—demonstrates personal and professional development.
7. In an Emphasis Area—demonstrates the ability to apply all relevant core competencies to the area of emphasis and teach others to do likewise.

Religious Education, Theological Curriculum and Instruction Concentration PhD

PhD: Religious Education

Kathleen Beagles, *Director*

The PhD in Religious Education prepares men and women to be scholars and researchers in specialized teaching and discipling ministries of the home, the church, or the Christian college or university. All candidates further develop the core competencies of a religious educator and select an area of specialization for intense study and research using research methodologies of the social sciences.

Program Outcomes

1. As a Christian Apologist—Develops and articulates effectively a philosophy of religious education.
2. As a Pastor–Teacher—Uses and teaches appropriate methodologies for discipling across the lifespan

3. As a Servant–Leader–Models the principles of servant leadership in the church, school, and broader community.
4. As an Evaluator/Researcher–Conducts research, and analyzes and reports findings.
5. As a Maturing Christian–Exhibits a growing maturity in understanding and portraying the love of Christ.
6. As a Lifelong Learner–Demonstrates personal and professional development.
7. As an Area Expert–Applies all relevant core competencies to the area of emphasis and teaches others to do likewise.

Areas of Specialization

- Christian Formation and Discipleship
 - Theological Curriculum and Instruction
 - Customized: See Curricula Requirements for Concentrations below.
- Graduates with a PhD in Religious Education are prepared to serve the church in teaching and leadership ministries focused on the family, the church, or the school and to investigate contemporary religious education issues using social sciences research methodologies.

Admission Requirements

In addition to meeting the general admission requirements listed in the Graduate Programs Admission section and in the Seminary Admission Requirements, applicants must

- Hold an MA: Religious Education; an MDiv; an MA: Religion; or an MA degree in education or related area plus have 28 credits in religion (16 of which may be on the undergraduate level).
- Have 16 undergraduate or graduate credits in education or religious education.
- Show promise of future usefulness to church and society.
- Demonstrate the ability to handle doctoral–level work in English. See proficiency standards in the Graduate Programs Admission section.
- Complete and return the Sixteen Personality Factor Questionnaire as directed.

Time to Apply. While early applications are recommended, the deadlines for application to the PhD in Religious Education program are as follows:

- For North American students: three months prior to the anticipated starting date.
- For non–North American students: six months prior to the anticipated starting date.

Items to Submit. In addition to submitting the items required of all graduate students, applicants to the PhD in Religious Education must also submit

- A 600–word statement of purpose, which includes their mission statement, a description of the journey that created a desire to pursue doctoral studies, and a vision of the professional accomplishments they foresee.
- A 200–300 word description of their area of interest for dissertation research and an explanation of this choice.
- A significant research paper (term paper, thesis, or research report), normally written during the master's level studies. This paper should give evidence of the applicant's ability to carry out research and to present the results and conclusions of such work in standard English and in an acceptable style.

Prerequisites. Students entering the PhD in Religious Education program should have a foundation in research methods of education and psychology and in basic statistics as evidenced by EDRM 505 – Research Methods and EDRM 611 – Applied Statistical Methods I or their equivalents. As part of the conceptual framework for the religious education program, EDFN 500 – Philosophical Foundations for Professionals; DSRE 605 – Issues in Religious Education; and DSRE 541 – Foundations of Biblical Spirituality are required.

Curriculum Requirements

Curriculum Framework and Courses Christian Apologist—6

- DSRE 850 – Theological Foundations of Christian Teaching Credits: 3

Pastor–Teacher—5–6

- Electives in psychology, curriculum and instruction

Servant Leader—3

- Elective in administration or leadership

Researcher–Evaluator—2

Research courses (7):

- DSRE 887 – Applied Research Credits: 1–3 ; two research methodologies

Dissertation sequence (16):

- GSEM 854 – PhD–ThD Dissertation Proposal Seminar Credits: 3 **or**
EDRM 880 – Dissertation Proposal Development Credits: 2 **and**
- DSRE 995 – Doctoral Dissertation Credits: 1–14

Maturing Christian—3

- DSRE 830 – Advanced Fostering Spiritual Growth Credits: 3

Lifelong Scholar—3

- DSRE 878 – Advanced Scholarly and Professional Development Credits: 0
- DSRE 950 – Synthesis in Religious Education Credits: 3

Area of Concentration—19–21

- Electives

Total Credits: 64

Research Requirements

Research is a major component of the PhD in Religious Education program.

- DSRE 887 – Applied Research Credits: 1–3

Students should also select two methodologies from the following list:

- EDRM 605 – Qualitative Research Methods in Education and Psychology Credits: 3
- EDRM 636 – Program Evaluation Credits: 3
- EDRM 704 – Design and Analysis of Educational and Psychological Surveys Credits: 3
- EDRM 712 – Applied Statistical Methods II Credits: 3
- EDRM 713 – Applied Statistical Methods III Credits: 3
- HIST 650 – Historical Method and Research Credits: 3

Note:

At the time of their topic approval, students must show competency in the proposed research methodologies of their dissertation research. The research project from the course DSRE 887 – Applied Research is an appropriate way to demonstrate this competency.

Curricula for Concentrations

Courses for the concentrations and, in one case, language prerequisites for a concentration are listed below:

Theological Curriculum and Instruction

Language prerequisite: If the area of study requires a language, complete the course Intermediate Greek or Biblical Hebrew II or pass a qualifying examination at the intermediate level in Greek or Hebrew.

15 credits from one, or 9 credits from one and 6 from another of the following areas: Biblical archaeology & history of antiquity, Christian ministry, church history, mission, New Testament, Old Testament, theology and Christian philosophy; 6 credits from curriculum and instruction.

Customized

Students may design an individualized course of study if three conditions are met.

- Academic area must be appropriate to Religious Education
- Graduate courses on the topic must be available at Andrews University
- Andrews University faculty with expertise in the topic must be available for advising.

Options for the customized course of study may include such areas as family life education, campus spiritual leadership, education history, church music and worship, spiritual nurture of children, or spiritual nurture of youth and young adults.

General Requirements

- All course work taken at the Seminary should be at the 600–, 800–, or 900– levels; course work taken at the School of Education should be appropriate for doctoral level study.

- At least 51% of the student's course work should be designed specifically for doctoral students.
- A minimum of 32 credits in approved on–campus doctoral course work (not including the dissertation) must be completed after acceptance into the doctoral program at Andrews University.
- Students must earn a 3.00 cumulative GPA for all course work in the degree program.
- Students must establish residency by taking a full–time load (8 credits) for two of three consecutive terms (semester or summer).
- Students must pass the comprehensive examination.
- Students must write and defend a dissertation.

Time Limits. All degree requirements must be completed within ten years of first registration for Andrews University doctoral course work. All course work and the comprehensive examination must be completed within six years of first registration. The dissertation must be completed within five years after passing the comprehensive examination. (The student who takes six years to complete course work and pass the comprehensive exam will be allowed four years to complete the dissertation.)

Full–time Status. For students who have not completed all courses for the degree, full–time status requires one of the following options:

- Registering for 8 or more credits of course work and/or dissertation and/or internship.
- Registering for 4 or more credits of dissertation.
- For students who have completed all requirements for the degree except the dissertation, full–time status requires all of the following:
- Registering for one or more credits of dissertation or dissertation continuation;
- Doing “full–time” work on the dissertation or internship as defined by at least 24 hours a week or 720 hours per year and confirmation of same by the dissertation chair.
- All course work is campus–based and supported by online resources.

Bulletin Requirements. A student may choose to meet the requirements of any bulletin in force after acceptance into the doctoral program, as long as he/she maintains active status. If a break of enrollment occurs and the student is placed on inactive status, he/she must meet the requirements of a bulletin in effect after enrollment resumes.

Progression Through the Program

Course Plan. Upon acceptance into the program, the student is assigned an advisor by the director of the program. Normally within the first 16 credits of study the student and advisor prepare a course plan for completing the degree requirements. This course plan must be approved by the Religious Education Office.

Comprehensive Examination. Early in their program, students should obtain a copy of the *Comprehensive Examination Guidelines* from the Religious Education office. All prerequisites and regular course requirements of 48 credits or more must be completed before the student sits for the comprehensive examination. The comprehensive examination consists of eight sections, one of which may be given in a take–home format, one of which may be a portfolio presentation, and six of which must be written in a supervised environment. The examination occurs on the dates published in the academic calendar for School of Education doctoral comprehensive examinations. See also the Seminary Calendar. Formal application to take the comprehensive examination should be made by the beginning of the semester preceding the semester the student intends to take the examination.

For more detailed information regarding the comprehensive examination, see the *Religious Education Doctoral Handbook*.

Advancement to Candidacy. Students should apply for advancement to degree candidacy when they apply to take comprehensive examinations and after they have

- completed all prerequisites;
- removed any English language deficiency;
- completed all course requirements or are registered for them;
- removed all deferred grades, except in DSRE 878 – Advanced Scholarly and Professional Development and DSRE 950 – Synthesis in Religious Education.

The student is advanced to degree candidacy after passing the comprehensive examination.

Dissertation Committee. Before the student registers for EDRM 880 – Dissertation Proposal Development or GSEM 854 – PhD–ThD Dissertation Proposal Seminar, the student—in consultation with his/her advisor—selects a tentative dissertation topic. The program director, in consultation with the student and advisor then

appoints a faculty member knowledgeable about the tentative topic to chair the student's dissertation committee. The student, the program director, and the doctoral committee chair collaborate in the selection of two other members to complete the student's dissertation committee. All three members of this dissertation committee must approve the proposal before it is presented to the PhD/ThD committee. The appointment of the dissertation committee is subject to approval by the PhD/ThD committee, as are any changes to the committee. At least six weeks before the dissertation defense, the director, in consultation with the dean of the Seminary, appoints an external examiner.

Dissertation Proposal. No later than the last semester of course work, students must submit to the PhD/ThD Committee a final proposal that is approved by their dissertation committee. Students defend their proposal before the Religious Education Doctoral Committee.

Two types of proposals are acceptable:

- A 10–15 page overview of the major elements of the dissertation.
- The first three chapters in tentative form.

Either format must include a clear statement of the problem, the research question/s, a preliminary survey of relevant literature, and the research methodology.

Dissertation Preparation. The dissertation prepared by the PhD candidate must

- Make an original contribution to scholarship
- Demonstrate the candidate's competence for independent research
- Reveal the candidate's familiarity with and proficiency in handling the relevant literature
- Present a logically organized, methodologically sound, and readable account of the investigation, findings, conclusions, and implications of the study. See the *Religious Education Doctoral Handbook* for more information on dissertation preparation.

Oral Defense of the Dissertation. The candidate must orally defend his/her dissertation. The defense date is set and announced by the director of the Religious Education Program at least two weeks before the defense. No defenses are scheduled during the final two weeks of a term or during the interim between semesters.

See the *Religious Education Doctoral Handbook* for more information on the oral defense of the dissertation.

Certificates

Graduate Certificate in Campus Spiritual Leadership

Graduate Certificate: Campus Spiritual Leadership

The Graduate Certificate in Campus Spiritual Leadership is designed for professionals with responsibility for some aspect of the spiritual growth of students on Christian or public campuses. Typical applicants would be pastors, youth pastors, chaplains, Bible teachers, principals, residence hall deans, student services directors, lay leaders of youth and young adult ministries, and youth and education directors.

The classes are set up to examine the broad principles of campus ministry, at the same time allowing those with specific interest in the public or Christian campus to focus their research, assignments, and field work on the setting of their choice. Courses are taught by faculty in the Religious Education and Youth and Young Adult Ministry programs of the Seminary and professionals who are currently involved in campus ministry on Christian and public campuses.

Prerequisites

- Bachelor's degree
- 12 undergraduate/graduate credits in religion/theology
- A course in human growth and development

Requirements

- DSRE 620 – Scholarly and Professional Development Credits: 0
- DSRE 636 – Seminar in Youth Ministry Credits: 2–3 (3 credits required for this program)
- DSRE 656 – Counseling Youth and Young Adults Credits: 2–3 (3 credits required for this program)
- DSRE 664 – Advanced Campus Ministry Credits: 3 or
- DSRE 680 – Field Practicum: Religious Education Credits: 1–6 (3 credits required for this program)

- DSRE 669 – Reaching the Secular Mind Credits: 2–3 (3 credits required for this program)

Total Credits for Graduate Certificate: 12

Graduate Certificate in Religious Education

Graduate Certificate in Religious Education

A graduate certificate program is a focused group of courses with a coherent knowledge base in one field of specialization. Courses in the program are regular graduate courses that are fully transferable into Religious Education graduate degree programs and other graduate programs where these courses are applicable to the curriculum.

Religious Education currently offers one 12–credit graduate certificate program: Campus Spiritual Leadership. The successful completion of a graduate certificate program is noted on the student's transcript.

Admission and Time Limit

The same admission processes and standards are used in graduate certificate programs as are used for master's degree programs, except that the Graduate Record Exam (GRE) and the Sixteen Personality Factor Questionnaire are not required. The time for completion of a certificate program should not exceed five years from first enrollment.

Delivery System

Courses in the graduate certificate programs are offered during the academic year and as summer intensives on a two– to three–year rotation. Intensives require post–campus work.

The courses are normally offered back–to–back in the summers, allowing a student to complete the sequence over two to three summers.

General Theological Seminary

GSEM 510 – Revelation, Inspiration and Hermeneutics

Credits: 3

An interdisciplinary study of the process by which God communicates with human beings and of sound methods for interpreting and understanding the Scripture and applying its message. Also available through the Seminary Distance Learning Center as a 3–credit course. **Delivery:** Interactive online option available **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **Repeatable:** Repeatable **College Code:** SEM

GSEM 511 – Daniel and Revelation

Credits: 3

Survey of Daniel and Revelation, laying basic exegetical and hermeneutical foundations for proper use of these books in preaching and evangelism. Must have met the beginning level Greek and Hebrew requirements. **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **Prerequisite(s):** OTST 551 or equivalent

Prerequisite/Corequisite: Must have met the beginning Greek requirement or be enrolled in NTST 551. **College Code:** SEM

GSEM 525 – The Bible and Biblical History

Credits: 1

Surveys the Bible's content and history as reflected in the requirements for the Bible Knowledge Entrance Test and equips the student to improve the biblical literacy of the local parish. **Grade Mode:** Satisfactory (S,U,I,W) **Repeatable:** Repeatable **College Code:** SEM

GSEM 528 – Nutrition and Health Promotion

Credits: 2–3

Health promotion and Adventist lifestyle, with primary focus on the influence of diet on the development of chronic diseases such as heart disease, hypertension, diabetes, and cancer. **Grade Mode:** Normal (A–F,I,W) **Repeatable:** Repeatable **College Code:** SEM

GSEM 530 – Doctrine of the Sanctuary

Credits: 2–3

A study of the earthly and heavenly sanctuaries with special emphasis on the books of Leviticus, Daniel, Hebrews and Revelation. Team taught by members of various departments. Also available through the Seminary Distance Learning Center as a 2–credit course. **Delivery:** Interactive online option available **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **Repeatable:** Repeatable **College Code:** SEM

GSEM 534 – Issues in Ellen G. White Studies

Credits: 2–3

Methods of research and interpretation of issues in the writings of E.G. White. Based on personal research in her published and unpublished works. A core requirement. Also available through the Seminary Distance Learning Center as a 2–credit course. **Delivery:** Interactive online option available **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **Prerequisite(s):** CHIS 504 or equivalent. **Repeatable:** Repeatable **College Code:** SEM

GSEM 539 – Issues in Origins

Credits: 2–3

A study of current creation and evolutionary models regarding the origin, age, and change of the earth and its life. Specific topics include the historical development of these models; their biblical, philosophical, and scientific foundations; and theological implications. Also available through the Seminary Distance Learning Center as a 2–credit course. **Delivery:** Interactive online option available **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **Repeatable:** Repeatable **College Code:** SEM

GSEM 588 – InMinistry MDiv Continuation

Credits: 0

Grade Mode: Noncredit (NC,W) **Repeatable:** Repeatable **College Code:** SEM

GSEM 620 – Research Methods

Credits: 2–3

An introduction to research techniques and tools. A research paper is required. Computer lab required **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **Prerequisite(s):** Must pass Essential Computer Skills Test. **Repeatable:** Repeatable **College Code:** SEM

GSEM 625 – Religious Liberty Issues and Advocacy

Credits: 3–4

A survey of religious liberty principles and cases from an Adventist perspective with an emphasis on the contemporary U.S. setting, including a review of major historical developments and a look at trends shaping the future. **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **Repeatable:** Repeatable **College Code:** SEM

GSEM 626 – Contemporary Adventist Theological Issues

Credits: 2–3

Study of contemporary theological issues and their impact on the message, life and mission of the Seventh–day Adventist Church. The content of the course may vary from year to year. Also available through the Seminary Distance Learning Center as a 2–credit course. **Delivery:** Interactive online option available **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **College Code:** SEM

GSEM 627 – Issues in Daniel and Revelation

Credits: 3

Hermeneutics and exegesis of Daniel and Revelation in the original languages, focusing on issues pertaining to use of these books in evangelistic preaching. Daniel 7–9 and Revelation 10–14 receive particular attention. Must have met the intermediate level Greek and Hebrew requirements. **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **Prerequisite(s):** OTST 552 or equivalent **Prerequisite/Corequisite:** Must have met the beginning Greek requirement or be enrolled in NTST 551. **College Code:** SEM

GSEM 648 – Workshop

Credits: 1–4

Grade Mode: Normal w S/DG (A–F,I,S,U,DG,W) **Repeatable:** Repeatable **College Code:** SEM

GSEM 660 – Portfolio

Credits: 0

Using the approved guidelines, students document personal development; the integration of theory and practice; engagement in ministry within a local congregation; participation in evangelistic outreach; and community involvement. **Grade Mode:** Satisfactory w/DG (S,U,I,W,DG) **College Code:** SEM

GSEM 670 – Guided Study Tour of the Bible Lands

Credits: 1–12

The principal sites of historical and archaeological interest in the countries of the Bible surrounding the eastern Mediterranean, including Egypt, Sinai, Lebanon, Syria, Iraq, and Jordan. Weekly: 2 or 3 lectures. **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **Repeatable:** Repeatable **College Code:** SEM

GSEM 678 – Church History Study Tour

Credits: 1–8

Provides a variety of guided study tours to places of interest in general Christian and denominational history. **Grade Mode:** Satisfactory w/DG (S,U,I,W,DG) **Repeatable:** Repeatable with different sites or eras **College Code:** SEM

GSEM 680 – Master's Comprehensive Exam

Credits: 0

Grade Mode: Satisfactory w/DG (S,U,I,W,DG) **College Code:** SEM

GSEM 688 – Master's Degree Continuation

Credits: 0

\$ – Course or lab fee **Grade Mode:** Noncredit (NC,W) **Repeatable:** Repeatable **College Code:** SEM

GSEM 695 – Research Project

Credits: 2–3

Grade Mode: Satisfactory w/DG (S,U,I,W,DG) **Repeatable:** Repeatable **College Code:** SEM

GSEM 697 – Thesis for MA Degree

Credits: 3–9

Grade Mode: Satisfactory w/DG (S,U,I,W,DG) **Repeatable:** Repeatable **College Code:** SEM

GSEM 698 – Thesis for Master of Divinity Degree

Credits: 2–8

Grade Mode: Satisfactory w/DG (S,U,I,W,DG) **Repeatable:** Repeatable **College Code:** SEM

GSEM 699 – Thesis for Master of Theology Degree

Credits: 2–8

Grade Mode: Satisfactory w/DG (S,U,I,W,DG) **Repeatable:** Repeatable **College Code:** SEM

GSEM 850 – Research Seminar

Credits: 2

An introduction to research methods and tools. **Grade Mode:** Normal (A–F,I,W) **Repeatable:** Repeatable **College Code:** SEM

GSEM 854 – PhD–ThD Dissertation Proposal Seminar

Credits: 3

Advanced research techniques and tools, with preparation of a tentative proposal, or pre–proposal, for a dissertation in the field of religion. **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **Repeatable:** Repeatable **College Code:** SEM

GSEM 880 – Preparation for PhD–ThD Comprehensive Examinations

Credits: 0

Qualifies for full–time status. \$ – Course or lab fee **Grade Mode:** Noncredit (NC,W) **Repeatable:** Repeatable **College Code:** SEM

GSEM 888 – PhD–ThD Dissertation Continuation

Credits: 0

Qualifies for full–time status. \$ – Course or lab fee **Grade Mode:** Noncredit (NC,W) **Repeatable:** Repeatable **College Code:** SEM

GSEM 995 – PhD–ThD Dissertation

Credits: 1–12

May take 1–12 credits to qualify for full–time status. **Grade Mode:** Satisfactory w/DG (S,U,I,W,DG) **Repeatable:** Repeatable up to 16 credits **College Code:** SEM

Christian Ministry

Seminary S220
269–471–6371

Faculty

Stanley E. Patterson, *Chair*
O.M. (Skip) Bell
Lisa L. Clouzet
Ron E.M. Clouzet
Kenley Hall
Donald C. James
R. Clifford Jones
S. Joseph Kidder
Errol McLean
James J. North Jr.
Ricardo Norton
Eduard E. Schmidt
H. Peter Swanson
Hyveth Williams
Walton Williams
W. Bruce Wrenn

Christian Ministry

CHMN 505 – Biblical Preaching

Credits: 2–3

A study of the basic theological, theoretical, and procedural principles required for the construction and delivery of effective biblical/expository sermons. Opportunity for students to do supervised preaching in class and receive constructive feedback. Required for students with no previous formal training in preaching. **Course Attribute:** Preaching **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **Repeatable:** Repeatable **College Code:** SEM

CHMN 508 – Tools for the Pastor's Spouse

Credits: 2–3

This course is designed to equip the pastor's spouse for life in the pastorate. Some of the areas explored are: components needed for success, devotional life, enhancing marriage, hospitality, preacher's kids, discovering mission, team ministry, challenges in the parsonage, women's/men's ministry, and available resources. **Course Attribute:** General **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **College Code:** SEM

CHMN 514 – Public Evangelism (Hispanic)

Credits: 2–3

Evangelistic leadership. A study of basic principles underlying public evangelistic endeavor, and basic evangelistic procedures focused on the Hispanic–American population. **Course Attribute:** Hispanic Ministries **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **College Code:** SEM

CHMN 517 – Topics in Ministry

Credits: 2–3

This course introduces students to selected church ministry areas such as finances, church planting, teaching, Christian education, chaplaincy, urban ministry and health evangelism. **Course Attribute:** General **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **Repeatable:** Repeatable **College Code:** SEM

CHMN 518 – Interpersonal Relationship Skills

Credits: 2–3

This course leads students to examine the patterns of their own interpersonal relationships including the marital and family setting and beyond, and challenges them to emulate Christ's example as they interact with persons from all segments of society. **Course Attribute:** Church Leadership **College Code:** SEM

CHMN 523 – Worship: Word and Music

Credits: 2–3

Explores the theology of worship and the interrelatedness of preaching, music, worship environment and other elements of corporate worship. Various worship styles and practices are considered and principles are presented that guide worship within local contexts. \$ – Course fee or lab fee applies when course is taught as an intensive in the spring semester **Course Attribute:** Sacred Music and Worship **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **College Code:** SEM

CHMN 525 – Hispanic–American Culture and Challenges

Credits: 2–3

Studies into the nature of the multifaceted North American Hispanic culture and challenges. **Course Attribute:** Hispanic Ministries **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **College Code:** SEM

CHMN 526 – Conflict Management in the Church

Credits: 2–3

This course offers biblical resources and contemporary research informing creative management of human conflict. Included is examination of the causes and dynamics of conflict in churches. Participants develop skills in resolution and mediation. A variety of instructional methods, including lectures, case studies, role–plays, media, and personal style instruments are employed. **Course Attribute:** Church Leadership **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **College Code:** SEM

CHMN 527 – Church Leadership and Administration

Credits: 2–3

Students will examine models of leadership within a theological understanding of the church. Character formation of the leader is emphasized. The course seeks to develop non–profit leadership competencies, understanding of leadership in a pluralistic and multi–cultural world, as well as the important administrative skills one needs to lead effectively. **Course Attribute:** Church Leadership **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **College Code:** SEM

CHMN 529 – Church and Personal Finance

Credits: 2–3

Financial structure of the Seventh–day Adventist Church. Also personal finance of the minister. **Course Attribute:** Church Leadership **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **College Code:** SEM

CHMN 535 – Issues in Black Church Leadership

Credits: 2–3

Consideration of issues such as urbanization, nationalistic and separatist movements, changing family patterns, youth culture, Black/White relations, role and function of regional conferences, factors in church growth, Black theology. **Course Attribute:** Church Leadership **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **College Code:** SEM

CHMN 536 – Personal Evangelistic Ministry

Credits: 2–3

Creating and conducting Bible studies that effectively facilitate conversion. Students will reflect on the discipleship process. Practical instruction will be given for doing visitation, initiating spiritual conversations, applying coaching skills, leading people to life transformation, and helping individuals remove faith barriers for sustained decision–making and assimilation. **Course Attribute:** Evangelism **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **College Code:** SEM

CHMN 537 – Hymnology and Sacred Music

Credits: 2–3

The understanding and appreciation of the heritage and development of Christian hymn singing and church music repertoire, in their respective liturgical and theological contexts. **Course Attribute:** Sacred Music and Worship **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **College Code:** SEM

CHMN 538 – Bilingual Ministry

Credits: 2–3

A study of the contextual needs of Hispanics born in the U.S., with emphasis on principles for retaining church members and reaching those not in the church. **Course Attribute:** Hispanic Ministries **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **College Code:** SEM

CHMN 539 – Church Growth and the Equipping Pastor

Credits: 2–3

An examination of church growth principles with a special emphasis on the role of the pastor as an equipper. **Course Attribute:** Evangelism **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **Prerequisite(s):** A prerequisite for all NADEI courses. 3 credits required for the MDiv program. **College Code:** SEM

CHMN 540 – Church and Urban Community

Credits: 2–3

Analysis of essential characteristics of urban life—diversity, secularity, anonymity, mobility. Study of specific urban issues such as racial conflict, inner–city poverty, middle–class alienation, and changing family patterns. **Course Attribute:** Pastoral Care **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **College Code:** SEM

CHMN 543 – Christian Leadership In a Changing World

Credits: 3

Explores biblical and theological principles of Christian leadership, organizational theory, and systems thinking applicable to the church. Seeks to instill in students servant leadership qualities. Additionally, it facilitates growth in administrative areas such as strategic planning, managing change, finance, Christian education, and conflict management. Track II students first take CHMN 552. **Course Attribute:** Church Leadership **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **College Code:** SEM

CHMN 546 – Marriage and Family

Credits: 2–3

Examination and development of pastoral tools for pre–marriage and marriage counseling. Includes study of theological, psychological, and sociological principles and applications for the life cycle of the family. **Course Attribute:** Pastoral Care **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **College Code:** SEM

CHMN 547 – The Ministry of Healing

Credits: 2–3

An interdisciplinary study of the nature and function of ministry and medicine as they relate to the integration of the work of the healing agencies of the church and community with the traditional forms of pastoral ministry. **Course Attribute:** Pastoral Care **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **College Code:** SEM

CHMN 548 – Religion and the Black Experience

Credits: 2–3

An analysis of the psychological and sociological foundations of the Black religious experience, emerging patterns of change, and a consideration of models and strategies for responding to that change. **Course Attribute:** Pastoral Care **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **College Code:** SEM

CHMN 550 – Pastoral Psychology

Credits: 2–3

A specialized study of the psychological realm of human nature as portrayed by science and Divine revelation. **Course Attribute:** Pastoral Care **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **College Code:** SEM

CHMN 552 – Foundations of Pastoral Ministry

Credits: 2

This course leads students to explore and reflect on the high calling of ministry, their own call, and the focus of their ministry. It engenders growth in the roles, tasks and responsibilities of pastoral ministry. **Course Attribute:** Church Leadership **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **Prerequisite(s):** Lab required. **College Code:** SEM

CHMN 553 – The Church and Social Issues

Credits: 2–3

This course explores the biblical and theological foundations for the church's moral and social engagement in the local community. It combines academic theory and praxis with a biblically–informed perspective on contemporary society, and equips students with the tools required for their responsible involvement in society as prophetic change agents. **Course Attribute:** Pastoral Care **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **College Code:** SEM

CHMN 555 – Pastoral Counseling

Credits: 2–3

Introduction to the processes and function of counseling as practiced by the helping professions, particularly of the pastor actively engaged in ministry to a congregation. A weekly lab experience for skills practice is required. **Course Attribute:** Pastoral Care **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **College Code:** SEM

CHMN 557 – Practicum in Clinical Pastoral Education

Credits: 2–8

Clinical experience in the pastoral care of persons in crisis at an approved CPE center. Note: Crisis healthcare ministry experience for credit is also available in a Pastoral Care Residency. See CHMN 659. **Course Attribute:** Pastoral Care **Grade Mode:** Satisfactory w/DG (S,U,I,W,DG) **Prerequisite(s):** CHMN 555. **College Code:** SEM

CHMN 560 – Theological Field Education

Credits: 2

TFE is built around the mentoring relationship between a ministry context mentor and an individual seminarian in area churches or community ministry settings. It fosters the formation of ministry practitioners who are intentional about theological reflection to create insightful religious practice. 2 credits required for the MDiv program. **Course Attribute:** Evangelism **Grade Mode:** Normal w S/DG (A–F,I,S,U,DG,W) **Repeatable:** Repeatable **College Code:** SEM

CHMN 561 – Preparation for Public Evangelism

Credits: 2–3

Introduces principles and practices of public evangelism, including the task of planning the details of a public meeting. This is an optional course for those conducting their own meeting. **Course Attribute:** Evangelism **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **College Code:** SEM

CHMN 562 – Field Evangelism

Credits: 3–6

Participating in a field school of evangelism under the direction of an approved evangelist, with an emphasis on evangelistic visitation, clearing of biblical teaching, and leading people to decision. **Course Attribute:** Evangelism **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **Prerequisite(s):** Required: 3 credits in the NADEI program. **Repeatable:** Repeatable **College Code:** SEM

CHMN 566 – Mobilizing Laity for the Ministry of Evangelism

Credits: 2–3

Examination of how an equipping pastor practically mobilizes the church for evangelistic ministry. This course builds on the foundation laid in the prerequisite course, CHMN 539. **Course Attribute:** Evangelism **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **College Code:** SEM

CHMN 567 – Health Ministry

Credits: 2–3

A study of the Adventist health message in its contemporary expression and application in pastoral work and outreach. **Course Attribute:** Pastoral Care **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **College Code:** SEM

CHMN 568 – Learning in Professional Experience

Credits: 1–8

Used to record credits granted for previous professional experience based on a learning portfolio and reflection paper in degree programs that provide for this option. Guidelines are available from the respective program directors. **Course Attribute:** General **Grade Mode:** Satisfactory w/DG (S,U,I,W,DG) **Repeatable:** Repeatable up to 8 credits **College Code:** SEM

CHMN 569 – Chaplaincy Formation

Credits: 2–3

An introduction to the basics of institutional pastoral ministry with a practicum in a local institution under chaplain supervision and in–class reflection on the practicum using discussion, verbatims, and small group principles. Experience in work site visitation on campus and in health–care institutions, emergency ministries, ministry to the sick and dying and their families, ministry to the staff. **Course Attribute:** Pastoral Care **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **College Code:** SEM

CHMN 574 – Perspectives in Church Marketing

Credits: 2–3

A survey of cutting–edge marketing principles used in the accomplishment of the church's mission, including programs intended to attract and serve current and prospective church members. Topics include selecting and understanding target audiences, strategic marketing planning, developing and branding church programs, promotion strategies, fund–raising, attracting volunteers, and evaluating program effectiveness. **Course Attribute:** Communication **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **College Code:** SEM

CHMN 575 – Principles of Stewardship

Credits: 2–3

Explores the foundations for stewardship as a Christian lifestyle and the principles which are needed in a stewardship ministry for the local church. **Course Attribute:** Church Leadership **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **College Code:** SEM

CHMN 578 – Voice and Hymn Singing

Credits: 0.5–1

Fundamental understanding of the voice as it relates to singing— includes breathing, tone quality, placement, and aspects of keeping the voice healthy. Seminary chorus participation required. Maximum 3 credits. **Course Attribute:** Sacred Music and Worship **Grade Mode:** Normal (A–F,I,W) **Repeatable:** Repeatable up to 3 credits **College Code:** SEM

CHMN 585 – Cross–Cultural Communication

Credits: 2–3

A study of the impact of culture on communication and the ways cultures influence values and perceptions. Attention given to developing sensitivity when communicating with people of other cultures. **Course Attribute:** General **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **College Code:** SEM

CHMN 586 – Specialized Approaches to Evangelism

Credits: 1–3

A study of one or more particular evangelistic strategies, such as small–group evangelism, felt–need ministries, and youth and university–campus evangelism. **Course Attribute:** Evangelism **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **Repeatable:** Repeatable **College Code:** SEM

CHMN 587 – Apologetics in Evangelism

Credits: 2–3

Designed to enhance one's skill in defending the claims of the Christian faith as it relates to various world religions and other systems of beliefs and philosophies including giving reasons for one's faith in order to persuade others to accept Christ. **Course Attribute:** Evangelism **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **College Code:** SEM

CHMN 588 – Seminary Chorus

Credits: 0.5

Choral studies and participation as a demonstration of evangelistic and church music values. Membership open to the public by the consent of the instructor. Maximum 3 credits. **Course Attribute:** Sacred Music and Worship **Grade Mode:** Satisfactory w/DG (S,U,I,W,DG) **Repeatable:** Repeatable up to 3 credits **College Code:** SEM

CHMN 590 – Ministry of Music

Credits: 2–3

Selected topics in music ministry include church–music practicum: the administration and planning of a church music program, the creation of liturgies, working with choirs, conducting, leading congregational singing; hymnology: the study of the historical, theological, and musical background and development of the Christian hymn. **Course Attribute:** Sacred Music and Worship **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **College Code:** SEM

CHMN 600 – Preaching from the New Testament

Credits: 2–3

An advanced preaching course focusing on how to work with the various types of New Testament literature, including gospel narrative, parable, and epistle. **Course Attribute:** Preaching **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **College Code:** SEM

CHMN 605 – Theology and Preaching

Credits: 2–3

An advanced course that examines the interrelationship of preaching and theology, with emphasis on the theology of preaching. **Course Attribute:** Preaching **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **College Code:** SEM

CHMN 606 – Techniques in Church Planting

Credits: 2–3

Development of an awareness of the importance of church planting. Basic models and procedures for successful church planting programs. **Course Attribute:** Evangelism **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **College Code:** SEM

CHMN 607 – Preaching from the Old Testament

Credits: 2–3

An advanced preaching course focusing on the analysis of the various types of Old Testament literature and special themes found in selected passages. Identical to OTST 607. **Course Attribute:** Preaching **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **College Code:** SEM

CHMN 612 – Urban Mission

Credits: 2–3

Explores the nature of cities, noting their history, development, and relationship to the mission of God and the church. Students are exposed to various ministries dealing with the hungry, homeless, battered, addicted, and the alienated. Identical to MSSN612. **Course Attribute:** Evangelism **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **College Code:** SEM

CHMN 614 – Preaching from Daniel or Revelation

Credits: 2–3

A specialized preaching course taught in a lab setting and designed to complement courses offered in Daniel and Revelation. **Course Attribute:** Preaching **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **Repeatable:** Repeatable **College Code:** SEM

CHMN 616 – Spirituality in Ministry

Credits: 2–3

Explores topics such as spiritual values in the Adventist faith, the ministry of prayer, and spiritual direction, and others. **Course Attribute:** Pastoral Care **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **Repeatable:** Repeatable with different topics **College Code:** SEM

CHMN 618 – The Practice of Spirituality

Credits: 1

Nurturing a personal relationship with God through involvement with various spiritual disciplines such as prayer, meditation, devotional reading, and journaling under the guidance of an instructor. **Course Attribute:** Pastoral Care **Grade Mode:** Satisfactory w/DG (S,U,I,W,DG) **Repeatable:** Repeatable up to 3 credits **College Code:** SEM

CHMN 620 – Supervision in Ministry

Credits: 2–3

Training in the supervision of seminary students and ministerial interns in the practice of ministry. Emphasis on formation as well as education. Action–reflection methods utilized in instruction as models for supervision in person–to–person or small group settings. **Course Attribute:** Pastoral Care **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **College Code:** SEM

CHMN 621 – Evangelistic Preaching

Credits: 2–3

Focuses on innovative evangelistic preaching to reach an unchurched, postmodern culture. Experimentation with both proven and creative/innovative evangelistic approaches will be encouraged throughout the course in which attention will be given to the best models of proclaiming the great doctrines of Scripture as understood by Seventh–day Adventists. **Course Attribute:** Preaching **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **College Code:** SEM

CHMN 622 – Seminar in Personal Evangelism

Credits: 2–3

Research and presentations on various aspects of soul–winning in one–to–one or small–group encounters, including the development of new methods. This may involve formats, materials, audiovisuals, spiritual and psychological principles, decision seeking, problem solving, etc. **Course Attribute:** Evangelism **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **Special Approval:** Admission for non–doctoral students by permission of professor. **College Code:** SEM

CHMN 623 – Innovative Evangelism

Credits: 2–3

Seeks to stimulate new ideas for evangelizing population groups that may be difficult to reach with more traditional methods, as well as broadening the means by which people might be attracted to the gospel. This may involve a review of unique approaches that have been tried by others as well as the development of original plans by students. **Course Attribute:** Evangelism **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **College Code:** SEM

CHMN 625 – Demographics and Urban Studies

Credits: 2–3

Methods of determining the characteristics of a particular community or target population, with a unique focus on large urban centers, for the purpose of selecting the most effective evangelistic approaches. Includes the use of needs assessments and marketing surveys. **Course Attribute:** Evangelism **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **College Code:** SEM

CHMN 627 – Black Preaching

Credits: 2–3

An advanced preaching course which seeks to refine and further develop the preaching skills of those called to preach among African Americans. Includes a survey and analysis of great Black preachers. **Course Attribute:** Preaching **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **College Code:** SEM

CHMN 629 – Sacred Music in the African–American Tradition

Credits: 2–3

An examination of the historical role of music in African– American worship, and of the distinctive contributions African– American sacred music has made to Christian worship. **Course Attribute:** Sacred Music and Worship **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **College Code:** SEM

CHMN 630 – Leadership Development

Credits: 2–3

A study of leadership emergence, selection, and training in missionary churches with particular attention paid to strategic issues of various training models and the relationship between formal, informal, and non–formal leadership development. Identical to MSSN 630. **Course Attribute:** Church Leadership **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **Repeatable:** Repeatable **College Code:** SEM

CHMN 631 – Field Evangelistic Preaching

Credits: 3

This course equips students to prepare Christ–centered, doctrinally sound sermons to preach at an evangelistic series to obtain decisions for Christ, His teachings and His church. The course will also help students with field preparation and organizational planning for the preaching event. **Course Attribute:** Preaching **Grade Mode:** Sem Intensive (A–F,I,DG,DN,W) **Prerequisite(s):** CHMN 539, CHMN 562. **College Code:** SEM

CHMN 632 – Contextualized Preaching

Credits: 2–3

The history and dynamics of preaching to a particular cultural group, such as African Americans, Hispanics, Youth, and Koreans, with an emphasis on the distinctive homiletical, rhetorical, and cultural qualities required for the effective proclamation of the Gospel to each group. **Course Attribute:** Preaching **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **College Code:** SEM

CHMN 633 – Preaching the Literary Forms of the Bible

Credits: 2–3

An advanced preaching course that presents a methodology for taking the literary form of biblical texts into account in the text to– sermon process. The methodology is then applied to preaching on narratives, wisdom and apocalyptic literature, parables, and epistles. **Course Attribute:** Preaching **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **College Code:** SEM

CHMN 635 – Broadcast Evangelism

Credits: 2–3

Studies church–evangelism strategy involving a locally produced radio program. Planning, preparation, production, and follow–up of short daily programs and spots are emphasized, applying biblical principles of persuasion; includes actual production experience in the studios of WAUS–FM, the university station. **Course Attribute:** Evangelism **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **Repeatable:** Repeatable **College Code:** SEM

CHMN 637 – Seminar in Preaching

Credits: 2–3

An advanced preaching course emphasizing such topics as homiletical theory, history of preaching, persuasion, current preaching trends and models, and experimental preaching techniques. **Course Attribute:** Preaching **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **Repeatable:** Repeatable **College Code:** SEM

CHMN 638 – Seminar in Leadership

Credits: 2–3

Emphases from topics such as social psychology of leadership, theological foundations of leadership and pastoral care, management and leadership, leadership styles, conflict management, and church polity and finance. **Course Attribute:** Church Leadership **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **Repeatable:** Repeatable **College Code:** SEM

CHMN 639 – Seminar in Evangelism

Credits: 2–3

Emphases from topics such as theology and history of evangelism and church growth, theory and research in church growth and member retention, evangelism and social alternative strategies for evangelism. **Course Attribute:** Evangelism **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **Repeatable:** Repeatable **College Code:** SEM

CHMN 640 – Seminar in Pastoral Counseling

Credits: 2–3

Application of principles and techniques to specific problem areas in pastoral care.

Course Attribute: Pastoral Care **Grade Mode:** Normal Sem (A–F,I,DG,DN,W)

Prerequisite(s): CHMN 665 or its equivalent, or permission of instructor.

Repeatable: Repeatable **College Code:** SEM

CHMN 641 – Practicum in Military Chaplaincy

Credits: 5–8

Air Force, Army, or Navy Chaplain School courses, such as the Chaplain Candidate Course or Basic Chaplain Course and subsequent Seminary approved military chaplaincy training events. **Course Attribute:** Pastoral Care **Grade Mode:** By examination (P) **Repeatable:** Repeatable **College Code:** SEM

CHMN 643 – Christian Professional Ethics

Credits: 2–3

An inquiry into the field of professional relations, dilemmas, and decision making within the context of Christian ethics. Emphasis on the identity, activity, and influence (witness) of a Christian professional, primarily in the caring professions. Identical to THST 643. **Course Attribute:** Church Leadership **College Code:** SEM

CHMN 644 – Seminar in Chaplaincy Ministries

Credits: 2–3

Studies in the nature of institutional chaplain ministries such as military, health–care, prison, and campus chaplaincies. Fee applies for field trips \$ – Course or lab fee **Course Attribute:** Pastoral Care **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **Repeatable:** Repeatable **College Code:** SEM

CHMN 645 – Seminar in Marriage and Family Problems

Credits: 2–3

Open to advanced students in pastoral care. Individual research for seminar presentations and analysis of more complex and difficult problems faced by the pastor in the family context. A consideration of special techniques and counseling strategies in handling such problems in the pastoral role. **Course Attribute:** Pastoral Care **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **College Code:** SEM

CHMN 646 – Seminar in Specialized Ministries

Credits: 2–3

Principles of ministering to people in particular circumstances, such as aging, physical disability, single parenting, delinquency, adoption, substance abuse, and dependency. **Course Attribute:** Pastoral Care **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **Repeatable:** Repeatable **College Code:** SEM

CHMN 647 – Christian Education in the African–American Church

Credits: 2–3

Explores the way African–Americans historically have conducted the task of grounding themselves and growing in the Word of God. The critical role church schools have played in the African– American community is examined. **Course Attribute:** Pastoral Care **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **Repeatable:** Repeatable **College Code:** SEM

CHMN 654 – History and Theology in Adventist Worship

Credits: 2–3

A study of Adventist corporate worship in terms of the theological and historical issues that inform it. Principles for designing and leading Adventist worship are emphasized. **Course Attribute:** Sacred Music and Worship **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **Repeatable:** Repeatable **College Code:** SEM

CHMN 655 – Dynamic Group Strategies

Credits: 2–3

An examination of group–leadership interventions and techniques for specialized ministry in grief support, divorce support, smoking cessation, stress management, and other support groups within church, community, and campus settings. **Course Attribute:** Pastoral Care **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **Repeatable:** Repeatable **College Code:** SEM

CHMN 656 – Holistic Small Groups

Credits: 2–3

A thorough examination of Affinity Groups/Free Market Groups showing their effectiveness and purposes in church ministry. Also explores the key principles of Holistic Small Groups, a major factor of Natural Church Development, as well as the importance of developing an effective equipping system to grow disciples into disciple-makers. **Course Attribute:** Evangelism **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **Repeatable:** Repeatable **College Code:** SEM

CHMN 659 – Practicum in Pastoral Care and Counseling

Credits: 1–4

A skills course in techniques of pastoral visitation, counseling, and appraisal. Opportunity given for students to have direct counseling experience, with preparation and supervised examination of case reports and studies. Supervised experience at an approved Pastoral Care Residency site. **Course Attribute:** Pastoral Care **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **Prerequisite(s):** CHMN 555. **Repeatable:** Repeatable **College Code:** SEM

CHMN 660 – Field Practicum

Credits: 1–6

Practical training in a variety of field activities. An individual contract is developed between the student and a seminary faculty member that includes field supervision of that work, and the writing of a final product or report. Guidelines are available. **Course Attribute:** General **Grade Mode:** Satisfactory w/DG (S,U,I,W,DG) **Repeatable:** Repeatable up to 6 credits **College Code:** SEM

CHMN 665 – Advanced Pastoral Counseling

Credits: 2–3

An intensive study of potential contributions of counseling to some of the more disturbing problems brought by members of a congregation to their pastors. Designed to enlarge the pastor's acquaintance with the therapeutic approaches of various referral agencies. **Course Attribute:** Pastoral Care **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **Prerequisite(s):** CHMN 555 or its equivalent. **Repeatable:** Repeatable **College Code:** SEM

CHMN 667 – Health Evangelism

Credits: 2–3

The use of health and temperance programming in outreach to meet people's felt needs; to arouse interest in the broader physical, mental, and spiritual aspects of better living; and to assist those pursuing Adventist ideology to make appropriate lifestyle adjustments. **Course Attribute:** Evangelism **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **Repeatable:** Repeatable **College Code:** SEM

CHMN 669 – Advanced Holistic Small Groups

Credits: 2–3

Examines church planting with small groups and how a church transitions into becoming a church of small groups by using time-line management/story-boarding techniques. Explores the establishment of youth and college groups as well as the development of group coaches. **Course Attribute:** Evangelism **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **Repeatable:** Repeatable **College Code:** SEM

CHMN 680 – Preaching from Selected Books of the Bible

Credits: 2–3

An advanced preaching course emphasizing the preaching challenges and opportunities of working with targeted books of scripture. **Course Attribute:** Preaching **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **Repeatable:** Repeatable **College Code:** SEM

CHMN 690 – Independent Study

Credits: 1–3

See general guidelines under Academic Information. **Course Attribute:** Individual Studies **Grade Mode:** Satisfactory w/DG (S,U,I,W,DG) **Repeatable:** Repeatable **College Code:** SEM

CHMN 890 – Directed Reading

Credits: 1–6

Grade Mode: Normal w S/DG (A–F,I,S,U,DG,W) **Repeatable:** Repeatable **College Code:** SEM

CHMN 905 – Seminar in Theory and Praxis

Credits: 2–3

The interfacing of theory and praxis and their informing each other from a variety of theological, philosophical, sociological, functional, and related aspects. **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **Repeatable:** Repeatable **College Code:** SEM

Church History

Seminary N327
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Faculty

Jerry Moon, *Chair*
Merlin D. Burt
P. Gerard Damsteegt
Denis Fortin
Nicholas P. Miller
Trevor O'Reggio
John Reeve

Church History

CHIS 501 – Church History I

Credits: 2
Early church; rise of the papacy; great schism; crusades; medieval church to 1500. Intended for students without a college course in church history. CHIS501, CHIS 502, and CHIS 503 should be taken sequentially. **Grade Mode:** Normal (A–F,I,W) **College Code:** SEM

CHIS 502 – Church History II

Credits: 2
Continental Reformation and Counter Reformation; English Reformation; Elizabethan Settlement; English Puritanism. Intended for students without a college course in church history. \$ – Course or lab fee **Grade Mode:** Normal (A–F,I,W) **College Code:** SEM

CHIS 503 – Church History III

Credits: 2
Enlightenment; Pietism; Methodism; American denominationalism; Eastern Orthodoxy; and recent developments. Intended for students without a college course in church history. **Grade Mode:** Normal (A–F,I,W) **College Code:** SEM

CHIS 504 – Adventist Heritage

Credits: 3
History of the Seventh-day Adventist Church and the life and ministry of Ellen G. White. Intended for students without equivalent undergraduate course(s). **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **Prerequisite(s):** Prerequisite to GSEM 534 and CHIS 674. **College Code:** SEM

CHIS 567 – Hispanic–American Church History

Credits: 2–3
The Christian Church in Hispanic North America, in the wider context of Spanish and Latin American church history since the 16th century. **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **College Code:** SEM

CHIS 574 – History of Seventh-day Adventist Theology

Credits: 2
Origin and subsequent development of characteristic Seventh-day Adventist teachings in such areas as the Sabbath, sanctuary, atonement, covenants, creation, conditional immortality, worship, typology, eschatology, Christology, and righteousness by faith. **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **College Code:** SEM

CHIS 600 – The Early Church to A.D. 604

Credits: 2–3
The message and mission of the church; experiences, attitudes, and practices of early Christians, selected for their usefulness to a modern pastor. **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **College Code:** SEM

CHIS 609 – The Church in the Middle Ages

Credits: 2–3
Rise of the papacy; the evangelization of Europe; the great schism, investiture controversy, crusades, and conciliarism; religious authority, predestination, justification, church and state, church and sacrament, faith and reason. **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **College Code:** SEM

CHIS 612 – Introduction to Ecclesiastical Latin

Credits: 3
Grammar, syntax and working vocabulary of Ecclesiastical Latin. **Course Attribute:** Language and Literature **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **College Code:** SEM

CHIS 614 – Readings in Ecclesiastical Latin

Credits: 3
Study of advanced Latin syntax, vocabulary and grammar, as well as reading and analysis of primary sources in Ecclesiastical Latin, selected for their significance to the history of theology. **Course Attribute:** Language and Literature **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **Prerequisite(s):** CHIS 612 or equivalent. **Repeatable:** Repeatable **College Code:** SEM

CHIS 620 – Seminar in Christian Biography

Credits: 2–3
A study of the lives and contributions of selected preachers and other church leaders from ancient times to the present. **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **Prerequisite(s):** Entrance to 600-level seminars normally requires completion of a related course with superior grade and in some instances (e.g., when enrollment is restricted) may also require the professor's permission. **College Code:** SEM

CHIS 625 – Seminar in Church–State Thought

Credits: 2–3
A seminar that examines religious toleration and freedom and the relationship of church and state through the reading of primary sources. Includes classic writers such as Augustine, Aquinas, Calvin, Williams, Bayler, Locke, Jefferson, and Mill, and contemporary authors such as Neuhaus and Carter. **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **College Code:** SEM

CHIS 628 – Historical Research and Historiography

Credits: 3
An examination of the methods of historical investigation and presentation. **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **College Code:** SEM

CHIS 629 – History of Christian Spirituality

Credits: 2–3
History and practice of Christian spirituality, from the Early Church through the Modern Church and Adventism, supported by reading and discussion of selected spiritual writers. **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **College Code:** SEM

CHIS 630 – History of Jewish Experience

Credits: 2–3
The history of the Jewish people, religion, literature, and culture since biblical times, with emphasis on relationships to Christianity. **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **College Code:** SEM

CHIS 634 – Reformation Theology

Credits: 2–3
Teachings of the leading Reformers on justification, predestination, law and grace, the church, the sacraments, church–state relationships, and other topics; a comparison of these positions with Seventh-day Adventist teachings. **Course Attribute:** Theology **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **College Code:** SEM

CHIS 635 – History of the African American Churches

Credits: 2–3
An investigation of the African–American experience within the Christian church, with particular focus given to the Seventh-day Adventist Church. Study is given to such critical issues as Regional Conferences. **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **College Code:** SEM

CHIS 638 – History of Covenant, Law, and Sabbath

Credits: 2–3
The historical development of the doctrines of covenant, law, and Sabbath and their interrelationships since the early church, with particular attention to aspects that have influenced the Seventh-day Adventist Church. **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **College Code:** SEM

CHIS 640 – Reformation: _____

Credits: 2–3
Careers and contributions of selected major reformers and the course of their movements. **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **Repeatable:** Repeatable with different reformers or movements **College Code:** SEM

CHIS 650 – English Reformation and Rise of Puritanism

Credits: 2–3

Developments in the 16th and 17th centuries; the Elizabethan Settlement; the Puritan movement and its relation to authority, the kingdom of God, preaching, and the Sabbath; leading Reformers and Puritans and their legacy for today. **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **College Code:** SEM

CHIS 654 – Seminar in English Reformation and Puritan Theology

Credits: 3

Theological documents of the English Reformation and Puritanism, with particular attention to those aspects which influenced Seventh-day Adventist doctrine.

Course Attribute: Theology **Grade Mode:** Normal Sem (A–F,I,DG,DN,W)

Prerequisite(s): Entrance to 600-level seminars normally requires completion of a related course with superior grade and in some instances (e.g., when enrollment is restricted) may also require the professor's permission. **College Code:** SEM

CHIS 655 – Wesley and Methodism

Credits: 2–3

Topics in the historical development of Methodism and Wesleyan theology. **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **College Code:** SEM

CHIS 657 – Seminar in Reformation Theology

Credits: 3

Selected topics from Lutheran, Reformed, Swiss, Radical, and Counter-Reformation theologies. **Course Attribute:** Theology **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **Repeatable:** Repeatable **College Code:** SEM

CHIS 659 – Seminar in the History of Selected Christian Doctrines

Credits: 3

The history of concepts characteristic of Seventh-day Adventism, such as the Sabbath, sanctuary, conditional immortality, and pre-millennial historicist eschatology, as taught through the centuries, with principal emphasis on their development outside of Seventh-day Adventism. **Course Attribute:** Theology **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **Repeatable:** Repeatable **College Code:** SEM

CHIS 660 – History of Religion in America

Credits: 2–3

The development of religion in America from colonial times to the present. Emphasis on the role of religion in American culture and on such issues as revivalism, the social concerns of the churches, and the evolution of major denominational families. **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **College Code:** SEM

CHIS 664 – History of American Religious Thought

Credits: 2–3

Special attention given to the evolution of Calvinistic and Arminian thought, millennial schemes in the 19th and early 20th centuries, and the fundamentalist-modernist controversy. Intellectual developments that influenced the development of Seventh-day Adventism are emphasized. **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **College Code:** SEM

CHIS 665 – Modern Church History

Credits: 2–3

The Pietistic movement, evangelical awakenings, the Enlightenment, the rise of the modern missionary impulse, the Oxford Movement, the Vatican Councils, and related phenomena, in the context of their times. Factors that influenced the rise of Seventh-day Adventism are emphasized. **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **College Code:** SEM

CHIS 668 – History of Religious Liberty

Credits: 2–3

Religious oppression and freedom in the history of Western civilization with special attention to developments in British Colonial America and the United States; Sunday closing laws and labor unionism as threats to religious freedom; government aid to education; current developments as they occur. **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **College Code:** SEM

CHIS 670 – Seminar in History of the Seventh-day Adventist Church

Credits: 2–3

Research into specific areas of denominational history employing source materials in the Adventist Heritage Center and Ellen G. White Research Center. **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **Prerequisite(s):** CHIS 504 or CHIS 674. Entrance to 600-level seminars normally requires completion of a related course with superior grade and in some instances (e.g., when enrollment is restricted) may also require the professor's permission. **Repeatable:** Repeatable **College Code:** SEM

CHIS 673 – Development of Seventh-day Adventist Lifestyle

Credits: 2–3

The historical development of Seventh-day Adventist practice and attitude in such areas as healthful living, military service, Sabbath observance, literature evangelism, labor unions, recreation, dress, political activity, marriage, minorities, and education. **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **Repeatable:** Repeatable **College Code:** SEM

CHIS 674 – Development of Seventh-day Adventist Theology

Credits: 3

Origin and subsequent modification of characteristic Seventh-day Adventist teachings in such areas as the Sabbath, sanctuary, atonement, covenants, creation, conditional immortality, worship, typology, eschatology, Christology, and righteousness by faith. **Course Attribute:** Theology **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **Prerequisite(s):** CHIS 504 or equivalent. **College Code:** SEM

CHIS 675 – Seminar in the Development of Seventh-day Adventist Lifestyle

Credits: 2–3

The historical development of Seventh-day Adventist practices and attitudes in relation to such matters as healthful living, military service, Sabbath observance, worship, labor unions, recreation, amusement, entertainment, sports, dress and adornment, music, theater, drama, marriage, divorce, minorities, education, reform, and the nearness of the second advent. **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **Prerequisite(s):** Entrance to 600-level seminars normally requires completion of a related course with superior grade and in some instances (e.g., when enrollment is restricted) may also require the professor's permission. **Repeatable:** Repeatable **College Code:** SEM

CHIS 680 – History of Sabbath and Sunday

Credits: 2–3

A historical and theological study of the extensive primary sources and issues concerning Sabbath and Sunday, with due attention to related matters. **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **College Code:** SEM

CHIS 682 – Seminar in Church History

Credits: 3

Research into special topics in Christian history from the Early Church period through post-Reformation times. **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **Prerequisite/Corequisite:** Entrance to 600-level seminars normally requires completion of a related course with superior grade and in some instances (e.g., when enrollment is restricted) may also require the professor's permission. **Repeatable:** Repeatable with different topics **College Code:** SEM

CHIS 684 – Seminar in History of Sabbath and Sunday

Credits: 3

Analysis of documents and issues not covered in CHIS 680. **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **Prerequisite(s):** Entrance to 600-level seminars normally requires completion of a related course with superior grade and in some instances (e.g., when enrollment is restricted) may also require the professor's permission. **Repeatable:** Repeatable **College Code:** SEM

CHIS 685 – Studies in Church History

Credits: 2–3

Topics announced in advance. **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **Repeatable:** Repeatable with different topics **College Code:** SEM

CHIS 686 – Development of Prophetic Interpretation

Credits: 2–3

The historical development of the understanding of apocalyptic prophecies in Daniel, Revelation, the Gospels, and the Epistles, since the first century. The origin, development and impact of historicism, preterism, futurism, dispensationalism, and millennialism. **Course Attribute:** Theology **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **College Code:** SEM

CHIS 687 – Seminar In Development of Prophetic Interpretation

Credits: 2–3

A study of topics in the history of prophetic interpretation, with attention to aspects which have influenced Seventh–day Adventists. **Course Attribute:** Theology **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **Prerequisite(s):** Entrance to 600–level seminars normally requires completion of a related course with superior grade and in some instances (e.g., when enrollment is restricted) may also require the professor's permission. **Repeatable:** Repeatable **College Code:** SEM

CHIS 688 – Contemporary Trends

Credits: 2–3

Selected topics involving recent developments in such areas as church and state relations, tensions between science and religion, challenge and opportunity in a technological society, the appeal of non–Christian religions, dialogue and debate in the ecumenical movement, and Christian versus non–Christian secularism. **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **College Code:** SEM

CHIS 689 – History of Liturgical Movements

Credits: 2–3

Liturgical movements in the medieval, Reformation, and post–Reformation periods; the Book of Common Prayer; liturgical developments in the Reform tradition; the contemporary liturgical revival in the context of ecumenism and Vatican II. **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **College Code:** SEM

CHIS 690 – Independent Study

Credits: 1–3

Restricted to advanced students. Selected problems in the field of church history. See general guidelines under Academic Policies Applying to All Programs. **Course Attribute:** Individual Studies **Grade Mode:** Satisfactory w/DG (S,U,I,W,DG) **Repeatable:** Repeatable **College Code:** SEM

CHIS 695 – Topics In Church History

Credits: 2–3

Selected themes. Can be used only by preapproval from the student’s program director and the teacher. **Course Attribute:** Individual Studies **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **Repeatable:** Repeatable with different topics **College Code:** SEM

CHIS 890 – Directed Reading in Church History

Credits: 1–6

Guided readings in selected literature. **Course Attribute:** Individual Studies **Grade Mode:** Normal w S/DG (A–F,I,S,U,DG,W) **Repeatable:** Repeatable **College Code:** SEM

CHIS 895 – Directed Reading in Adventist Studies

Credits: 1–6

Guided readings in selected literature. **Course Attribute:** Individual Studies **Grade Mode:** Satisfactory w/DG (S,U,I,W,DG) **Repeatable:** Repeatable **College Code:** SEM

CHIS 940 – Seminar

Credits: 3

Selected issues in Church History or Adventist Studies. **Course Attribute:** Theology **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **Repeatable:** Repeatable **College Code:** SEM

CHIS 974 – Seminar In Development of Seventh–day Adventist Doctrines

Credits: 3

The development of such doctrines as the Sabbath, sanctuary, atonement, righteousness by faith, conditionalism, and premillennialism within the Seventh–day Adventist Church. **Course Attribute:** Theology **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **Repeatable:** Repeatable **College Code:** SEM

Discipleship & Religious Education

Seminary S220
269–471–6186

Faculty

Allan R. Walshe, *Chair*
Kathleen A. Beagles
Cheryl Doss
Emilio Garcia Marenko
John V.G Matthews
Trevor O'Reggio
David Sedlacek
Ronald H. Whitehead

Discipleship & Religious Education

DSRE 534 – Ministry to Youth and Young Adults

Credits: 2–3

Designed to acquaint students with the opportunities for ministry to and with young people in the church, school and home. The biblical principles of youth ministry leadership, within the context of the church community, are given primary emphasis. **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **College Code:** SEM

DSRE 541 – Foundations of Biblical Spirituality

Credits: 2–3

Study and practice of Biblical spirituality designed to lead students to growth in their personal spiritual lives. **Grade Mode:** Normal Sem (A–F,I,DG,DN,W)

Repeatable: Repeatable **College Code:** SEM

DSRE 542 – Advanced Foundations of Biblical Spirituality

Credits: 2–3

In–depth study and practice of specific issues and activities of the spiritual life.

Grade Mode: Normal Sem (A–F,I,DG,DN,W) **Prerequisite(s):** DSRE 541. **Repeatable:** Repeatable **College Code:** SEM

DSRE 546 – Marriage and Family

Credits: 2–3

Examination and development of pastoral tools for pre–marriage and marriage counseling. Includes study of theological, psychological, and sociological principles and applications for the life cycle of the family. **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **College Code:** SEM

DSRE 564 – Advanced Youth and Young Adult Ministry Leadership

Credits: 2–3

Application of biblical principles of youth ministry leadership to the concrete issues and settings of contemporary youth ministry. Treats topics such as: small groups for youth; sexuality and dating; music; programming. **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **Prerequisite(s):** DSRE 534. **College Code:** SEM

DSRE 605 – Issues in Religious Education

Credits: 2–3

Issues in religious education—with a focus on contemporary theoretical approaches to religious education and discipleship— and an introduction to procedures needed to implement, maintain, and evaluate religious/spiritual learning in the church and the school. **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **College Code:** SEM

DSRE 608 – Youth and Young Adults in Contemporary Culture

Credits: 2–3

A study of current developments in youth culture and the influence of youth culture on young people both in the church and the community. Students formulate a strategic response relevant to Seventh–day Adventist ministry to youth. **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **College Code:** SEM

DSRE 610 – Teaching for Discipleship

Credits: 2–3

Educational strategies based on current research in learning theory and human development, enhancing skills in planning learning events for church, community, and school. Instruction and assessment focused on transformation of behavior and values, taking into account the teaching and discipling mandate of the Gospel Commission. Meets three hours per week. **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **Repeatable:** Repeatable **College Code:** SEM

DSRE 615 – The Pastor and the Adventist School

Credits: 2–3

From the perspective of the pastor's role, deals with issues related to goals and long range planning, organizational structures, financial resources, church growth, teacher–parent relationships, and promotion and support of Adventist education. **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **Repeatable:** Repeatable **College Code:** SEM

DSRE 619 – Religious Experience in Adolescence

Credits: 2–3

A survey of the literature on the tasks of adolescence with particular emphasis on how this developmental stage impacts acceptance of or alienation from religion. An investigation into how adolescents develop and experience faith and the various influences—such as parents, peers, church, school and media. **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **College Code:** SEM

DSRE 620 – Scholarly and Professional Development

Credits: 0

Represents student initiatives for developing sustainable habits of scholarship including such things as attendance at special–event lectures, and professional conferences, reading professional or scholarly journals; and maintaining a vibrant spiritual life. DG will be given until requirements are completed and experiences are documented in the portfolio. **Grade Mode:** Satisfactory w/DG (S,U,I,W,DG) **Repeatable:** Repeatable **College Code:** SEM

DSRE 626 – Ministry to At–Risk Youth

Credits: 2–3

This course addresses the theory, practice and application of helping skills to at–risk youth. Emphasis is placed on biblical solutions to real life secular problems. Students will experience and develop effective social skills to work with at–risk youth, focusing on prevention, redirection and restoration skills. **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **College Code:** SEM

DSRE 630 – Fostering Spiritual Growth

Credits: 2–3

Explores spiritual growth from both a theological and social science perspective. Evaluates models for answering, What is spiritual growth? and What is involved in facilitating it? **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **College Code:** SEM

DSRE 635 – Christian Perspectives on Professional Ethics

Credits: 2–3

Students will examine their personal beliefs and values in relation to ethical and diversity issues. Students will also apply professional Codes of Ethics to practice dilemmas they may face in the fields of social work and family life using a Christian theological framework. **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **Repeatable:** Repeatable **College Code:** SEM

DSRE 636 – Seminar in Youth Ministry

Credits: 2–3

Formulation of a comprehensive ministry for a specific age group, culture, situation or approach (e.g. campus chaplaincy, childhood, adolescence, young adult, African American, Hispanic, youth evangelism, visionary leadership). **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **Prerequisite(s):** DSRE 534 or permission of professor. **Repeatable:** Repeatable **College Code:** SEM

DSRE 648 – Workshop: _____

Credits: 1–3

Examination and application of principles and strategies in Religious Education. **Grade Mode:** Satisfactory w/DG (S,U,I,W,DG) **Repeatable:** Repeatable **College Code:** SEM

DSRE 655 – Families in Society

Credits: 3

An introduction to family life education, and the mission and methods of family ministry within a leadership perspective. **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **Repeatable:** Repeatable **College Code:** SEM

DSRE 656 – Counseling Youth and Young Adults

Credits: 2–3

Application of counseling theories and techniques to counselees in their teens and twenties. Students engage in actual counseling experiences and submit reports for self and instructor critiques. **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **Prerequisite(s):** CHMN 550 recommended for MDiv students. **Repeatable:** Repeatable **College Code:** SEM

DSRE 657 – Family Law and Public Policy

Credits: 3

An introduction which identifies social problems affecting families and how family law and public policies relate to social services for children and families. **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **Repeatable:** Repeatable **College Code:** SEM

DSRE 658 – Internal Dynamics of Families

Credits: 3

A study of family systems theory and its application to key issues in internal family dynamics. **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **Repeatable:** Repeatable **College Code:** SEM

DSRE 659 – Human Sexuality

Credits: 3

An understanding of the development and main tenets of interpersonal relationships, and a study of the character and quality of human social conduct. Also examines human sexuality, and studies the physiological, psychological, emotional, and social aspects of sexual development and the Christian's response to this God–given gift. **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **Repeatable:** Repeatable **College Code:** SEM

DSRE 660 – Field Practicum: Youth and Young Adult Ministry

Credits: 1–6

Practical training in a variety of field activities. An individual contract is developed between the student and a seminary faculty member that includes field supervision of that work, and the writing of a final product or report. Guidelines are available. **Grade Mode:** Satisfactory w/DG (S,U,I,W,DG) **Repeatable:** Repeatable up to 6 credits **College Code:** SEM

DSRE 664 – Advanced Campus Ministry

Credits: 3

Examines the vision, goals and implementation strategies for campus ministry through an understanding of organizational behavior, and mobilization of student leadership. Group strategies, relationship building and networking, and working with Adventist resources are emphasized. Breakout sessions focus on public and Christian campuses to meet needs of professionals in both settings. **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **College Code:** SEM

DSRE 669 – Reaching the Secular Mind

Credits: 2–3

Describes popular worldviews found in academic settings and explores strategies for Christian young adults to maintain their own faith and to present the gospel in terms understandable to the unchurched. Includes a consideration of how to plan informal learning events that focus on behavior and value changes. **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **Repeatable:** Repeatable **College Code:** SEM

DSRE 676 – Topics: _____

Credits: 1–3

Themes to be covered are announced in the current class schedule. **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **Repeatable:** Repeatable with different topics **College Code:** SEM

DSRE 678 – Spiritual Nurture of Children

Credits: 2–3

Examines the spiritual needs of children and young adolescents in light of their physical, social, emotional, and mental development. Considers the nurturing roles of parents and teachers in the church and day school. Practicum activity required. **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **Repeatable:** Repeatable **College Code:** SEM

DSRE 679 – Parenting Education and Guidance

Credits: 3

Examines the changing roles and responsibilities of parents; child–rearing practices, including spiritual nurture of children; safety and protection for children; diverse parenting situations; and decision–making about parenthood. Develops skills in parenting education, integrating a Christocentric purview. **Grade Mode:** Normal with DG (A–F,I,W,DG,DN) **College Code:** SEM

DSRE 680 – Field Practicum: Religious Education

Credits: 1–6

Supervised religious education experience in a chosen area of specialty, such as family life, children's ministry, youth ministry, academy or college teaching, editorial work, etc. Permission of advisor and practicum supervisor required. **Grade Mode:** Satisfactory w/DG (S,U,I,W,DG) **Repeatable:** Repeatable **College Code:** SEM

DSRE 688 – MA: Religious Education Program Continuation

Credits: 0

Allows off–campus master's and graduate certificate students to maintain active status and allows access to the James White Library electronic resources. Continuation fee. **Grade Mode:** Noncredit (NC,W) **Repeatable:** Repeatable **College Code:** SEM

DSRE 690 – Independent Study: _____

Credits: 1–3

Grade Mode: Normal w S/DG (A–F,I,S,U,DG,W) **Prerequisite(s):** Permission of advisor and instructor required. **Repeatable:** Repeatable up to 6 credits **College Code:** SEM

DSRE 699 – Thesis

Credits: 1–3

Master's thesis. **Grade Mode:** Satisfactory w/DG (S,U,I,W,DG) **Repeatable:** Repeatable up to 3 credits **College Code:** SEM

DSRE 830 – Advanced Fostering Spiritual Growth

Credits: 3

Examines the contributions of theology and the social sciences to a theoretical understanding of how the spiritual life is formed in the individual and considers strategies to foster spiritual growth. **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **Repeatable:** Repeatable **College Code:** SEM

DSRE 840 – Nonformal Learning

Credits: 3

A philosophical and practical approach toward teaching strategies in diverse cultural, non–formal settings, with consideration given to literacy issues in the developing world. **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **Repeatable:** Repeatable **College Code:** SEM

DSRE 850 – Theological Foundations of Christian Teaching

Credits: 3

Theistic assumptions and biblical models that identify the goals of Christian education and undergird a theology of Christian teaching applicable to discipling and teaching ministries. **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **Repeatable:** Repeatable **College Code:** SEM

DSRE 860 – Teaching Religion in College

Credits: 3

Furnishes PhD and ThD students with insights into the practice of using basic techniques, tools and procedures for meaningful instruction in the field of religion. **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **Repeatable:** Repeatable **College Code:** SEM

DSRE 870 – Advanced Studies: _____

Credits: 1–4

Individual or group studies in a specific area of Religious Education designed to meet program competencies. **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **Repeatable:** Repeatable **Special Approval:** Advisor or instructor permission required. **College Code:** SEM

DSRE 878 – Advanced Scholarly and Professional Development

Credits: 0

Represents student initiatives for developing sustainable habits of scholarship and includes such things as attendance at colloquia, special–event lectures, and professional conferences; presentation of scholarly papers; and teaching experiences. DG will be given until requirements are completed and experiences are documented in the portfolio. **Grade Mode:** Satisfactory w/DG (S,U,I,W,DG) **Repeatable:** Repeatable **College Code:** SEM

DSRE 880 – PhD in Religious Education Program Continuation

Credits: 0

Allows off–campus doctoral students maintain active status and allows access to the James White Library electronic resources. Continuation fee. **Grade Mode:** Noncredit (NC,W) **Repeatable:** Repeatable **College Code:** SEM

DSRE 885 – Field Practicum: _____

Credits: 1–5

Supervised religious education experience for the advanced student's chosen area of specialty such as family life, children's ministry, youth ministry, academy or college teaching, editorial work, etc. Permission of advisor and practicum supervisor required. **Grade Mode:** Satisfactory w/DG (S,U,I,W,DG) **Repeatable:** Repeatable **College Code:** SEM

DSRE 887 – Applied Research

Credits: 1–3

A planned research experience dealing with a research question in the area of religious education. The student identifies a faculty member or members with whom to engage in collaborative research study leading to joint publication. Project to support competency for dissertation research. **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **Repeatable:** Repeatable **College Code:** SEM

DSRE 888 – Dissertation Continuation

Credits: 0

Reduced tuition rate applies. **Grade Mode:** Noncredit (NC,W) **Repeatable:** Repeatable **College Code:** SEM

DSRE 890 – Directed Reading

Credits: 1–6

Grade Mode: Normal w S/DG (A–F,I,S,U,DG,W) **Repeatable:** Repeatable **College Code:** SEM

DSRE 930 – Seminar: _____

Credits: 3

Group study in specified areas of Religious Education. **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **Repeatable:** Repeatable **Special Approval:** Advisor or instructor permission required. **College Code:** SEM

DSRE 950 – Synthesis in Religious Education

Credits: 3

A capstone course in which students synthesize their learning experiences by examining the structure of the discipline, discussing its major issues, and reviewing its basic literature. Students make portfolio presentations to demonstrate program competencies. Preferably taken in the last semester of course work. **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **Repeatable:** Repeatable **College Code:** SEM

DSRE 995 – Doctoral Dissertation

Credits: 1–14

To be repeated to 14 credits. Doctoral candidates may not register for a cumulative total of more than 4 dissertation credits until they have successfully completed EDRM 880 or GSEM 854, and their dissertation proposal has been approved. **Grade Mode:** Satisfactory w/DG (S,U,I,W,DG) **Repeatable:** Repeatable up to 14 credits **College Code:** SEM

New Testament

Seminary N125
269–471–3219
ntst@andrews.edu

Faculty

P. Richard Choi, *Chair*
Teresa Reeve
Thomas Shepherd
Ranko Stefanovic

New Testament Studies

NTST 509 – Intro to Exegesis and Theology 3: Pauline Writings

Credits: 3
Interpretation and theology of the writings of the Apostle Paul, with detailed exegesis of selected passages. **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **Prerequisite(s):** Must pass the Greek Placement Exam or NTST 552 with a C+. See Master of Divinity MDiv. **Repeatable:** Repeatable **College Code:** SEM

NTST 510 – Intro to Exegesis and Theology 1: Gospels

Credits: 3
Interpretation and theology of the four Gospels, with detailed exegesis of selected passages. **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **Prerequisite/Corequisite:** Must have met the beginning Greek requirement or be enrolled in NTST 551. **Repeatable:** Repeatable **College Code:** SEM

NTST 515 – New Testament Backgrounds

Credits: 2–3
The political, cultural, and religious situation in the New Testament world, with an introduction to the major primary sources. **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **Repeatable:** Repeatable **College Code:** SEM

NTST 525 – Revelation

Credits: 2
An exegetical approach to the book of Revelation, with special emphasis on selected passages. Available through the Seminary Distance Learning Center as a 2–credit course. **Delivery:** Interactive online option available **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **Prerequisite/Corequisite:** Must have met the beginning Greek requirement or be enrolled in NTST 551. **Repeatable:** Repeatable **College Code:** SEM

NTST 543 – Intro to Exegesis and Theology 2: Acts and General Epistles

Credits: 2
Interpretation of the book of Acts and the General Epistles, with detailed exegesis of selected passages. **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **Prerequisite/Corequisite:** Must have met the Intermediate Greek requirement or be enrolled in NTST 552. See Master of Divinity MDiv. **Repeatable:** Repeatable **College Code:** SEM

NTST 550 – Exegesis of the English New Testament:

Credits: 2–3
Exegesis of selected portions of the New Testament. The same subject cannot be repeated with the other 500–level course number. Does not presuppose Greek proficiency nor count toward MDiv core requirements or emphases, nor the MA major or minor in New Testament. Also available through the Seminary Distance Learning Center as a 2–credit course. **Delivery:** Interactive online option available **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **Repeatable:** Repeatable with different topics **College Code:** SEM

NTST 551 – Beginning Greek

Credits: 2
An introduction to the grammar and syntax of New Testament Greek for students without a working knowledge of the language. **Grade Mode:** Satisfactory w/DG (S,U,I,W,DG) **Repeatable:** Repeatable **College Code:** SEM

NTST 552 – Intermediate Greek

Credits: 2–3
Completes the coverage of grammar and syntax and includes extensive reading in the Greek New Testament. **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **Prerequisite(s):** Must have passed NTST 551 or its equivalent. **Repeatable:** Repeatable **College Code:** SEM

NTST 567 – Theology of the English New Testament

Credits: 2–3
Study of selected NT topics. The subject cannot be repeated with the other 500–level course number. Does not presuppose Greek proficiency nor count toward MDiv core requirements or emphases, nor the MA major or minor in New Testament. **Grade Mode:** Normal (A–F,I,W) **Repeatable:** Repeatable with different topics **College Code:** SEM

NTST 606 – Formation and History of the New Testament

Credits: 2–3
Development and history of the New Testament canon, text and translations. Meets the New Testament Backgrounds course requirement for the MDiv. **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **Repeatable:** Repeatable **College Code:** SEM

NTST 608 – Advanced Greek Grammar and Syntax

Credits: 2–3
An intense and rigorous course to give students high proficiency in the Koine Greek of the New Testament and cognate literature. **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **Prerequisite(s):** Must pass the Greek Placement Exam or NTST 552 with a C+. See Master of Divinity MDiv. **Repeatable:** Repeatable **College Code:** SEM

NTST 615 – New Testament Archaeology

Credits: 2–3
A study of the archaeological evidence that contributes to a better understanding of the political, religious, and cultural context in which the New Testament was written. **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **Repeatable:** Repeatable **College Code:** SEM

NTST 616 – Theology of Luke–Acts

Credits: 2–3
In–depth study of selected themes in Luke–Acts. **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **Prerequisite(s):** Must pass the Greek Placement Exam or NTST 552 with a C+. See Master of Divinity MDiv. **Repeatable:** Repeatable **College Code:** SEM

NTST 617 – Theology of Matthew

Credits: 2–3
An in–depth study of the literary design and theological ideas of Matthew. **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **Prerequisite(s):** Must pass the Greek Placement Exam or NTST 552 with a C+. See Master of Divinity MDiv. **College Code:** SEM

NTST 618 – Syriac

Credits: 2–3
Basic elements of grammar and syntax with a practical vocabulary; attaining proficiency in reading to enable continued independent study; comparisons with Hebrew for a better understanding of biblical Hebrew in its Semitic setting. **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **Repeatable:** Repeatable **College Code:** SEM

NTST 626 – Seminar in Classical Jewish Literature

Credits: 2–3
Reading in classical religious texts of Judaism. Sources include liturgical, Hellenistic, Rabbinic, and medieval texts. Identical to OTST 626. **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **Prerequisite(s):** Required languages vary according to the subject matter. **Repeatable:** Repeatable with different topics **College Code:** SEM

NTST 630 – Theology of the Synoptic Gospels

Credits: 2–3
In–depth study of selected themes in the synoptic gospels. **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **Prerequisite(s):** Must pass the Greek Placement Exam or NTST 552 with a C+. See Master of Divinity MDiv. **Repeatable:** Repeatable **College Code:** SEM

NTST 633 – Social Issues in the New Testament (Exegesis)

Credits: 2–3
Interpretation and theology of selected New Testament passages regarding the involvement of individual believers and the church in addressing human need. **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **Prerequisite(s):** Must pass the Greek Placement Exam or NTST 552 with a C+. See Master of Divinity MDiv. **College Code:** SEM

NTST 634 – Theology of the Pauline Epistles

Credits: 2–3

In–depth study of selected themes in the Pauline Epistles. **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **Prerequisite(s):** Must pass the Greek Placement Exam or NTST 552 with a C+. See Master of Divinity MDiv. **Repeatable:** Repeatable **College Code:** SEM

NTST 635 – Intertestamental Literature

Credits: 2–3

Selected studies in the Old Testament, Apocrypha, Pseudepigrapha, and the Dead Sea Scrolls in the context of the history and culture of Judaism of the Intertestamental Period and their relationships to the Old and New Testaments. Particular topics announced in advance. **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **Repeatable:** Repeatable with different topics **College Code:** SEM

NTST 636 – Jerusalem in the Time of Jesus

Credits: 2–3

A study of the geography, history, culture and archaeology of the city of Jerusalem focused particularly on the time of Jesus and the events surrounding his crucifixion. **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **College Code:** SEM

NTST 641 – Theology of the Johannine Writings

Credits: 2–3

In–depth study of selected themes in the Johannine Writings. **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **Prerequisite(s):** Must pass the Greek Placement Exam or NTST 552 with a C+. See Master of Divinity MDiv. **Repeatable:** Repeatable **College Code:** SEM

NTST 644 – Readings in the Septuagint

Credits: 2–3

Readings of selected passages in the Septuagint and learning how to use the apparatus in the standard editions of the Septuagint. Identical to OTST 660 – Readings in the Septuagint. **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **Prerequisite(s):** Must pass the Greek Placement Exam or NTST 552 – Intermediate Greek with a C+. Must pass the Hebrew Placement Exam or OTST 552 – Biblical Hebrew II with a C+. See Master of Divinity MDiv. **College Code:** SEM

NTST 645 – Hebrews

Credits: 2–3

Exegesis of selected portions of Hebrews. **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **Prerequisite(s):** Must pass the Greek Placement Exam or NTST 552 with a C+. See Master of Divinity MDiv. **Repeatable:** Repeatable **College Code:** SEM

NTST 646 – Studies in New Testament Exegesis

Credits: 2–3

Studies in hermeneutical principles and procedures requisite to New Testament interpretation and/or in various sections of the New Testament. **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **Prerequisite(s):** Must pass the Greek Placement Exam or NTST 552 with a C+. See Master of Divinity MDiv. **Repeatable:** Repeatable with different topics **College Code:** SEM

NTST 647 – Eschatology

Credits: 2–3

A study of nature and method of NT eschatology with a Christ–centered emphasis, an overview of the eschatology of the OT and Intertestamental period as the primary backgrounds to NT eschatology, and an intensive study of the key NT texts. **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **Prerequisite(s):** Must pass the Greek Placement Exam or NTST 552 with a C+. See Master of Divinity MDiv. **College Code:** SEM

NTST 648 – Exegesis of Revelation

Credits: 2–3

A study of selected key chapters of Revelation. **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **Prerequisite(s):** GSEM 511 or GSEM 627. Must pass the Greek Placement Exam or NTST 552 with a C+. See Master of Divinity MDiv. **College Code:** SEM

NTST 653 – Advanced Studies in the General Epistles

Credits: 2–3

The epistle(s) chosen from among James, 1 Peter, 2 Peter, Jude, and 1–3 John announced in advance. **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **Prerequisite(s):** Must pass the Greek Placement Exam or NTST 552 with a C+. See Master of Divinity MDiv. **Repeatable:** Repeatable with different topics **College Code:** SEM

NTST 654 – Second Century Christianity

Credits: 2–3

A study of the line of development from the writings and communities of the New Testament to the literature and movements of the post–apostolic period. **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **Repeatable:** Repeatable **College Code:** SEM

NTST 655 – Advanced Studies in the Gospels

Credits: 2–3

The Gospel(s) to be studied are announced in advance. **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **Prerequisite(s):** Must pass the Greek Placement Exam NTST 552 with a C+. See Master of Divinity MDiv. **Repeatable:** Repeatable with different topics **College Code:** SEM

NTST 657 – Theology of Hebrews

Credits: 2–3

In–depth study of selected themes in Hebrews. **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **Prerequisite(s):** Must pass the Greek Placement Exam or NTST 552 with a C+. See Master of Divinity MDiv. **Repeatable:** Repeatable **College Code:** SEM

NTST 658 – Advanced Studies in the Pauline Writings

Credits: 2–3

The letter(s) of Paul to be studied are announced in advance. **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **Prerequisite(s):** Must pass the Greek Placement Exam or NTST 552 with a C+. See Master of Divinity MDiv. **Repeatable:** Repeatable with different topics **College Code:** SEM

NTST 665 – Coptic

Credits: 2–3

Basic elements of Coptic grammar and syntax, readings in the Coptic New Testament and other Coptic literature. **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **Repeatable:** Repeatable **College Code:** SEM

NTST 667 – Topics in New Testament Theology

Credits: 2–3

A study of selected themes in New Testament theology or of the structure of New Testament theology as a whole. Topics announced in advance. **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **Prerequisite(s):** Must pass the Greek Placement Exam or NTST 552 with a C+. See Master of Divinity MDiv. **Repeatable:** Repeatable with different topics **College Code:** SEM

NTST 668 – New Testament Ethics

Credits: 2–3

A study of the ethical teachings of the New Testament, their relation to New Testament theology, and their implications for contemporary Christian living. **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **Prerequisite(s):** Must pass the Greek Placement Exam or NTST 552 with a C+. See Master of Divinity MDiv. **Repeatable:** Repeatable **College Code:** SEM

NTST 676 – Jesus in Recent Scholarship

Credits: 2–3

Advanced studies in the person and proclamation of Jesus and the ways Jesus has been understood in various, significant 'lives' of Jesus, including current Jewish assessments. Seeks to give a biblical answer to Jesus' question, "Who do you say that I am?" **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **Prerequisite(s):** Must pass the Greek Placement Exam or NTST 552 with a C+. See Master of Divinity MDiv. **Repeatable:** Repeatable **College Code:** SEM

NTST 677 – Seminar in New Testament Issues

Credits: 2–3

Topics announced in the Class Schedule. **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **Repeatable:** Repeatable with different topics **Special Approval:** Admission for non–doctoral students by permission of professor. **College Code:** SEM

NTST 678 – Seminar in Greek Exegesis

Credits: 2–3

Particular books or passages to be exegeted are announced in advance. **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **Prerequisite(s):** Must pass the Greek Placement Exam or NTST 552 with a C+. See Master of Divinity MDiv. **Repeatable:** Repeatable with different topics **Special Approval:** Admission for non–doctoral students by permission of professor. **College Code:** SEM

NTST 679 – Seminar in New Testament Theology and Ethics

Credits: 2–3

An examination of one or more major theological or ethical themes of the New Testament. Particular themes announced in advance. **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **Prerequisite(s):** Must pass the Greek Placement Exam or NTST 552 with a C+. See Master of Divinity MDiv. **Repeatable:** Repeatable with different topics **Special Approval:** Admission for non–doctoral students by permission of professor. **College Code:** SEM

NTST 680 – Greco–Roman World

Credits: 2–3

Aspects of the culture, history, and religion of the Greco–Roman world bearing on New Testament interpretation. **Grade Mode:** Normal Sem (A–F,I,DG,DN,W)

Repeatable: Repeatable **College Code:** SEM

NTST 684 – Judaism and the New Testament

Credits: 2–3

A study of the Jewish background of the New Testament, including the contemporary history, culture, religion, and literature. **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **Repeatable:** Repeatable **College Code:** SEM

NTST 689 – Seminar in New Testament Backgrounds

Credits: 2–3

Particular topics announced in advance. **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **Repeatable:** Repeatable with different topics **College Code:** SEM

NTST 690 – Independent Study

Credits: 1–4

Research on an individual basis dealing with problems in the field of the New Testament. Only open to students who have completed core New Testament requirements. See Seventh–day Adventist Theological Seminary. **Grade Mode:** Satisfactory w/DG (S,U,I,W,DG) **Repeatable:** Repeatable **College Code:** SEM

NTST 695 – Topics: _____

Credits: 3

Course deals with selected themes. **Grade Mode:** Normal (A–F,I,W) **Repeatable:** Repeatable with different topics **Special Approval:** Can be used only by preapproval from the student’s program director and the teacher. **College Code:** SEM

NTST 696 – Seminar in Hellenistic Greek

Credits: 2–3

Selected readings in and analysis of various sources such as the Greek New Testament, Septuagint, papyri, Josephus, Philo, Apostolic Fathers, or related texts.

Grade Mode: Normal Sem (A–F,I,DG,DN,W) **Repeatable:** Repeatable **Special Approval:** Admission for non–doctoral students by permission of professor. **College Code:** SEM

NTST 890 – Directed Reading in New Testament Studies

Credits: 1–8

Guided readings in selected literature. **Grade Mode:** Satisfactory w/DG (S,U,I,W,DG) **Repeatable:** Repeatable with different topics **College Code:** SEM

NTST 920 – Seminar in New Testament Backgrounds

Credits: 2–3

Particular topics announced in advance. **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **Repeatable:** Repeatable with different topics **College Code:** SEM

NTST 940 – Seminar in New Testament Exegesis and Hermeneutics:

Credits: 3

Exegesis in New Testament books or passages and/or studies in particular topics such as the history of New Testament exegesis and hermeneutics. **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **Prerequisite(s):** Must pass the Greek Placement Exam or NTST 552 with a B. **Repeatable:** Repeatable with different topics **College Code:** SEM

NTST 945 – Seminar in Biblical Theology

Credits: 2–3

Major theological themes and thought patterns of the Bible with special attention to such subjects as the unity of the Bible, the relation between the testaments, and biblical authority. Identical to OTST 945. **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **Prerequisite(s):** Must pass the Greek Placement Exam or NTST 552 with a B. **Repeatable:** Repeatable with different topics **College Code:** SEM

Old Testament

Seminary N111
269–471–2861

Faculty

Jiří Moskala, *Chair*
Richard M. Davidson
Jacques B. Doukhan
Constance E. C. Gane
Roy E. Gane
Paul Z. Gregor
Gerald A. Klingbeil
Randall W. Younker

Old Testament Studies

ANEA 510 – Archaeology and the Bible

Credits: 2–3

The assembling of archaeological and ancient textual material which, interpreted from the philosophical viewpoint of the Bible, emphasizes the accuracy and authenticity of the Scriptures. A study of cultures, customs, languages, and rituals that throw light on the statements of God's Word. Also available through the Seminary Distance Learning Center as a 2–credit course. **Course Attribute:** History and Archaeology **Delivery:** Interactive online option available **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **College Code:** SEM

ANEA 514 – Bible Lands and Their Explorations

Credits: 2–3

Countries of the Bible and archaeological explorations carried out in them during the past 150 years; the geographical setting of Bible history; the background, rise, and progress of biblical archaeology; methods employed by archaeologists in using material excavated and found in the Near East. **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **College Code:** SEM

ANEA 604 – History of the Ancient Near East

Credits: 2–3

An introduction to the history of the Ancient Near East up to the time of Alexander the Great. Topics alternate between the history of Egypt and the history of Mesopotamia. Emphasis on the intersection with biblical history. Students may take each topic once. **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **College Code:** SEM

ANEA 605 – Seminar in Old Testament History

Credits: 2–3

Individual research on specific problems for advanced students in Old Testament history. **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **Prerequisite(s):** ANEA 635 or ANEA 604 or equivalent. **Repeatable:** Repeatable **College Code:** SEM

ANEA 614 – Archaeology of Palestine

Credits: 2–3

An introduction to the principles, methods, and results of archaeological research in Palestine, especially in how they impact biblical studies. **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **College Code:** SEM

ANEA 630 – Archaeological Field Work

Credits: 1–8

In connection with the Andrews–sponsored archaeological expeditions, qualified students obtain practical training in archaeological field work by assisting in the supervising of excavations, drawing, registering, reading of pottery, and kindred work. **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **Repeatable:** Repeatable up to 12 credits **College Code:** SEM

ANEA 635 – History of Israel

Credits: 2–3

An introduction to the history of Israel in the pre–monarchial, monarchial, and post–monarchial periods. **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **College Code:** SEM

ANEA 638 – Archaeology in Evangelism

Credits: 2–3

An introduction to the use of archaeology in evangelistic settings. Field projects are observed and presented by students. **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **Prerequisite(s):** ANEA 510 or equivalent. **College Code:** SEM

ANEA 690 – Independent Study

Credits: 1–3

Individual research work on specific problems for students who have completed basic courses in Archaeology. See general guidelines under Academic information. **Grade Mode:** Satisfactory w/DG (S,U,I,W,DG) **Repeatable:** Repeatable **College Code:** SEM

ANEA 695 – Directed Studies

Credits: 3

Course deals with selected themes. Can be used only by preapproval from the student's program director and the teacher. **Course Attribute:** Individual Studies **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **Repeatable:** Repeatable with different topics **College Code:** SEM

ANEA 810 – Near Eastern Archaeology

Credits: 3

Covers such periods of antiquity as the Bronze Age, Iron Age, Early Christian period, and Byzantine times. A study of ancient artifacts, architecture, and other mainly non–written materials. **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **Prerequisite(s):** ANEA 614 or equivalent. **Repeatable:** Repeatable **College Code:** SEM

ANEA 890 – Directed Reading in History and Archaeology Studies

Credits: 1–6

Grade Mode: May be graded S/U. **Repeatable:** Repeatable. **College Code:** SEM

OTST 500 – Survey of the Old Testament

Credits: 2–3

An introductory survey of the history, literature, and backgrounds of the Old Testament for students who have not had such a course on the college level. **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **Repeatable:** Repeatable **College Code:** SEM

OTST 515 – Introduction to Middle Eastern Languages, Culture and History

Credits: 2–3

An introduction to the languages and/or culture and history of the Middle East, this course is designed to provide a practical general background for students who plan to conduct work or research on or in selected Middle Eastern countries. **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **College Code:** SEM

OTST 520 – Introduction to Old Testament Theology

Credits: 2–3

Introduction of Old Testament theology. Distinctive theological concepts of selected books and major theological themes of the whole Old Testament from the perspective of Christian faith. Normally offered off–campus for the MA Ministry students and others who have not taken Hebrew. Not applicable for MDiv credit. **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **College Code:** SEM

OTST 545 – Daniel

Credits: 2–3

Exegetical study in selected portions of Daniel. Also available through the Seminary Distance Learning Center as a 2–credit course. **Delivery:** Interactive online option available **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **Prerequisite(s):** OTST 552 or its equivalent. **Repeatable:** Repeatable **College Code:** SEM

OTST 551 – Biblical Hebrew I

Credits: 3

The fundamentals of biblical Hebrew: a small but practical vocabulary, an understanding of the grammatical structure of the language, and practice in the use of lexicons and commentaries. Aims to provide the minister with a practical study tool. **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **Repeatable:** Repeatable **College Code:** SEM

OTST 552 – Biblical Hebrew II

Credits: 2–3

Development of reading ability in narrative portions of the Hebrew Bible for the student who has OTST 551 or its equivalent. **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **Repeatable:** Repeatable **College Code:** SEM

OTST 555 – Prophets

Credits: 3

Interpretation of the Nevi'im (Prophets, except Daniel) and exegetical study in selected portions of its books. **Grade Mode:** Normal Sem (A–F,I,DG,DN,W)

Prerequisite(s): Must have met the intermediate Hebrew requirement or be enrolled in OTST 552. **College Code:** SEM

OTST 558 – Writings

Credits: 2

Interpretation of the Ketubim (Writings) and exegetical study in selected portions of its books. **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **Prerequisite(s):** Must

have met the intermediate Hebrew requirement or be enrolled in OTST 552. **College Code:** SEM

OTST 565 – Pentateuch

Credits: 3

Interpretation of the Torah (Pentateuch) and exegetical study in selected portions of its books (Genesis, Exodus, Leviticus, Numbers, or Deuteronomy). **Grade Mode:**

Normal Sem (A–F,I,DG,DN,W) **Prerequisite(s):** Must have met the beginning Hebrew requirement or be enrolled in OTST 551. **Repeatable:** Repeatable **College Code:** SEM

OTST 570 – Readings in the Old Testament (English)

Credits: 2–3

Covers selected books/passages of the Old Testament, based primarily on the English text with reference to the Hebrew/Aramaic original, normally offered off campus for the MA Min students and others who have not taken Hebrew. Not applicable for MDiv credit. Also available through the Seminary Distance Learning Center as a 2–credit course. **Delivery:** Interactive online option available **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **Repeatable:** Repeatable **College Code:** SEM

OTST 607 – Preaching from the Old Testament

Credits: 2–3

An advanced preaching course focusing on the analysis of the types of Old Testament literature and special themes found in selected passages. Identical to CHMN 607. **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **Repeatable:** Repeatable **College Code:** SEM

OTST 612 – Ancient Near Eastern Languages

Credits: 3

Basic elements of grammar and syntax, with a practical vocabulary, for one of the following languages: Sumerian, Akkadian, Egyptian, Ugaritic, Hittite, Syriac, and Coptic. Language announced in advance. **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **Prerequisite(s):** OTST 552 or its equivalent. **Repeatable:** Repeatable **College Code:** SEM

OTST 615 – Seminar in Archaeology and History of Antiquity

Credits: 2–3

The archaeology and historical discoveries and problems related to the Old Testament. **Prerequisite(s):** ANEA 510 or ANEA 514 or equivalent and ANEA 614 or equivalent, or permission of instructor. **Repeatable:** Repeatable.

College Code: SEM

OTST 619 – Theology of the Old Testament

Credits: 2–3

Distinctive theological concepts of selected books and major theological themes of the whole Old Testament from the perspective of Christian faith. **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **Prerequisite(s):** OTST 552 or its equivalent. **College Code:** SEM

OTST 620 – Seminar in Old Testament Theology

Credits: 2–3

Selected aspects of Old Testament theology, such as the nature and function of Old Testament theology, the method of Old Testament theology, and the development of major theological themes. **Grade Mode:** Normal Sem (A–F,I,DG,DN,W)

Prerequisite(s): OTST 552 or its equivalent. **Repeatable:** Repeatable **College Code:** SEM

OTST 625 – Biblical Hebrew III

Credits: 3

The reading of substantial portions of various types of prose and poetry in the Hebrew Bible, with attention to matters of syntax. **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **Prerequisite(s):** Grade of B+ or higher in OTST 552 or a Hebrew Placement Exam score of 75% or higher. **Repeatable:** Repeatable **College Code:** SEM

OTST 626 – Seminar in Classical Jewish Literature

Credits: 2–3

Readings in classical religious texts of Judaism. Sources include liturgical, Hellenistic, Rabbinic, and Medieval texts. Identical to NTST 626. **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **Prerequisite(s):** Required languages vary according to the subject matter. **Repeatable:** Repeatable **College Code:** SEM

OTST 627 – Jewish Life and Thought

Credits: 2–3

An introduction to Jewish beliefs and theology, liturgy and festivals, and thinking and philosophy as they illuminate approaches to the Bible and Hebrew customs.

Grade Mode: Normal Sem (A–F,I,DG,DN,W) **Prerequisite(s):** OTST 552 or its equivalent. **Repeatable:** Repeatable **College Code:** SEM

OTST 628 – Methods of OT Exegesis

Credits: 2–3

Introduction to the Masoretic text (Masora, accents, apparatus) and to the various methods and tools of exegesis; provides basic training in applying the exegetical work to selected passages of the Hebrew Bible. **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **Prerequisite(s):** OTST 552 or its equivalent. **Repeatable:** Repeatable **College Code:** SEM

OTST 633 – Social Issues in the Old Testament (Exegesis)

Credits: 2–3

Interpretation and theology of the Old Testament regarding the involvement of individual believers and the covenant community of faith in addressing human need. **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **Prerequisite(s):** OTST 552 or its equivalent. **College Code:** SEM

OTST 634 – Intertestamental Literature

Credits: 2–3

Selected studies in the Old Testament, Apocrypha, Pseudepigrapha, and the Dead Sea Scrolls in the context of the history and culture of Judaism of the Intertestamental Period and their relationships to the Old and New Testaments. Particular topics announced in advance. **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **Repeatable:** Repeatable **College Code:** SEM

OTST 639 – Studies in Old Testament Exegesis

Credits: 2–3

Exegetical studies in selected sections or themes of the Old Testament. **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **Prerequisite(s):** OTST 552 or its equivalent. **Repeatable:** Repeatable **College Code:** SEM

OTST 640 – The Old Testament and Its Translations

Credits: 2–3

A non–technical survey of the text transmission from antiquity to the present. The terminology and particularities of recent Hebrew Bible editions. Examination in various modern translations of Old Testament passages of textual and theological interest. **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **Repeatable:** Repeatable **College Code:** SEM

OTST 654 – Biblical Aramaic

Credits: 2–3

Study of the essentials of grammar and syntax (with some reference to biblical Hebrew) coordinated with reading and analysis of a substantial part of the Aramaic portions of the Bible. **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **Prerequisite(s):** OTST 552 or its equivalent. **Repeatable:** Repeatable **College Code:** SEM

OTST 658 – Seminar in Ancient Near Eastern Languages

Credits: 3

A study of Ancient Near Eastern languages and/or texts not offered in other courses. **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **Prerequisite(s):** OTST 552 or its equivalent. **Repeatable:** Repeatable **College Code:** SEM

OTST 659 – Studies in Old Testament Issues

Credits: 2–3

A study of selected issues such as the formation of the Old Testament canon, questions of introduction, historicity of Genesis 1–11, Messianism, and Old Testament eschatology. **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **Repeatable:** Repeatable **College Code:** SEM

OTST 660 – Readings in the Septuagint

Credits: 2–3

Reading of selected texts in the Septuagint and learning how to use the apparatus in the standard editions of the Septuagint. **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **Prerequisite(s):** NTST 552 and OTST 552 or their equivalent.

Repeatable: Repeatable **College Code:** SEM

OTST 664 – Pentateuch

Credits: 3

Exegetical study in selected portions of Genesis, Exodus, Leviticus, Numbers or Deuteronomy. **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **Prerequisite(s):** OTST 552 or its equivalent. **Repeatable:** Repeatable **College Code:** SEM

OTST 666 – Historical Books

Credits: 3

Exegetical study in selected portions of Joshua, Judges, Ruth, Samuel, Kings, Chronicles, Ezra, Nehemiah or Esther. **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **Prerequisite(s):** OTST 552 or its equivalent. **Repeatable:** Repeatable **College Code:** SEM

OTST 668 – Psalms/Wisdom Literature

Credits: 3

Exegetical study in selected portions of Job, Psalms, Proverbs, Qoheleth or Song of Songs. **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **Prerequisite(s):** OTST 552 or its equivalent. **Repeatable:** Repeatable **College Code:** SEM

OTST 674 – Daniel

Credits: 3

Exegetical study in selected portions of Daniel. **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **Prerequisite(s):** OTST 552 or its equivalent. Recommended prerequisite: OTST 654. **Recommended:** Recommended OTST654. **College Code:** SEM

OTST 675 – Minor Prophets

Credits: 3

Exegetical study in selected portions of the Book of the Twelve (“Minor Prophets”). Content announced in advance. **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **Prerequisite(s):** OTST 552 or its equivalent. **Repeatable:** Repeatable **College Code:** SEM

OTST 680 – Seminar in Old Testament Exegesis

Credits: 2–3

Exegesis of selected passages in the Old Testament. Content announced in advance. **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **Prerequisite(s):** OTST 625 and at least one Hebrew exegesis course with a grade of an A. **Repeatable:** Repeatable **College Code:** SEM

OTST 685 – Principles of Hermeneutics

Credits: 2–3

An examination of hermeneutical presuppositions and formulation of sound principles of biblical interpretation with application to selected texts. **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **Prerequisite(s):** OTST 552 or its equivalent. **Repeatable:** Repeatable **College Code:** SEM

OTST 686 – Major Prophets

Credits: 3

Exegetical study in selected portions of Isaiah, Jeremiah or Ezekiel. **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **Prerequisite(s):** OTST 552 or its equivalent. **Repeatable:** Repeatable **College Code:** SEM

OTST 690 – Independent Study

Credits: 1–3

Individual research work on specific problems for students who have completed basic courses in Old Testament. See general guidelines under Independent Study Courses. **Grade Mode:** Satisfactory w/DG (S,U,I,W,DG) **Repeatable:** Repeatable **College Code:** SEM

OTST 695 – Directed Studies

Credits: 3

Course deals with selected themes. Can be used only by preapproval from the student’s program director and the teacher. **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **Repeatable:** Repeatable with different topics **College Code:** SEM

OTST 820 – Textual Criticism

Credits: 3

Detailed comparative textual examination of challenging Old Testament passages involving the ancient versions and Qumran, using both text editions and manuscripts. **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **Prerequisite(s):** OTST 654, OTST 660, additional languages as needed. Admission by permission of instructor. **Repeatable:** Repeatable **College Code:** SEM

OTST 835 – Theology of the Hebrew Scriptures

Credits: 3

The theology of an individual book or block of books in 1 of the 3 divisions of the Hebrew canon: Torah (Pentateuch), Prophets, and Writings. Content announced in advance. **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **Repeatable:** Repeatable **College Code:** SEM

OTST 845 – Methodology in Biblical Theology

Credits: 3

The development of biblical theology from the Reformation to the present with special attention to current methodologies. **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **Repeatable:** Repeatable **College Code:** SEM

OTST 890 – Directed Reading in History and Archaeology Studies

Credits: 1–6

Topics in the area of History and Archaeology Studies. **Grade Mode:** May be graded S/U **Repeatable:** Repeatable. **College Code:** SEM

OTST 890 – Directed Reading in Old Testament Studies

Credits: 1–6

Grade Mode: May be graded S/U. **Repeatable:** Repeatable **College Code:** SEM

OTST 940 – Seminar in Advanced Old Testament Exegesis

Credits: 3

Advanced work on selected passages of the Old Testament; building on the other exegesis courses in Old Testament. Content announced in advance. **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **Prerequisite(s):** OTST 625. **Repeatable:** Repeatable **College Code:** SEM

OTST 945 – Seminar in Biblical Theology

Credits: 3

Major theological themes and thought patterns of the Bible with special attention to such subjects as the unity of the Bible, the relation between the Testaments, and Biblical authority. Identical to NTST 945. **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **Repeatable:** Repeatable **College Code:** SEM

Theology & Christian Philosophy

Seminary N311
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Faculty

Darius Jankiewicz, *Chair*
Fernando L. Canale
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Theology & Christian Philosophy

THST 510 – Understanding the Christian World

Credits: 2–3

Reaching Roman Catholic, Protestant, Ecumenical, and post–denominational minds. Addressing the post–modern worldview, as well as other challenges to the task of theology in general, and to the Seventh–day Adventist faith in particular. For students without a prior degree in Theology. Also available through the Seminary Distance Learning Center as a 2–credit course. **Delivery:** Interactive online option available **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **Repeatable:** Repeatable **College Code:** SEM

THST 521 – Christian Theology I

Credits: 3

Study of the interdisciplinary nature, sources, and methods of theology; the doctrines of God (the Trinity, foreknowledge, predestination), His works (creation, providence, the covenant, law and Sabbath), the Holy Spirit, and human beings (nature, image of God, and sin). For students without a prior degree in Theology. **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **Repeatable:** Repeatable **College Code:** SEM

THST 522 – Christian Theology II

Credits: 3

Study of the doctrines of Christ (nature and works of atonement), salvation, the church (marks, ministry, and mission) and eschatology (Adventist, Christ–centered exploration of end–time prophecies and events). For students without a prior degree in Theology. **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **Repeatable:** Repeatable **College Code:** SEM

THST 540 – Doctrine of Salvation

Credits: 2–3

A broad study of the Christian doctrine of Salvation: The author, object, need, agent, process, and result of salvation. Biblical, historical and systematic considerations are intrinsic to this course. While the Seventh–day Adventist understanding of this doctrine constitutes the central focus of the study, other views are also acknowledged. **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **Repeatable:** Repeatable **College Code:** SEM

THST 550 – Principles of Christian Ethics

Credits: 2–3

Study of the basic moral guidelines and ethical principles contained in the Bible. Application of these guidelines and principles to contemporary moral issues of special interest for Seventh–day Adventists. **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **Repeatable:** Repeatable **College Code:** SEM

THST 555 – Ecclesiology and the Practice of Ministry

Credits: 2–3

Selected issues in ecclesiology related to the practice of ministry. **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **Repeatable:** Repeatable **College Code:** SEM

THST 600 – Christian Personal Ethics

Credits: 2–3

An application of Christian moral teachings to various personal issues and dilemmas with special emphasis on the moral habits and Christian character. **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **Repeatable:** Repeatable **College Code:** SEM

THST 608 – Doctrine of the Sabbath

Credits: 2–3

Significance of the Seventh–day rest in the Old Testament, in the teachings of Christ and the apostles, and in Christian theology. **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **Repeatable:** Repeatable **College Code:** SEM

THST 615 – Doctrine of the Church

Credits: 2–3

The nature, attributes, marks, and government of the Christian Church. Its relation to Christ, to the Scriptures, and to the Holy Spirit. The ordinances and the ministry. **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **Repeatable:** Repeatable **College Code:** SEM

THST 616 – Doctrine of God

Credits: 2–3

A study of the nature and attributes of God and His relation to the world. Consideration of divine foreknowledge, predestination, and providence; the Trinity; God as person. Also available through the Seminary Distance Learning Center as a 3–credit course. **Delivery:** Interactive online option available **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **Repeatable:** Repeatable **College Code:** SEM

THST 617 – The Works of God

Credits: 2–3

An in–depth study of such doctrines as creation, law and covenant, and Sabbath. **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **Repeatable:** Repeatable **College Code:** SEM

THST 618 – The Works of Christ

Credits: 2–3

An in–depth study of such doctrines as atonement, salvation, and righteousness by faith. **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **Repeatable:** Repeatable **College Code:** SEM

THST 619 – Principles and Methods of Theology

Credits: 2–3

The nature, function, and practice of constructive theological activity. Doing theology: What? Why? How? For advanced students. **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **Repeatable:** Repeatable **College Code:** SEM

THST 624 – Protestant Theological Heritage

Credits: 2–3

The most important positions of the great shapers of the Protestant tradition from the earliest times to the present. **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **Repeatable:** Repeatable **College Code:** SEM

THST 625 – Early Christian Theology

Credits: 2–3

Study of the doctrinal development of the Church from the close of the apostolic age to Augustine in such themes as heresy, ethics, salvation, authority, and ecclesiology. **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **Repeatable:** Repeatable **College Code:** SEM

THST 626 – Modern Christian Theology

Credits: 2–3

Study of the major doctrinal trends of the Church from Anselm to Wesley. Particular attention given to such themes as atonement, salvation, ecclesiology, and eschatology. **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **Repeatable:** Repeatable **College Code:** SEM

THST 627 – Roman Catholic Life & Thought

Credits: 2–3

An introduction to Roman Catholic theology. Attention given to major doctrinal formulations, dogmas, and practices from the patristic period to the present in dialogue with Scripture. **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **Repeatable:** Repeatable **College Code:** SEM

THST 628 – Contemporary Theology

Credits: 2–3

Study of major trends in 19th– and 20th–century theology, including liberalism and neo–orthodoxy, and such shapers of religious thought as Schleiermacher, Barth, and Bultmann viewed over the rise and development of Adventist theology. **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **Repeatable:** Repeatable **College Code:** SEM

THST 629 – Interchurch Dialogue

Credits: 2–3

Analytical and critical study of the development, structures, problems, and theological implications of ecumenical and postdenominational movements. Evaluation and response from a Seventh-day Adventist perspective. **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **Repeatable:** Repeatable **College Code:** SEM

THST 630 – Doctrine of Christ

Credits: 2–3

The unique person of Christ: His pre-existence, virgin birth, and incarnation. The incarnate relation of His divinity and humanity. The meaning and implications of His death. **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **Repeatable:** Repeatable **College Code:** SEM

THST 634 – Christian Social Ethics

Credits: 2–3

An exploration of selected issues currently confronting the church, such as ethnic relations, the role of women, nationalism and liberation theology, poverty and hunger, and relations with civil governments. **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **Repeatable:** Repeatable **College Code:** SEM

THST 637 – Biblical Eschatology

Credits: 2–3

Adventist approach to a Christ-centered interpretation of the end-time prophecies regarding the judgment, the second coming of Christ, the kingdom of God, and the millennium in the Old and New Testaments on the basis of biblical principles of interpretation. **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **Repeatable:** Repeatable **College Code:** SEM

THST 639 – Doctrine of the Holy Spirit

Credits: 2–3

The person and work of the Holy Spirit in the plan of redemption and the divine economy. Also available through the Seminary Distance Learning Center as a 2-credit course. **Delivery:** Interactive online option available **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **Repeatable:** Repeatable **College Code:** SEM

THST 643 – Christian Professional Ethics

Credits: 2–3

An inquiry into the field of professional relations, dilemmas, and decision making within the context of Christian ethics. Emphasis on the identity, activity, and influence (witness) of a Christian professional, primarily in the various aspects of pastoral ministry and other caring professions. **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **Repeatable:** Repeatable **College Code:** SEM

THST 644 – Theological Ethics

Credits: 2–3

Discussion and application of biblical teachings and normative models to decision making and standards of Christian behavior in the context of praxis of ministry. THST 550 strongly recommended (expected for MDiv students) prior to this course. **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **Repeatable:** Repeatable **College Code:** SEM

THST 647 – Human Nature and Destiny

Credits: 2–3

Origin of humanity, the fall, and sin—its nature and effect. The nature of man, the doctrine of immortality. Man and woman as the image of God. **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **Repeatable:** Repeatable **College Code:** SEM

THST 649 – Seminar in Theological Issues

Credits: 2–3

Study of issues such as Christology, anthropology, ecclesiology, contemporary theology, and Christian ethics. Available for PhD/ThD, MA, and select MDiv students. **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **Repeatable:** Repeatable **College Code:** SEM

THST 656 – Seminar in Historical Theology

Credits: 2–3

Development of theological tradition, movement, doctrine, or theme throughout the history of Judeo-Christian thought. Available for PhD/ThD, MA, and select MDiv students. **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **Repeatable:** Repeatable **College Code:** SEM

THST 659 – Seminar in Philosophy, Theology, and Ethics

Credits: 2–3

The interrelation between philosophical, theological, and ethical thought—forms and issues considered in the light of the biblical perspective. Available for PhD/ThD, MA, and select MDiv students. **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **Repeatable:** Repeatable **College Code:** SEM

THST 660 – Church and Society

Credits: 2–3

Interdisciplinary analysis of the interrelatedness of church, its theology and task with the society as potential recipient of the Gospel; examination of structures and dynamics in church and society from biblical, theological, ethical, and sociological perspectives; formulation of a biblical word view vis-à-vis modern philosophies and ideologies. **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **Repeatable:** Repeatable **College Code:** SEM

THST 667 – Postmodernism and the Church

Credits: 2–3

A critical study of the nature and ideological origins of the postmodern mind as it relates to both the theology and the mission of the Seventh-day Adventist Church. **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **Repeatable:** Repeatable **College Code:** SEM

THST 676 – History of Philosophy

Credits: 2–3

An overview of classical, medieval, modern, and contemporary philosophy: an introduction to key figures such as Plato, Aristotle, Augustine, Thomas Aquinas, Descartes, Hume, and Kant; and a survey of recent developments such as process, existentialist, and analytical philosophy. **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **Repeatable:** Repeatable **College Code:** SEM

THST 678 – Science and Religion

Credits: 2–3

The relation of scientific information and theory to Christian doctrines; theories of origin, geologic time, uniformity, and organic evolution as developed in the fields of historical geology and biology. **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **Repeatable:** Repeatable **College Code:** SEM

THST 690 – Independent Study

Credits: 1–3

Restricted to advanced students. Selected problems in the field of theology. See general guidelines under Academic Information. **Grade Mode:** Satisfactory w/DG (S,U,I,W,DG) **Repeatable:** Repeatable **College Code:** SEM

THST 695 – Topics _____

Credits: 2–3

Course deals with selected themes. Can be used only by preapproval from the student's program director and the teacher. **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **Repeatable:** Repeatable with different topics **College Code:** SEM

THST 809 – The Theology of Ellen G. White

Credits: 3

Analytical study of major theological themes in the writings of E. G. White and their influence on Adventist theology. **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **Repeatable:** Repeatable **College Code:** SEM

THST 814 – Seminar in Philosophy, Theology and Ethics

Credits: 3

The interrelation between philosophical, theological and ethical thought—forms and issues considered in the light of the biblical perspective. Available for PhD/ThD, MA, and select MDiv students. **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **Repeatable:** Repeatable **College Code:** SEM

THST 830 – Methods in Historical Theology

Credits: 3

An orientation of a theological tradition, movement, doctrine, or theme throughout the history of Judeo-Christian thought. **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **Repeatable:** Repeatable **College Code:** SEM

THST 890 – Directed Reading in Systematic Theology

Credits: 1–6

Grade Mode: Normal w S/DG (A–F,I,S,U,DG,W) **Repeatable:** Repeatable **College Code:** SEM

THST 895 – Directed Reading in Historical Theology

Credits: 1–6

Grade Mode: Satisfactory w/DG (S,U,I,W,DG) **Repeatable:** Repeatable **College**

Code: SEM

THST 896 – Directed Reading in Christian Ethics

Credits: 1–6

Grade Mode: Satisfactory w/DG (S,U,I,W,DG) **Repeatable:** Repeatable **College**

Code: SEM

THST 935 – Seminar in Philosophical Theology

Credits: 3

Grade Mode: Normal Sem (A–F,I,DG,DN,W) **Repeatable:** Repeatable **College Code:**

SEM

THST 940 – Seminar in Systematic Theology

Credits: 3

Selected issues in systematic theology. **Grade Mode:** Normal Sem (A–F,I,DG,DN,W)

Repeatable: Repeatable **College Code:** SEM

THST 964 – Seminar in Historical Theology

Credits: 3

Study of selected doctrinal and historical issues and systems. **Grade Mode:** Normal

Sem (A–F,I,DG,DN,W) **Repeatable:** Repeatable **College Code:** SEM

THST 966 – Seminar in Ethics

Credits: 3

Selected issues in ethics from a Christian perspective. **Grade Mode:** Normal Sem

(A–F,I,DG,DN,W) **Repeatable:** Repeatable **College Code:** SEM

World Mission

Seminary S203
269-471-6505
mssn@andrews.edu

Faculty

Bruce L. Bauer, *Chair*
Cheryl Doss
Gorden Doss
Wagner Kuhn
Lester P. Merklin, Jr.

World Mission

MSSN 505 – Christian Responses to Human Needs

Credits: 2–3

Explores biblical models, historical examples, and development paradigms for Christian involvement in incarnational ministries. **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **College Code:** SEM

MSSN 525 – Mission to the World

Credits: 2–3

A broad introduction to Christian world missions. Includes aspects of mission history, the theological foundations of mission, intercultural perspectives of mission service, contemporary theoretical thought about missions, and basic relationships to other faiths. **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **Repeatable:** Repeatable **College Code:** SEM

MSSN 546 – Mission in Cultural and Religious Context

Credits: 3

Explores missiological principles with an emphasis on the cultural and religious context, and the development of cultural sensitivity and cross-cultural communication skills for Christian witness. Required of all MDiv students. **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **College Code:** SEM

MSSN 561 – Christian Witness and World Religions

Credits: 3

Study of the history, writings, beliefs and practices in world religions such as Islam, Hinduism and Buddhism and the development of effective strategies for Christian witness. Required of all MDiv students. **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **College Code:** SEM

MSSN 584 – Preparation for Cross-Cultural Workers

Credits: 2–4

An orientation for cross-cultural workers that aims to (1) create an awareness of the actual context of mission today; (2) prepare missionaries to meet this situation; and (3) shape attitudes that are indispensable for fruitful cross-cultural mission service. **Grade Mode:** Normal (A–F,I,W) **Repeatable:** Repeatable **College Code:** SEM

MSSN 610 – Theology of Mission

Credits: 2–3

The biblical foundation of mission—its essence, goals, motives, and the role of the church in mission. **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **Prerequisite(s):** MSSN 546 and MSSN 561. **Repeatable:** Repeatable **College Code:** SEM

MSSN 615 – Anthropology for Mission and Ministry

Credits: 2–3

The fundamentals of culture, worldview, social structure, group organization, and social change studied as a basis for intercultural understanding and communication. Attention given to issues which constitute challenges and opportunities to cross-cultural workers. **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **Repeatable:** Repeatable **College Code:** SEM

MSSN 618 – Urban Mission

Credits: 2–4

Explores the nature of cities worldwide, noting their history, development, and relationship to the mission of God and the church. Students are exposed to various ministries. **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **Prerequisite(s):** MSSN 546 and MSSN 561. **Repeatable:** Repeatable **College Code:** SEM

MSSN 630 – Cross-Cultural Leadership Development

Credits: 2–3

A study of leadership emergence, selection, and training in missionary churches with particular attention paid to strategic issues of various training models and the relationship between formal, informal, and non-formal leadership development. Identical to CHMN630. **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **Prerequisite(s):** MSSN 546 and MSSN 561 **Repeatable:** Repeatable **College Code:** SEM

MSSN 635 – Contemporary Issues in Mission

Credits: 2–3

Current issues in mission and the way they affect the church's outreach in the world. **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **Prerequisite(s):** MSSN 546 and MSSN 561. **Repeatable:** Repeatable **College Code:** SEM

MSSN 640 – Advanced Mission Studies

Credits: 3

Study of advanced missiological principles and their application. **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **Prerequisite(s):** MSSN 546 and MSSN 561. **College Code:** SEM

MSSN 650 – Introduction to a World Religion

Credits: 2–3

An introduction to the history, beliefs, writings, personalities and current developments in religions such as Islam, Judaism, Hinduism and Buddhism. **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **Prerequisite(s):** MSSN 546 and MSSN 561. **Repeatable:** Repeatable **College Code:** SEM

MSSN 652 – Biblical and Qur'anic Studies

Credits: 2–5

The study of the Bible and the Qur'an and other Adventist and Muslim sources of faith such as the Spirit of Prophecy, the Hadith, and Islamic tafsir, with a view to leading a Muslim to faith in Islamic contexts. **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **Repeatable:** Repeatable **College Code:** SEM

MSSN 653 – Islamic Culture and Society

Credits: 3

The study of Islamic social systems and practices and their implications for mission. Topics include morals and ideals, family life, festivals, religious life and practice, shar'iah law, and female spirituality. **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **Repeatable:** Repeatable **College Code:** SEM

MSSN 660 – Witnessing to People of Another Religion

Credits: 2–3

Development and evaluation of various forms of Christian witness among the peoples of other religions such as Muslims, Jews, Hindus, and Buddhists. **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **Prerequisite(s):** Prerequisite for MDiv students: MSSN 546 and MSSN 561. **Repeatable:** Repeatable **College Code:** SEM

MSSN 676 – History of Christian Mission

Credits: 2–3

History of the expansion of the Christian church, from the first century until the present. At the discretion of the Department of Church History, this course may fulfill a Church History elective requirement. **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **Prerequisite(s):** MSSN 546 and MSSN 561. **Repeatable:** Repeatable **College Code:** SEM

MSSN 685 – Strategies for World Mission

Credits: 2–3

A concentrated study of mission theory and strategy, cultural perspectives of mission service, and basic principles of church growth. **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **Repeatable:** Repeatable **College Code:** SEM

MSSN 690 – Independent Study

Credits: 1–3

Individual research on a selected problem in the theory, history, or practice of mission. See general guidelines under Academic Information. **Course Attribute:** Individual Studies **Grade Mode:** Satisfactory w/DG (S,U,I,W,DG) **Repeatable:** Repeatable **College Code:** SEM

MSSN 695 – Topics _____

Credits: 1–3

On themes by preapproval from the student's program director and the teacher. **Course Attribute:** Individual Studies **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **Repeatable:** Repeatable with different topics **College Code:** SEM

MSSN 826 – Seminar in Theology of Mission

Credits: 3

Course Attribute: Individual Studies **Grade Mode:** Normal Sem (A–F,I,DG,DN,W)

Repeatable: Repeatable **College Code:** SEM

MSSN 827 – Seminar in History of Mission

Credits: 3

Course Attribute: Individual Studies **Grade Mode:** Normal Sem (A–F,I,DG,DN,W)

Repeatable: Repeatable **College Code:** SEM

MSSN 828 – Seminar in Social Sciences and Mission

Credits: 3

Course Attribute: Individual Studies **Grade Mode:** Normal Sem (A–F,I,DG,DN,W)

Repeatable: Repeatable **College Code:** SEM

MSSN 829 – Seminar in Other Religions

Credits: 3

Course Attribute: Individual Studies **Grade Mode:** Normal Sem (A–F,I,DG,DN,W)

Repeatable: Repeatable **College Code:** SEM

MSSN 830 – Seminar in Strategies and Development in Mission

Credits: 3

Course Attribute: Individual Studies **Grade Mode:** Normal Sem (A–F,I,DG,DN,W)

Repeatable: Repeatable **College Code:** SEM

MSSN 840 – Research Methods in Mission and Ministry

Credits: 3

Research methods and procedures as applied to the field of mission and ministry with an emphasis on field–based qualitative research, participant observation and ethnographic interviews. **Grade Mode:** Normal Sem (A–F,I,DG,DN,W) **College Code:** SEM

MSSN 890 – Directed Reading in Mission Studies

Credits: 2–12

Course Attribute: Individual Studies **Grade Mode:** Satisfactory w/DG (S,U,I,W,DG)

Repeatable: Repeatable **College Code:** SEM

University Personnel

Presidents, 1874–Present

Battle Creek College, 1874–1901

Sidney Brownsberger, 1874–1881
Alexander McLearn, 1881–1882
Wilcott H. Littlejohn, 1883–1885
William W. Prescott, 1885–1894
George W. Caviness, 1894–1897
Edward A. Sutherland, 1897–1901

Emmanuel Missionary College, 1901–1959

Edward A. Sutherland, 1901–1904
Nelson W. Kauble, 1904–1908
Otto J. Graf, 1908–1917
Clement L. Benson, 1917–1918
Frederick Griggs, 1918–1924
Guy F. Wolfkill, 1924–1930
Lynn H. Wood, 1930–1934
Thomas W. Steen, 1934–1937
Henry J. Klooster, 1937–1943
Alvin W. Johnson, 1943–1950
Percy W. Christian, 1950–1955
Floyd O. Rittenhouse, 1955–1960

Advanced Bible School, 1934–1937

Milton E. Kern, Dean 1934–1937

Seventh-day Adventist Theological Seminary, 1937–1957

Milton E. Kern, 1937–1943
Denton E. Rebok, 1943–1951
V. E. Hendershot, 1951–1952
Ernest D. Dick, 1952–1957

Potomac University, 1957–1960

Ernest D. Dick, 1957–1959
Floyd O. Rittenhouse, 1959–1960

Andrews University, 1960–

Floyd O. Rittenhouse, 1960–1963
Richard Hammill, 1963–1976
Joseph G. Smoot, 1976–1983
W. Richard Leshner, 1984–1994
Niels-Erik A. Andreasen, 1994–

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(As of March 6, 2012)

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Advisors: Lowell Cooper, Jonathan Duffy, G. Thomas Evans, Thomas Lemon, Ella Simmons, Max Torkelsen, Max A. Trevino, David Weigley

President's Council

(As of February 7, 2013)

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University Administration

(As of August 1, 2012)

Niels-Erik A. Andreasen, PhD, President; Secretary of the Board of Trustees

Andrea Luxton, PhD, Provost

Larry Schalk, MBA, Vice President for Financial Administration

David A. Faehner, PhD, Vice President for University Advancement

Frances Faehner, PhD, Vice President for Student Life

Stephen Payne, BA, Vice President for Integrated Marketing & Communication

Randy K. Graves, MS, Vice President for Enrollment Management

Daniel Agnetta, MA, Director of Human Resources

Verlyn R. Benson, DIT, Assistant to the Provost; Assistant to the President for Business

Development

Lorena L. Bidwell, MBA, Chief Information Officer

Audrey V. Castelbuono, MA, Associate Vice

President for Development

Emilio Garcia-Marenko, EdD, Associate Provost; Registrar

Christon Arthur, PhD, Associate Provost for Faculty Development; Dean, School of Graduate Studies & Research

Lynn Merklin, PhD, Assistant Provost for

Institutional Effectiveness

Brent G.T. Geraty, JD, General Counsel

Glenn A. Meekma, BS, CPA, Controller

Aimee Vitangcol-Regoso, MBA, Assistant Registrar

Gary Williams, BA, Associate Registrar

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Lynley Bartlett, PhD, Director, Off-Campus Programs

Kathleen Beagles, PhD, Director, PhD (Religious Education)

Skip Bell, DMin, Director, Doctor of Ministry Program

Gary Burdick, PhD, Associate Dean of Research, School of Graduate Studies & Research

Merlin D. Burt, PhD, Director, Center for Adventist Research

Carey Carscallen, MArch, Dean, School of Architecture, Art & Design

Ron E.M. Clouzet, DMin, Director, North American Division Evangelism Institute

Cheryl Doss, PhD, Director, Institute of World Mission

Paula Dronen, JD, Associate Dean, School of Architecture, Art & Design

Jacques B. Doukhan, ThD, Director, Institute of Jewish-Christian Studies

Tom Evans, Associate Director, North American Division Evangelism Institute

David Ferguson, MA, Director, Undergraduate Leadership Program

Denis J.H. Fortin, PhD, Dean, Seventh-day

Adventist Theological Seminary

La Ronda Forsey, MS, Associate Dean, School of Distance Education; K-12 Principal, Griggs

International Academy

Constance Gane, MA, Acting Curator, Horn Archaeological Museum

Paul Z. Gregor, PhD, Associate Director, Institute of Archaeology

Kenley Hall, DMin, Director, Theological Field Education

Martin Hanna, PhD, Director, MA (Religion)

James R. Jeffery, PhD, Dean, School of Education

R. Clifford Jones, PhD, Associate Dean, Seventh-day Adventist Theological Seminary

Ronald A. Knott, BA, Director, University Press

Janine Lim, PhD, Associate Dean of Online Higher Education, School of Distance Education

John V.G. Matthews, PhD, Director, MA (Religious Education)

Keith E. Mattingly, PhD, Dean, College of Arts & Sciences

Donald L. May, MA, Associate Dean, College of Arts & Sciences; Director, General Education

Errol McLean, DMin, Associate Director, North American Division Evangelism Institute

Lester P. Merklin Jr, DMin, Director, Global Center for Adventist Muslim Relations

Lawrence W. Onsager, MLS, Dean of Libraries

Robert L. Overstreet, MA, Principal, Andrews Academy

L. Monique Pittman, PhD, Director, J.N. Andrews Honors Program

Thomas Shepherd, PhD, Director, PhD (Religion) & ThD Programs

Allen F. Stembridge, EdD, Dean, School of Business Administration

Alayne Thorpe, PhD, Dean, School of Distance Education

David Waller, MEd, Principal, Ruth Murdoch Elementary School

Jasel McCoy, MS, Director of Fitness & Exercise Studies

Allan R. Walshe, DMin, Director, MA (Youth and Young Adult Ministry)

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Randall W. Younker, PhD, Director, Institute of Archaeology; Director, PhD (Biblical and Ancient Near Eastern Archaeology)

Administrative Deans and Directors

Elynda Bedney, MSA, Director, Student Financial Services

Stanley Beikmann, BS, Director, Arboretum

Glynis Bradfield, PhD, Director, School of Distance Education Student Services and Assessment

Jennifer Burrill, MA, Director, Lamson Hall

Spencer Carter, MA, Director, Meier Hall
 Tami Condon, BA, Director, Alumni Services
 Judith B. Fisher, PhD, Director, Counseling & Testing Center
 Carolina Gomez-Jones, MA, Assistant Dean, School of Distance Education
 Daniel Hamstra, BS, Director, Telecommunication Systems
 Dale Hodges, Director, Campus Safety
 David Iwasa, MAT, Director, University Towers
 David G. Jardine, Director, Student Activities & Athletics
 Ethan Jones, JD, Director, Compliance, School of Distance Education
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 Rebecca L. May, BA, Director, Campus Relations & Events
 Robert Benjamin, MDiv, MBA, Director, International Student Services & Programs
 William Navalon, BA, Director, Recruitment Services
 Tari Popp, BS, Director, Planned Giving & Trust Services
 Daniel Reichert, MD, Director, Medical Services
 Richard L. Scott, BA, Director, Facilities Management
 Sharyl R. Turon, BBA, Director, Financial Records
 Alice C. Williams, PhD, Director, University Archives
 Steve Yeagley, MDiv, Associate Dean, Student Life
 Deborah Weithers, BBA, Associate Dean, Student Life

Managers of Service Departments and Auxiliary Enterprises

Martin D. Bradfield, BBA, Manager, Transportation Services
 Thomas N. Chittick, EdD, Manager, Farm and Dairy
 Rodrick Church, BS, Manager, LithoTech
 Mark Daniels, BA, General Manager, Dining Services
 Sharon J. Dudgeon, MMus, Manager, WAUS
 Paul Elder, Manager, Plant Service
 Cheryl Kean, Manager, University Bookstore
 Alfredo Ruiz, MA/MDiv, Director, University Apartments
 Erica Griessel, BA, Manager, Howard Performing Arts Center
 Dean Snow, Manager, Custodial Services

Administrators Emeriti

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 Merlene A. Ogden, PhD, Dean and Professor of English, Emerita
 Gottfried Oosterwal, DLitt, Director, Center for Intercultural Relations, Emeritus
 Charles H. Tidwell Jr., PhD, Dean, Affiliation & Extension Programs, Emeritus
 Werner K. Vyhmeister, PhD, Dean, Seventh-day Adventist Theological Seminary and Professor of Mission, Emeritus

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 Tami Condon (BS '91), Executive Director, Berrien Springs, Mich.
 Andriy Kharkovyy (BBA '06, MBA '09), Executive Asst Director, Berrien Springs, Mich.

Deborah Busch (BS '92, BS '98), Eau Claire, Mich.
 Arvin Delacruz (BArch '97), Berrien Springs, Mich.
 Norma Greenidge (BS '80, MA '92, PhD '00), Berrien Springs, Mich.
 Dave Nelson (Att.), Berrien Springs, Mich.
 Michael Villwock (BT '08), Buchanan, Mich.
 Bruce Wrenn (current faculty), Berrien Springs, Mich.

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 David A. Faehner, PhD, Vice President, University Advancement
 Patricia Spangler, BS, FOCUS Editor
 2012-13 AUSA Representative
 2012-13 BSCF Representative
 2012-13 GSA Representative

Recipients of Andrews University Faculty Awards for Excellence in Teaching

1976-77—Bill Chobotar, Patricia M. Silver
1977-78—Merlene A. Ogden, M. Lillian Moore
1978-79—Daniel A. Augsburg, Ivan L. Warden
1979-80—Robert R. Ludeman, F. Estella Greig
1980-81—Ruth R. Murdoch, Malcolm B. Russell
1981-82—Robert A. Wilkins, Leonard K. Gashugi
1982-83—Carl Coffman Jr, Neville H. Clouten
1983-84—Asa C. Thoresen, Des Cummings Jr.
1984-85—Lawrence T. Geraty, Robert U. Kalua
1985-86—C. Warren Becker, Øystein S. LaBianca
1986-87—Ivan T. Blazen, Janice Y. Watson
1987-88—William W. Davidson, Duane C. McBride
1988-89—Ralph M. Scorpio, Bruce A. Closser
1989-90—Dwain L. Ford, Meredith J. Jones
1990-91—Øystein S. LaBianca, Georgina P. Hill
1991-92—Stanley M. Bell, Leonard K. Gashugi, A. Josef Greig, F. Estella Greig, William E. Richardson, Russell L. Staples, John B. Youngberg
1992-93—Paul S. Brantley, Arthur N. Brown
1993-94—Dennis W. Woodland, Edwin I. Hernandez
1994-95—James L. Hayward, Annetta M. Gibson
1995-96—Kenneth E. Thomas, Carole L. Kilcher
1996-97—Jon L. Dybdahl, James A. Tucker
1997-98—Richard M. Davidson, Beverly J. Matiko
1998-99—Curtis J. VanderWaal, Katherine A. Koudele
1999-00—David A. Steen, April R. Summitt
2000-01—Bill Chobotar, Stephen P. Zork
2001-02—Shelley Bradfield, James L. Hayward

Recipients of the Daniel A.

Augsburger Excellence in Teaching Award

(Teaching award name changed in 2002-03 school year)
2002-03—Ranko Stefanovic (CAS), Sharon Prest (COT), Phillip H. Bess (ARCH), David A. Vlosak (SBA), Candice C. Hollingsead (SED), George R. Knight (SEM)
2003-04—Kathleen A. Berglund (CAS), Delyse E. Steyn (CAS), Laun L. Reinholtz (COT), Thomas B. Lowing (ARCH), Mary Ann Hofmann (SBA), Hinsdale Bernard (SED), Jon K. Paulien (SEM)
2004-05—Mickey D. Kutzner (CAS), Delmer I. Davis (CAS), Gary A. Marsh (COT), Kristin S. von Maur (ARCH), Robert C. Schwab (SBA), Frederick A. Kosinski (SED), Roy E. Gane (SEM)
2005-06—L. Monique Pittman (CAS), Shandelle M. Henson (CAS), Ronald L. Johnson (COT), Andrew C. von Maur (ARCH), Betty Lou S. Gibson (SBA), Jimmy Kijai (SED), Denis Fortin (SEM)
2006-07—Arlene M. Saliba (CAS), Janice F. Wrenn (CAS), Stanley H. Beikmann (COT), Rhonda G. Root

(ARCH), Leonard K. Gashugi (SBA), Shirley A. Freed (SED), Jacques B. Doukhan (SEM)
2007-08—Margarita C. K. Mattingly (CAS), Carlos A. Flores (CAS), Stephen C. Thorman (COT), Armand G. H. Poblete (SBA), Gary D. Gifford (SED), Richard M. Davidson (SEM). School of Architecture—No nomination for 2008.
2008-09—Susan P. Zork (CAS), H. Thomas Goodwin (CAS), Duane E. Habenicht (COT), Annetta M. Gibson (SBA), Elvin S. Gabriel (SED), John T. Baldwin (SEM), Kristin S. von Maur (SOA)
2009-10—Karl Bailey (CAS), John Banks (CAS), Lilianne Doukhan (CAS), Robert Moore (CAS), David Sherwin (COT), Robin Johnson (SOA), Jacquelyn Warwick (SBA), Duane Covrig (SED), Randall Younker (SEM)
2010-11—Ann—Marie Jones (CAS), Darah J. Regal (CAS), Dianne L. Staples (CAS), Robert E. Zdor (CAS), James H. Doran (COT), Mark A. Moreno (SOA), Samuel Kim—Liang Chuah (SBA), Barbara A. Reid (SED), H. Peter Swanson (SEM)
2011-12—Rudolph Bailey (SED), Bruce Bauer (SEM), José Goris (SBA), Herbert Helm (CAS), Marcia Kilsby (CAS), Glenn Russell (CAS), Martin Smith (SAAD), Tiffany Summerscales (CAS)

Recipients of Andrews University Faculty Awards for Excellence in Research and Creative Activity

1991-92—Gregory J. Constantine, Donna Habenicht, Gerhard Hasel, Gary Land, Margarita Mattingly, Duane McBride, Raymond Paden, Abraham Terian
1992-93—Gordon Atkins, Roger Dudley, Edwin Hernandez, Mickey Kutzner, Jonathan Paulien, Brian Strayer
1993-94—Bill Chobotar, Gregory J. Constantine, Jacques Doukhan, Lyndon Furst, George Knight
1994-95—Roger Dudley, Shirley Freed, Scott Moncrieff, William Proulx, Jim Wolfer
1995-96—Gregory J. Constantine, George Knight, Margarita Mattingly, Janet Mulcare, John Stout
1996-97—Philip Bess, Mickey Kutzner, Jonathan Paulien, Douglas Singh, James Tucker
1997-98—Paul Brantley, Russell Burrill, Larry Richards
1998-99—Gordon J. Atkins, Lenore S. Brantley, Gregory J. Constantine, George R. Knight, P. David Merling
1999-00—Shirley A. Freed, Mickey D. Kutzner, Janet A. Mulcare, Jon K. Paulien, Carla L. Trynchuk
2000-01—Philip H. Bess, Gary W. Burdick, Roger L. Dudley, Gary G. Land, Jiri Moskala
2001-10—no awards given these years.

Recipients of the Siegfried H. Horn Excellence in Research and Creative Scholarship Award

2010-11—Karen A. Allen (Professional Programs), Larry D. Burton (Arts & Humanities), Richard M. Davidson (Religion & Theology), Shandelle M. Henson (Pure & Applied Sciences)
2011-12—Steve Hansen (Arts & Humanities), Duane McBride (Pure & Applied Sciences) Jiří Moskala (Religion & Theology), Curtis VanderWaal (Professional Programs),

2013-2014 Faculty

(as of March 25, 2013)
 College of Arts & Sciences
 Department of Agriculture
 Department of Aviation
 School of Architecture, Art & Design
 School of Business Administration
 School of Education
 School of Health Professions

2013–2014 FACULTY FROM AFFILIATED SCHOOLS

Undergraduate

Hong Kong Adventist College

Bervinda Siu Yung Chan, MA, MS – Instructor of Health & Fitness
Jonathan Siu Kuen Chan, MA – Instructor of Information Technology
Samuel Man–Jim Chiu, ThD – Acting Department Chair of Theology, Associate Professor of Religion
Barbara Kit–Chun Choi, DrPH – Chair of Health, Professor of Health & Fitness
Charlene Chow–Pak, MPH – Assistant Professor of Health
Simon Shian Wee Chua, MA – Assistant Professor of English & Communication
Daniel Gim–Teng Chuah, PhD – Dean of Students, Associate Professor of Religion
Samuel Kim Liang Chuah, PhD – Professor of Business & Economics
Steven Koon Yin Cheung, MA – Instructor of Health & Fitness
Jon Arthur Cole, PhD – Academic Dean, Professor of Environmental Sciences
Luis Alberto Comparada, MA – Instructor of Mathematics
Jonathan Ah Meng Foo, PhD – Professor of Religion
Gloria Chung Ning Ho, MA – Instructor of English
Charles Chung Leun Lau, PhD – Instructor of Health & Fitness
Twinky Chuen–Chuen Lau, MA – Instructor of Religion
Kelvin Man–Him Ng, MA, MPhil – Instructor of Psychology
Yu–Yan Pang, PhD – Instructor of Psychology
Nancy T. Recalde, MA – Instructor of Psychology
Vincente S. Rodriguez, PhD – Instructor of Psychology
Arlene B. Siagian, MMus – Assistant Professor of Music
Cindy Pui–Yee Sing, MA – Instructor of Accounting
Lee Sia Tay, MA – Instructor of English
Keith Kin Lung Wong, PhD – Instructor of Health & Fitness, and Psychology
Philip Kar Keung Wong, PhD – Instructor of Chinese History & Culture
Priscilla Chung–Chi Wong, MA – Assistant Professor of Psychology & History
Henry Ya'ang, MBA – Assistant Professor of Business
Hosea Pak–Nin Yeung, MBA, CGA – Business Manager, Assistant Professor of Business & Accounting

Newbold College–Bracknell, Berkshire, England

Robin Anthony, MLitt – Lecturer in English, History & Media Arts
Radisa Antic, PhD – Senior Lecturer in Biblical Studies & Church History
John Baidam, PhD – Director of Academic Affairs and Principal Lecturer
Jan Barna, PhD – Lecturer in Systematic Theology
Andreas Bochmaan, PhD – Senior Lecturer in Pastoral Counseling
Manuela Casti, MA – Lecturer in Pastoral Studies
Henrik Jorgensen, MA – Head of Student Services, Assistant Lecturer in Religion,
Aulikki Nahkola, DPhil – Principal Lecturer in Old Testament

Michael Pearson, DPhil – Principal Lecturer in Philosophy
Hazel Rennalis, MA – Lecturer in English
Gifford Rhamie, MA – Lecturer in Pastoral Studies
Sandra Rigby–Barrett, PhD – University Year Team Leader and Senior Lecturer in Music
Laurence Turner, PhD – Head of Department of Theological
Studies, Principal – Lecturer in Old Testament
Jean–Claude Verrecchia, Dr es sciences religieuses – Principal Lecturer in New Testament and Statistics
Cedric Vine, MA – Course Director Undergraduate Theology, Lecturer in New Testament

University of Southern Caribbean–Port-of–Spain, Trinidad

Lennox Allicock, MS – Instructor in Mathematics
Phyllis Andrews, MAT, MBA – Associate Professor of Business Education
Imo R. Bakari, MA – Behavioral Sciences
Franklyn Baldeo, MA – Associate Professor of Education
Clyde Best, MA – Associate Professor of Behavioral Sciences
Anthony Brumble, MSc – Associate Professor of Electronics/Drafting
Keith Chin Aleong, MA, PhD – Assistant Professor of Communication
Carla Copeland, MA – Behavioral Sciences
Cynthia Cudjoe, MSc – Instructor in Computer Science
Letroy Cummings, PhD – Behavioral Sciences
Nequesha Dalrymple, MS – Family and Consumer Sciences
Ronald Daniel, MDiv – Associate Professor of Theology
Damaris DeMatas, BA – Instructor of Music
Carlton Drepaul, MA – Associate Professor of English
Lincoln Dyer, MEd – Education
T. Leslie Ferdinand, EdD – Professor of Education and Sociology
Nichole Homeward, MEd – Education
Fazadudin Hosein, PhD – Associate Professor of Theology
Michael Isiwele, PhD – Business
Lancashia Joseph, MA – Education
Boxter Kharbteng, PhD – Religion
Olive Lewis, BA – Instructor in English and Family and Consumer – Sciences
Shirley McGarrell, PhD – Professor of English
Errol Mitchell, MA – Associate Professor of Religion
Narsha Modeste, MA – Behavioral Sciences
Keren Monrose, MS – Information Systems
George Mubita, MS – Information Systems
Jennifer Paul, PhD – Assistant Professor of Chemistry
Clifton Pryce, MA – Assistant Professor of Education
Anupama Ramella, MA – Education
Satyanarayana Ramella, MA, MBA – Business
Diadrey–Anne Sealy, BS, MS – Family & Consumer Sciences
Carl Spencer, MA – Religion
Evelyn Tucker, MBA, JD – Business
Hillman St. Brice, PhD – Associate Professor of Behavioral Sciences
Cynthia Ward, MAT, MA – Associate Professor of Business Education
Roselyn Ward, MA – Professor of Music

Graduate–Education

Spicer Memorial College – Pune, India

Sheela Chacko, PhD – Associate Professor of Education
Sam Charles, MA – Professor of Education
Nanibala Immanuel Paul, PhD – Dean, School of Education; Associate Professor of Education
S. Rajendra Prasad, MSc, MEd – Academic Dean, Professor of Education
Vishranthi Uttam Sathe, PhD – Instructor of Education

Graduate–Religion

Spicer Memorial College – Pune, India

Esther Deepati, DPH – Instructor in Public Health
Vara Prasad Deepati, PhD – Instructor in Old Testament
Calvin Joshua, DMin, PhD – Instructor in Religion & Religious Education
Roy Jemison Injety, DMin – Dean, School of Religion; Professor of Theology
Mohanraj Wilson Israel, DMin – Associate Professor of Theology
Sharath Babu Nakka, DMin – Associate Professor of Theology
Chawngdinpuui Tlau, PhD – Assistant Professor of Theology

College of Arts & Sciences

Emeriti

Sallie J. Alger, MS – Associate Professor of Library Science, Emerita
Luanne J. Bauer, PhD – Professor of Communication, Emerita
Bill Chobotar, PhD – Professor of Biology, Emeritus
Wilma S. Darby, MSW – Associate Professor of Social Work, Emerita
Delmer I. Davis, PhD – Professor of English, Emeritus
Edith C. Davis, MA – Assistant Professor of Education, Emerita
Robert C. Fadeley, MEd – Associate Professor of Psychology, Emeritus
Dwain L. Ford, PhD – Professor of Chemistry, Emeritus
Kenneth L. Franz, MA – Associate Professor of Developmental and General Mathematics, Emeritus
F. Estella Greig, PhD – Professor of English, Emerita
A. Josef Greig, PhD – Professor of Philosophy, Emeritus
Paul E. Hamel, DMusEd – Professor of Music, Emeritus
Bonnie Jean Hannah, MA – Professor of Business Education, Emerita
Theodore R. Hatcher, PhD – Professor of Mathematics, Emeritus
Harold E. Heidtke, MA – Professor of Biology, Emeritus
Glenn E. Johnson, MEngSc – Associate Professor of Engineering Technology, Emeritus
Ronald L. Johnson, MSEE – Associate Professor of Engineering & Computer Science, Emeritus
Robert E. Kingman, PhD – Professor of Physics, Emeritus
Robert C. Kistler, PhD – Professor of Sociology, Emeritus
Wolfgang F.P. Kunze, PhD – Professor of German, Emeritus
Gary G. Land, PhD – Professor of History, Emeritus
Harold H. Lang, PhD – Professor of Engineering, Emeritus
Robert R. Ludeman, PhD – Professor of Engineering

Technology, Emeritus
 Susan E. Murray – Professor of Psychology, Emerita
 William Mutch, PhD – Professor of Chemistry, Emeritus
 Eduardo Ocampo, PhD – Professor of Spanish, Emeritus
 Merlene A. Ogden, PhD – Dean & Professor of English, Emerita
 Derrick Proctor, PhD – Professor of Psychology, Emeritus
 Donald H. Rhoads, PhD – Associate Professor of Mathematics, Emeritus
 William E. Richardson – Professor of Religion and Dean, College of Arts & Sciences, Emeritus
 S. Clark Rowland, PhD – Professor of Physics, Emeritus
 Richard W. Schwarz, PhD – Professor of History, Emeritus
 Reger C. Smith, PhD – Professor of Social Work, Emeritus
 David A. Steen, PhD – Professor of Biology, Emeritus
 John F. Stout, PhD Research – Professor of Biology, Emeritus
 Morris L. Taylor, DMusA – Professor of Music, Emeritus
 S. Douglas Waterhouse, – PhD Professor of Religion, Emeritus
 Woodrow Whidden, PhD – Professor of Religion, Emeritus
 Robert A. Wilkins, PhD – Professor of Chemistry, Emeritus
 Peter Wong, PhD – Professor of Chemistry, Emeritus
 Dennis W. Woodland, PhD – Professor of Botany, Emeritus

Figures at the right margin indicate beginning date of employment.

Regular Faculty

George S. Agoki, Professor of Engineering – 2001
 BscEng, MA, PhD, University of Nairobi
 Lisa A. Ahlberg, Associate Professor of Chemistry – 2011
 BS, Andrews University;
 PhD, University of California, Davis
 Gordon J. Atkins, Research Professor of Biology – 1989
 BSc, MS, Andrews University; PhD, McGill University
 Sonia R. Badenas, Assistant Professor of French – 2008
 BA, MA, University of Geneva, Switzerland;
 MA, University of Grenoble, France
 Karl G.D. Bailey, Associate Professor of Psychology – 2004
 BSc, Andrews University;
 MA, PhD, Michigan State University
 Janet Blackwood, Assistant Professor of English – 2012
 BA, Walla Walla University; MS, Indiana University
 MA, Portland State University
 Jeanette W. Bryson, Assistant Professor of English – 2001
 BS, Pacific Union College; MA, San Diego State University;
 PhD, Andrews University
 Gary W. Burdick, Research Professor of Physics – 1999
 BS, Southern Adventist University;
 PhD, The University of Texas at Austin
 Harvey Burnett, Assistant Professor of Psychology – 2010
 BA, University of Michigan; MDiv, PhD, Andrews University

Romulus Chelbegean, Assistant Professor of Behavioral Sciences – 2011
 BA, SDA Theological Institute, Bucharest, Romania;
 MA, Hyperion University, Bucharest;
 MA, La Sierra University;
 MS, PhD, Loma Linda University
 Bruce A. Closser, Associate Professor of English – 1978
 BA, Southern Adventist University;
 MA, Andrews University; PhD, University of Pennsylvania
 Krista Cooper, Assistant Professor of Social Work – 2012
 BA, Oakwood College;
 MSW, University of Michigan
 Vanessa Corredera, Assistant Professor of English – 2012
 BA, Andrews University; MA, Northwestern University;
 PhD, Northwestern University
 Desiree E. Davis, Associate Professor of Social Work – 2011
 BSW, Oakwood University; MSW, Ohio State University
 D. Ivan Davis, Associate Professor of English – 1997
 BA, BS, Atlantic Union College; MA, Andrews University;
 PhD, Ball State University
 Donald C. DeGroot, Associate Professor of Engineering and Computer Science – 2006
 AS, BS, Andrews University;
 MS, PhD, Northwestern University
 Kathleen M. Demsky, Associate Professor of Library Science – 1995
 BA, MLS, Indiana University at Bloomington (Holds joint appointment in School of Architecture)
 Lilianne U. Doukhan, Associate Professor of Music and French – 1992
 MA, University of Strasbourg; MA, Andrews University;
 PhD, Michigan State University
 Daniel J. Drazen, Assistant Professor of Library Science – 1992
 BA, MA, Andrews University; MLS, Rosary College
 Dawn I. Dulhunty, Assistant Professor of International Development – 2001
 BN, Monash University, Melbourne; MSA, Andrews University
 Carlos A. Flores, Professor of Music – 1998
 BM, MM, Andrews University;
 PhD, University of North Texas
 James B. Ford, Associate Professor of Library Science – 1991
 BA, Andrews University;
 MLS, MA, University of Maryland
 Erhard Gallos, Assistant Professor of Religion – 2008
 BA, Schulzentrum Marienhoehe, Darmstadt, Germany;
 MA, Newbold College
 John T. Gavin, Associate Professor of Social Work – 2004
 Associate Director of Social Work Program for Washington Adventist University Off–Campus Site
 BSW, Walla Walla University;
 MSW, Catholic University of America
 Brent G.T. Geraty, Assistant Professor of Legal Studies – 2001
 BA, Atlantic Union College; MA, Andrews University;
 JD, Yale University
 Claudio M. Gonzalez, Associate Professor of Music – 2004
 DMA, MMP, Michigan State University;
 ARCM, The Royal College of Music, London
 H. Thomas Goodwin, Professor of Paleobiology – 1994

BA, Southern Adventist University;
 MA, Loma Linda University; PhD, University of Kansas
 Gary R. Gray, Assistant Professor of English – 1990
 BA, Atlantic Union College; MDiv, Andrews University;
 MA, University of Massachusetts, Boston
 Norma Greenidge, Assistant Professor of Library Science – 2012
 Ph.D., Andrews University
 Ryan Hayes, Associate Professor of Chemistry – 2009
 BS, Andrews University;
 MS, PhD, Northwestern University
 James L. Hayward, Research Professor of Biology – 1986
 BS, Walla Walla University; MA, Andrews University;
 PhD, Washington State University
 Herbert W. Helm Jr., Professor of Psychology – 1987
 BS, BA, MA, MAT, Andrews University;
 PhD, University of Southern Mississippi
 Bernard Helms, Assistant Professor of Library Science – 2006
 BS, Walla Walla University; MIS, Andrews University;
 MLS, Indiana University
 Cynthia Mae Helms, Associate Professor of Library Science – 1987
 BS, Philippine Union College;
 MLS, University of the Philippines
 Shandelle M. Henson, Professor of Mathematics – 2001
 BS, Southern Adventist University;
 MA, Duke University; PhD, University of Tennessee
 Margaret Howell, Assistant Professor of Social Work – 2012
 BA, Northern Cribbean University;
 MSW, University of Connecticut
 Ante Jeroncic, Associate Professor of Theology – 2006
 BA, Andrews University;
 MA, Stellenbosch University, South Africa
 PhD, University of Chicago
 Douglas A. Jones, Professor of English – 1980–1995, 2002
 BA, Walla Walla University; MA, Andrews University;
 PhD, Michigan State University
 Patrice Jones, Assistant Professor of Communication – 2010
 BA, MS, Andrews University
 Meredith Jones Gray, Professor of English – 1982
 BA, MA, Andrews University;
 PhD, University of Michigan
 Joon Hyuk Kang, Professor of Mathematics – 2000
 BA, Sung Kyun Kwan University;
 PhD, Michigan State University
 Eun–Young Kim, Assistant Professor of English – 2010
 BA, Union College; MA, Andrews University;
 PhD, Northern Illinois University
 Marianne Kordas, Instructor of Library Science – 2012
 B.A. Music, Andrews University
 Mickey D. Kutzner, Research Professor of Physics – 1989
 BS, Loma Linda University;
 MS, University of California at Los Angeles;
 PhD, University of Virginia
 Hyun J. Kwon, Associate Professor of Engineering – 2005
 BS, MS, Korea Advanced Institute of Science and Technology; PhD, University of Louisville
 Asta LaBianca, Assistant Professor of English – 2010

BA, Walla Walla University; MA, Andrews University
 Øystein S. LaBianca, Professor of Anthropology – 1980
 BA, Andrews University;
 MA, Loma Linda University; PhD, Brandeis University
 Pamela S. Coburn–Litvak, Assistant Professor of Biology – 2012
 BS, MS Andrews University;
 PhD, SUNY Stony Brook
 Kenneth D. Logan, Professor of Music – 1996
 BMus, MMus, Andrews University;
 AMusD, University of Michigan
 Kanya C. Long, Assistant Professor of Biology – 2012
 BA/BS, Atlantic Union College;
 MHS, John Hopkins Bloomberg School of Public Health;
 PhD, University of Texas Medical Branch
 Gunnar Lovhoiden, Associate Professor of Engineering – 2007
 BS, Walla Walla University;
 MS, PhD, University of Tennessee
 Andrea Luxton, Professor of English – 2010
 BA, Newbold College; MA Andrews University
 PhD, Catholic University of America
 Peter J. Lyons, Assistant Professor of Biology – 2012
 BS, Atlantic Union College;
 PhD, Dalhousie University
 Linda J. Mack, Associate Professor of Library Science – 1987
 BMus, MMus, Andrews University;
 MLS, Brigham Young University
 John J. Markovic, Professor of History – 1990
 BA, Andrews University;
 MA, PhD, Bowling Green State University
 Lauren R. Matacio, Associate Professor of Instructional Library Science – 1991
 BA, MA, Andrews University;
 MLS, Western Michigan University
 Beverly J. Matiko, Associate Professor of Communication and English – 1992
 BA, MA, Andrews University; PhD, University of Alberta
 Lionel N. A. Matthews, Professor of Sociology – 1996
 BSocSc, University of Guyana;
 MSc, Indiana State University;
 PhD, Wayne State University
 Keith E.K. Mattingly, Professor of Old Testament – 1984
 BA, MDiv, PhD, Andrews University
 Margarita C. K. Mattingly, Professor of Physics – 1979
 BA, Andrews University;
 MA, University of Arkansas;
 PhD, University of Notre Dame
 David N. Mbungu, Associate Professor of Biology – 2001
 BS, Andrews University (UEAB campus);
 MS, Andrews University;
 PhD, University of California, Riverside
 Duane C. McBride, Research Professor of Sociology – 1986
 BA, Andrews University;
 MA, University of Maryland;
 PhD, University of Kentucky
 Getahun P. Merga, Professor of Chemistry – 2002
 BSc, Addis Ababa University
 MSc, PhD, University of Pune, India
 Debbie Michel, Associate Professor of Communication – 2008
 BS, Brooklyn College at the City University of New York;
 MS, Columbia University

Alan F. Mitchell, Assistant Professor of Music – 1987
 BA, MA, California State University
 Scott E. Moncrieff, Professor of English – 1988
 BA, Pacific Union College; MA, Andrews University;
 PhD, University of California (Riverside)
 Robert C. Moore, Professor of Mathematics – 2006
 BA, Southern Adventist University;
 MS, University of North Carolina;
 EdD, University of Georgia
 Ruben Munoz–Larrondo, Assistant Professor of Biblical Studies – 2006
 BT, Universidad Adventista de las Antillas, Mayaguez;
 MA, Northern Baptist Theological Seminary;
 MDiv, Andrews University; PhD, Vanderbilt University
 Desmond H. Murray, Associate Professor of Chemistry – 1994
 BS, Andrews University; PhD, Wayne State University
 Marlene N. Murray–Nseula, Associate Professor of Biology – 2001
 BS, Oakwood University;
 MS, PhD, Wayne State University
 Marcella Myers, Associate Professor of Political Science – 2009
 BA, MA, PhD, Western Michigan University
 Elaine Navia, Instructor of Portuguese/Spanish – 2009
 BA, Andrews University;
 MA, Western Michigan University
 Pedro A. Navia, Professor of Spanish – 1996
 BA, Antillian College; MA, Andrews University;
 MA, University of Notre Dame;
 PhD, University of Puerto Rico
 Boon–Chai Ng, Professor of Engineering and Computer Sciences – 2002
 BS, Western Michigan University;
 MS, PhD, Michigan State University
 D. David Nowack, Professor of Biochemistry – 1979–84, 1998
 BA, Union College;
 MS, PhD, Purdue University
 Yun Myung Oh, Associate Professor of Mathematics – 2006
 BS, MS, Ewha Women's University;
 PhD, Michigan State University
 Silas Oliveira, Professor of Library Science – 2010
 BA, Instituto Adventista de Ensino
 BA, Fundação Escola de Sociologia e Política de São Paulo
 MS, Universidade Federal de Minas Gerais
 PhD, University of Illinois
 Lawrence W. Onsager, Associate Professor of Library Science – 2001
 BS, University of Wisconsin;
 MLS, University of Washington;
 MA, Loma Linda University
 Ruben A. Perez–Schulz, Assistant Professor of Spanish – 2006
 BA, Universidad de La Frontera, Chile
 MEd, University of Lethbridge, Canada
 Shelly J. Perry, Associate Professor of Social Work – 1996
 BSW, Loma Linda University;
 MSW, State University of New York
 Paul Petersen, Professor of Hebrew Bible – 2009
 BA, University of Copenhagen;
 PhD, Andrews University
 L. Monique Pittman, Professor of English – 1999
 BA, Andrews University;
 MA, College of William and Mary;
 PhD, Purdue University
 Melissa Ponce–Rodas, Assistant Professor of Psychology – 2010

BA, Yale University;
 MA, PhD, University of Illinois—Chicago
 Melchizedek M. Ponniah, Associate Professor of Communication – 2003
 BLA, Spicer Memorial College;
 MA, PhD, Andrews University
 Laura Racovita–Szilagyi, Assistant Professor of Social Work – 2010
 BA/BSW, MSW, Andrews University
 David W. Randall, Associate Professor of Chemistry – 2009
 BS, Andrews University;
 PhD, University of California, Davis
 Joel L. Raveloharimisy, Assistant Professor of Behavioral Sciences – 2011
 BA, MBA, Eastern Washington University;
 MDiv, Andrews University;
 PhD, Western Michigan University
 Terry D. Robertson, Associate Professor of Library Science; Seminary Librarian – 1999
 BA, MA, Andrews University; MLS, Indiana University
 (Holds joint appointment in the SDA Theological Seminary)
 Glenn E. Russell, Assistant Professor of Religion – 1985, 2000
 BA, Columbia Union College;
 MDiv, Andrews University
 Rahel Schafer, Assistant Professor of Religion & Biblical Languages – 2012
 BS, MA, MS, Andrews University
 Kathryn M. Silva Banks, Assistant Professor of History – 2010
 BA, University of Massachusetts
 MA, PhD, University of South Carolina
 Erling B. Snorrason, Assistant Professor of Religious Education – 1996
 BA, Newbold College; MA, PhD, Andrews University
 Steve Sowder, Assistant Professor of Library Science – 1998
 BS, Southern Adventist University;
 MS, University of North Texas
 (Holds joint appointment in the School of Business Administration)
 Dianne L. Staples, Associate Professor of English – 1976–81, 1997
 BA, MAT, Andrews University;
 MA, University of Arizona
 Delyse E. Steyn, Professor of Communication – 2001
 BA, DTE, MEd, DEd, University of South Africa
 Brian E. Strayer, Professor of History – 1983
 BA, Southern Adventist University;
 MA, Andrews University; PhD, University of Iowa
 Tiffany Z.K. Summerscales, Associate Professor of Physics – 2006
 BS, Andrews University;
 PhD, Pennsylvania State University
 Felipe E. Tan, Assistant Professor of Library Science – 2006
 AB, Adventist University of the Philippines
 MDiv, MA, SDA Theological Seminary, Far East
 MLS, University of the Philippines
 Trina Thompson, Associate Professor of Music Theory – 2009
 BA, Walla Walla University;
 MMus, Northern Illinois University
 Wendy E. Thompson, Assistant Professor of Social Work – 2011
 BSW, MSW, DPH, Jackson State University
 Stephen C. Thorman, Professor of Computer Science and Physics – 1999–2002, 2003
 BS, Pacific Union College;
 MS, California State University;
 MSECE, PhD, University of Massachusetts

(Holds joint appointment in the College of Arts & Sciences)
 Alayne Thorpe, Professor of English – 2011
 BA, MA, PhD, University of Maryland
 Carla L. Trynchuk, Professor of Music – 1991
 BMus, MMus, The Julliard School of Music
 Larry S. Ulery, Assistant Professor of Community Services Programming – 1991
 BS, Western Michigan University; MA, Andrews University;
 MSA, University of Notre Dame
 Amanda R. Umlauf, Instructor of Mathematics – 2011
 BA, MAT, Andrews University
 Curtis J. VanderWaal, Research Professor of Social Work – 1990
 BS, Andrews University; MSW, University of Michigan;
 PhD, Case Western Reserve University
 Abdias Vence, Assistant Professor of Mathematics – 2011
 BA, Southern Adventist University;
 MS, Georgia Institute of Technology
 Desrene L. Vernon, Assistant Professor of Communication – 2011
 BA, Brooklyn College; MA, Andrews University;
 PhD, Howard University
 Roy Villafane, Associate Professor of Computer Science – 2004
 BS, MS, PhD, University of Central Florida
 Lynelle M. Weldon, Assistant Professor of Mathematics – 1997
 BS, Pacific Union College;
 MA, PhD, University of California, Davis
 William D. Wolfer, Assistant Professor of Computer Science – 1990, 1995, 1999
 BBA, MS, Andrews University
 Gary V. Wood, Associate Professor of Political Science – 2006
 BA, Newbold College;
 MA, California State University, San Bernardino;
 PhD, Claremont Graduate University
 Janice F. Wrenn, Professor of Social Work – 1996
 BS, Andrews University; MSW, University of Michigan
 Xiaoming Xu, Instructor of Library Science – 2008
 BA, Shanghai Foreign Language Institute;
 MBA, Andrews University; MLS, Indiana University
 Chi Yong Yun, Assistant Professor of Piano – 2008
 BM, MM, Indiana University, Bloomington
 Robert E. Zdor, Professor of Biology – 1991
 BS, Pacific Union College; MS, Walla Walla University;
 PhD, University of Missouri
 Stephen P. Zork, Associate Professor of Music – 1991
 BMus, Atlantic Union College;
 MMus, Pacific Lutheran University
 Susan P. Zork, Assistant Professor of Religion – 2001
 BA, Atlantic Union College; MA, Andrews University

Adjunct Professors

Terry W. Anderson, MS – Engineering
 Gordon Atkins, PhD – Biology
 Alina Baltazar, MSW – Behavioral Sciences, Social Work
 Robert Bates, PhD – History/Political Science
 Daniel Bidwell, PhD – Computer Science
 Phillip Brantley, JD – History/Political Science
 Lisa Bubar, BM – Music
 Karla Bucklew, MMus – Music
 Lael O. Caesar, PhD – Religion
 Becky De Oliveira, MA – English
 Lilianne U. Doukhan, PhD – International Languages

Jonathan Duncan, PhD – Mathematics
 Francy Duran, PhD – Religion
 Adam Fenner, PhD – History
 Joan Francis, DA – History
 Joe Francisco, MSW – Social Work
 Eric Funaski, Ph.D. – Mathematics
 Trisha Gallimore–Broy, MA – Religion
 John Gavin, MSW – Behavioral Sciences
 Christina Gibson, MA – Music
 Jackie Gonzalez–Feezer, MA – History
 Helena Gregor, PhD – Religion
 Jason Gresl, MMus – Music
 Gladstone Gurubatham, PhD – Behavioral Sciences
 Lloyd Hamilton, MSW – Social Work
 James Hammond, PhD – Religion
 Edwin I. Hernandez, PhD – Behavioral Sciences
 Gary L. Hopkins, MD, MPH, DrPH, CHES – Behavioral Sciences
 Ronald Hull, BS, MusEd – Music
 Debra Inglefield, MMus – Music
 Harold James, PhD – Behavioral Sciences
 Richard James, Sr., PhD – Behavioral Sciences
 Karen Johnson–McWilliams, MA – English
 Ethan E. Jones, JD – English
 Gary Land, PhD – Religion and History
 Grant Leitma, PhD – Behavioral Sciences
 Sherry Manison, MDiv – Religion
 Kendra Manuel Smith – English
 Paul Matychuk, PhD – English
 Ray McAllister, PhD – Religion
 Daniel McCarthy, MA – Music
 Bertram Melbourne, PhD – Religion
 Lilia Moncrieff, MA – English
 Douglas Morgan, PhD – Religion
 Alexej Muran, MMus – Music
 John Nay, MA – History/Political Science
 Silvia Nestares, MA – International Languages
 Jane Nesbit, MA – Mathematics
 Earnan Norman, DMin – Religion
 Gerhard Pfandl, PhD – Religion
 Emely Poloche, MA – International Languages
 Duane Potter, MA – Religion
 Marian Prince, PhD – Mathematics
 Ed Randles, MA – Music
 Dixil Rodriguez, PhD – English
 John A. Rorabeck, MS – Chemistry
 David Sedlacek, PhD – Social Work
 Janalee Shaw, PhD – English
 Jan Aage Sigvartsen, MA – Religion
 Gregory P. Smith, BSET, BSME, CRE, PE – Engineering
 Gale Sylvester–White, MSW – Social Work
 Cheryl L. Trine, PhD – Biology
 Lara Tuner, MMus – Music
 Jill Walker–Gonzalez, MA – English
 Marsha Wiinamaki, PhD – Social Work
 Kristen Witzel, MA – Behavioral Sciences
 Laurie Wood, MA – English
 Rebecca Wright, MA – English

Adventist University of France

Daniela Gelbrich (Director)
 Pierre de Luca
 Claire Millet
 Stephanie Monet
 Gosia Monnard
 Perrine Quang

Colegio Adventista de Sagunto

Juan Antonio López (Director)
 José Anierte
 Patricia Berhardt
 Alvaro Calvo
 Chelo Castro
 Ana Fernández

José Alvaro Martín
 José Lopez

Universidad Adventista del Plata

Haroldo Brouchy (Director)
 Sandra Cayrus
 Carla Fernández
 Karina Fernández
 Jorge Iourno
 Alicia Leiss
 Celia Morales
 Raúl Pérez
 Romina Rivarola
 Elisa Tabuenca
 Susana Rostán
 Esther Sánchez

Curricula Coordinators

Pre–Professional Curricula

Dental Assistant – James L. Hayward
 Dental Hygiene – James L. Hayward
 Dentistry – James L. Hayward
 Law – Brent Geraty
 Medicine & Osteopathy – Lisa Ahlberg, H. Thomas Goodwin, Ryan Hayes, Aileen Hyde, Marcia A. Kilsby, Pamela Litvak, Kanya Long, Peter Lyons, David N. Mbungu, Marlene N. Murray, Timothy Newkirk, D. David Nowack, David Randall, Karen Reiner, Robert Zdor
 Occupational Therapy – Bill Chobotar
 Optometry – James L. Hayward
 Pharmacy – D. David Nowack
 Physician Assistant – Bill Chobotar, H. Thomas Goodwin, David N. Mbungu, Marlene N. Murray, D. David Nowack
 Public History – John J. Markovic
 Respiratory Care – Bill Chobotar

Department of Agriculture

Figures at the right margin indicate beginning date of employment.

Regular Faculty

Stanley H. Beikmann, Assistant Professor of Agriculture – 1996
 BS, Kansas State University
 Thomas N. Chittick, Professor of Agriculture – 1987
 BS, MAT, MA, Andrews University;
 MS, Michigan State University; EdD, Andrews University
 Katherine Koudele, Professor of Animal Science – 1995
 BA, MS, Andrews University; PhD, Michigan State University

Adjunct Professors

Larry H. Adams, MS – Agriculture
 Jessica Balsis, DVM – Agriculture
 Dayle Birney, BS – Agriculture
 Jolene Birney, DVM – Agriculture
 M. Lee LaVanway, AS – Agriculture
 Holly D. Shaffer, DVM – Agriculture
 Jeff Trubey – Agriculture
 Michael Villwock, BT – Agriculture
 Garth Woodruff, BT – Agriculture

Associate Degree Curricula

Agriculture/Horticulture – Katherine Koudele

Department of Aviation

Emeriti

Harry C. Lloyd, MA – Professor of Aeronautical Technology, Emeritus

Figures at the right indicate beginning date of employment.

Regular Faculty

James H. Doran, Assistant Professor of Aviation – 2005

BA, University of Maryland; MBA, Andrews University;

FAA Ratings: Airline Transport Pilot, AMEL; Commercial Pilot, ASEL; Instrument;

Flight Instructor, ASEL, AMEL, Instrument

Duane E. Habenicht, Associate Professor of Aviation – 2001

BIT, MBA, Andrews University

FAA Ratings: Airline Transport Pilot, AMEL; Commercial Pilot, ASEL;

Flight Instructor, ASEL, AMEL;

Mechanic: Airframe and Powerplant, Authorized Inspector, Designated Maintenance Examiner

Darryl V. Penney, Assistant Professor of Aviation – 2012

D.C., Palmer College of Chiropractic; AIT, Andrews University

FAA Ratings: Commercial Pilot, ASEL; AMEL; Instrument;

Flight Instructor, Single engine and Multi engine Airplane, Instrument

Mechanic: Airframe and Powerplant

Randall D. Robertson, Associate Professor of Aviation – 2011

BIT Andrews University; BS, Southern Adventist University;

MSED, Southern Illinois University Edwardsville;

FAA Ratings: Commercial Pilot, AMEL; Instrument;

Flight Instructor, AMEL; Type Rating, DC 9;

Mechanic, Airframe and Powerplant

Caleb Sigua, Assistant Professor of Aviation – 2011

BT, Andrews University

FAA Ratings: Airline Transport Pilot, AMEL;

Commercial Pilot, ASEL; Instrument

Flight Instructor, ASEL, AMEL, Instrument

Dina Simmons, Assistant Professor of Aviation – 2005

BT, Andrews University; FAA Ratings: Commercial

Pilot, ASEL, AMEL; Instrument;

Flight Instructor, ASEL, AMEL, Instrument;

Mechanic: Airframe and Powerplant

School of Architecture, Art & Design

Emeriti

Gregory J. Constantine, MFA Research Professor of Art and Artist-in-Residence, Emeritus

William W. Davidson, PhD Professor of Engineering, Emeritus

Laun L. Reinholtz, PhD Professor of Technology Education, Emeritus

Figures at the right margin indicate beginning date of employment.

Regular Faculty

Carey C. Carscallen, Associate Professor of Architecture – 1997

BA, Walla Walla University;

MS, BArch, MArch, University of Idaho

Kathleen M. Demsky, Associate Professor of Library Science – 1995

BA, MLS, Indiana University of Bloomington

(Holds joint appointment in College of Arts & Sciences)

Paula L. Dronen, Associate Professor of Architecture – 1994, 2008

BS, BSI, Andrews University;

JD, Michigan State University

Stefanie P. Elkins, Associate Professor of Art History – 2005

BA, Andrews University; MA, Georgia State University

Steven L. Hansen, Professor of Art – 1987

BFA, Andrews University; MFA, University of Notre Dame

Troy M. Homenchuk, Assistant Professor of Architecture – 2007

BArch, Andrews University;

MArch, University of Notre Dame

Robin A. Johnson, Assistant Professor of

Architecture – 2005

BS, MArch, University of Michigan

Thomas B. Lowing, Associate Professor of Architecture – 1996

BS, MArch, University of Michigan;

Member: American Institute of Architects;

Licensed Architect, State of Michigan

Thomas J. Michaud, Instructor of Digital Media – 2006

BGS, University of Kansas;

MFA, Academy of Art, San Francisco, Calif.

Mark A. Moreno, Associate Professor of Architecture – 1996

BS, University of Texas at Arlington;

MArch, Harvard University

Diane Myers, Assistant Professor of Graphic Design – 2009

BT, Andrews University

Sharon J. Prest, Associate Professor of Technology Education – 1996

BS, MA, Andrews University

Rhonda G. Root, Professor of Art – 1995

BA, MAT, Andrews University;

MFA, University of Notre Dame

Llewellyn D. Seibold, Professor of Architecture – 1989, 1994

BS, University of Nebraska;

MArch, University of Oregon;

Licensed Architect, State of Kansas

David B. Sherwin, Assistant Professor of Photography – 1987–1991, 2000

BFA, Andrews University

Martin D. Smith, Assistant Professor of Architecture – 2003

BArch, Andrews University;

Licensed Architect, State of Michigan

Ariel Solis, Assistant Professor of Architecture – 2010

BSA, MArch, Andrews University

Douglas Taylor, Assistant Professor of Graphic Design – 2010

BFA, Andrews University

Marc G. Ullom, Assistant Professor of Photography – 1997

BS, Andrews University;

MFA, Academy of Art, San Francisco, Calif.

Andrew C. von Maur, Associate Professor of Architecture – 2003

BArch, Andrews University;

MArch, University of Notre Dame

Kristin S. von Maur, Assistant Professor of Architecture – 2003

BArch, Andrews University;

MArch, University of Notre Dame

Adjunct Professor

Brian Manley, MFA

Don May, MA

Jesse Hibler, MArch

Keith Ockerman, Lecturer

School of Business Administration

Emeritus

Robert E. Firth, PhD – Professor of Management, Emeritus

Robert C. Schwab, PhD – Professor of Management, Emeritus

Emerita

Anetta M. Gibson, PhD Professor of Accounting, Emerita

Figures at the right margin indicate beginning date of employment.

Regular Faculty

Jerry Chi, Professor of Management – 2012

PhD, Illinois State University;

MBA, PhD, Andrews University;

BBA, BA, Taiwan Adventist College

Betty L.S. Gibson, Assistant Professor of Computer Science and Information Systems – 1999

BSc, The University of the West Indies;

MS, Andrews University

José R. Goris, Professor of Management – 2000

BA, Antillean Adventist University;

MA, Loma Linda University;

MBA, Inter American University of Puerto Rico;

PhD, University of North Texas

William C. Greenley, Assistant Professor of Computer Information Systems – 1994

BS, Columbia Union College;

MSA, Central Michigan University;

DBA, Nova Southeastern University

Alan J. Kirkpatrick, Associate Professor of Finance – 2005

BA, University of South Florida;

MBA, Georgia State University;

DBA, University of Tennessee

Ben A. Maguad, Professor of Management – 1999

AB, University of Santo Tomas–Manila;

MA, Thammasat University–Bangkok;

MBA, Andrews University;

PhD, University of South Australia–Hong Kong Ext.

Armand Poblete, Instructor of Information Systems – 2005

BS, University of Eastern Africa;

MS, Andrews University

LeRoy T. Ruhupatty, Assistant Professor of

Accounting – 2010

B. Commerce, Klatat University, Indonesia;

M. Commerce, University of St. Tomas, Manila;

PhD, University of Western Australia, Perth

Lucile Sabas, Associate Professor of Economics – 2011

BA, MA, Diploma of Advanced Studies,

University of the French West Indies;

PhD, University La Sorbonne, Paris

Allen F. Stembbridge, Professor of Management – 1988–99, 2007

Business Diploma, Helderberg College;

B. Commerce, University of South Africa;

MBA, EdD, Andrews University

Carmelita Troy, Associate Professor of Accounting – 2007

BS, Pacific Union College; MBA, Andrews

University;

PhD, University of Maryland, College Park

Jacquelyn Warwick, Professor of Marketing – 1998

BA, University of Puget Sound;

MBA, PhD, Texas A&M University W.

Bruce Wrenn, Colson Endowed Chair of Marketing; Professor of Marketing – 2008

BA, Auburn University; MA, PhD, Northwestern University

(Holds joint appointment in the SDA Theological Seminary)

Adjunct Professors

Robin Sarkar – Management
Susan M. Taylor, JD – Management

Visiting Professor

Slimen J. Saliba, PhD – Marketing

School of Education

Emeriti

George H. Akers, EdD – Professor of Curriculum and Instruction, Emeritus
Edith C. Davis, MA – Assistant Professor of Education, Emerita
Lyndon G. Furst, EdD – Graduate Dean and Professor of Educational Administration & Supervision, Emeritus
Gary Gifford, EdD – Associate Professor of Leadership & Educational Administration, Emeritus
Donna J. Habenicht, EdD – Professor of Counseling Psychology, Emerita
Thesba N. Johnston, EdD – Professor of Counseling Psychology, Emerita
Frederick A. Kosinski Jr., PhD – Professor of Counselor Education, Emeritus
Marion J. Merchant, PhD – Professor of Educational Psychology, Emerita
M. Louise Moon, PhD – Associate Professor of Education, Emerita
Roy C. Naden, EdD – Professor of Religious Education, Emeritus
Edward A. Streeter, EdD – Professor of Educational Administration & Supervision, Emeritus
Jerome D. Thayer, PhD – Professor of Research and Statistical Methodology, Emeritus
John B. Youngberg, EdD – Professor of Religious Education, Emeritus
Millie U. Youngberg, EdD – Professor of Teacher Education, Emerita

Figures at the right margin indicate beginning date of employment.

Regular Faculty

Christon Arthur, Dean of School of Graduate Studies and Research, 2010
BA, Caribbean Union College: MA, Andrews University;
PhD, Andrews University
Lynley R. Bartlett, Professor of Higher Education Administration – 2011
BA, Pacific Union College: MA, Andrews University;
PhD, University of Maryland
Nancy Agnetta, Assistant Professor of Teacher Education – 2001
BA, Grand Valley State University;
MS, University of Kansas
Michelle K. Bacchiocchi, Assistant Professor of Teacher Education – 2006
BS, MMT, MAT, Andrews University
Rudolph N. Bailey, Professor of Educational Psychology, School Psychology and Special Education – 2001
BA, Columbia Union College;
MA, University of London; PhD, Andrews University
Erich W. Baumgartner, Professor of Leadership and Intercultural Communication – 1994
Diplôme d'Evangeliste Licencié, Adventist University of France;

MDiv, Andrews University;
MA, PhD, Fuller Theological Seminary
Glynis Bradfield, Associate Professor of Curriculum & Instruction – 2011
BS, University of South Africa;
MAT, UNISA, South Africa; MA, Andrews University;
PhD, University of Stellenbosch, South Africa
Larry D. Burton, Professor of Teacher Education – 1995
BS, Andrews University;
MEd, Southwestern Adventist College;
PhD, Andrews University
Nancy J. Nixon Carbonell, Associate Professor of Counselor Education and Counseling Psychology – 1991
BA, Pacific Union College;
MA, PhD, Andrews University
Ron D. Coffen, Professor of Counseling and School Psychology – 2003
BS, Andrews University;
MA, PhD, University of Maryland
Duane M. Covrig, Professor of Leadership and Ethics – 2005
BA, Weimar College; MA, Loma Linda University;
PhD, University of California, Riverside
R. Lee Davidson, Associate Professor of Teaching and Learning – 2002
BS, Southern Missionary College
MEd, University of Tennessee;
EdD, Auburn University
David K. Ferguson, Instructor of Leadership – 2009
BA, MA, Andrews University
Shirley A. Freed, Professor of Leadership and Qualitative Research – 1991
BA, Andrews University;
MA, Loma Linda University; PhD, Andrews University
Elvin S. Gabriel, Professor of Educational Psychology and Counselor Education – 1997
BS, Atlantic Union College; MA, Andrews University;
EdS, Loma Linda University;
EdD, The George Washington University
Sylvia Gonzalez, Professor of Leadership and Educational Leadership – 2003
BSA, Indiana Wesleyan University;
MBA, PhD, Andrews University
Luana Greulich, Associate Professor of Special Education – 2011
BA, Purdue University; MS, Indiana University;
PhD, Florida State University
Tevni E. Grajales Guerra, Professor of Research and Statistical Methodology – 2006
BA, Colombia Adventist University;
MA, Loma Linda University; DSEd, Latina University
Bradly K. Hinman, Associate Professor of Counselor Education – 2011
BA/BS, Central Michigan University;
MA, Andrews University
James R. Jeffery, Professor of Educational Administration – 1999
BA, Columbia Union College;
MA, Andrews University; PhD, University of Alberta
Jimmy Kijai, Professor of Research and Statistical Methodology – 1990
BA, Spicer Memorial College;
MEd, PhD, University of South Carolina
Janet Ledesma, Associate Professor of Leadership – 2011
BS, Atlantic Union College;
MA, PhD, Andrews University
Janine Lim, Associate Professor of Educational Technology – 2011
BA, MAT, PhD, Andrews University
Robson Marinho, Professor of Leadership and Higher Education Administration – 2006

BA, MA, Latin–American Adventist Theological Seminary;
MA, Andrews University; PhD, Indiana University
John V.G. Matthews, Professor of Educational Foundations and Religious Education – 1999
BA, Columbia Union College;
MA, PhD, Andrews University
(Holds joint appointment in the SDA Theological Seminary)
Faith–Ann McGarrell, Assistant Professor of Curriculum and Instruction – 2007
AS, BA, Caribbean Union College;
MA, PhD, Andrews University
Jeannie K. Montagano, Associate Professor of School Psychology – 2011
BA, Ball State University; MS, University of Tennessee,
Chattanooga; PhD, Andrews University
Raymond J. Ostrander, Professor of Teacher Education – 1992
BA, California State College, Bakersfield;
MS, University of Tennessee, Knoxville;
PhD, University of Nebraska, Lincoln
Barbara A. Reid, Professor of Teacher Education – 2006
BS, Andrews University; MA, PhD, University of Maryland
Dennis Waite, Assistant Professor of Counselor Education and Counseling Psychology – 1998
BA, Andrews University;
MA, EdD, Western Michigan University
Carole Woolford–Hunt, Associate Professor of Counseling Psychology – 2008
BS, Andrews University; MEd, Northeastern University;
PhD, Western Michigan University

Education

Ray J. Ostrander – Director of Teacher Education
Barbara A. Reid Director of Student Teaching and Field Experience

Adjunct Professors

Mike Aufderhar, PhD – Leadership
Tiago Baltazar, EdS – Graduate Psychology & Counseling
Larry Blackmer, MA – Educational Leadership
David Boshart, PhD – Leadership
Theodore Brown, PhD – Leadership
Matthew K. Burns, PhD – Leadership
Beverly Cobb, PhD – Leadership
Pam Cress, PhD – Leadership
Becky De Oliveira, MA – Leadership
Jennifer Dove, PhD – Leadership
Marilyn R. Eggers, PhD – Leadership
Troy Fitzgerald, PhD – Leadership
Cheryl Fleming, PhD – Leadership
Linda Fuchs, MA – Teacher Education
Eduardo Gonzalez, EdD – Educational Leadership
Deborah Gray, PhD – Graduate Psychology & Counseling
Mickey Hay, PhD – Leadership
David L. Heise, PhD – Leadership
Elsie Jackson, PhD – Leadership
Donna Jeffery, EdS – Graduate Psychology & Counseling
Loretta Johns, PhD – Leadership
Stephen Joseph, PhD – Curriculum & Instruction
Paul Kaak, PhD – Leadership
Cheryl Kisunzu, PhD – Leadership
Raquel Korniejczuk, PhD – Curriculum & Instruction
Dale J. Mancini, PhD – Leadership
Isadore Newman, PhD – Leadership
Constance C. Nwosu, PhD – Curriculum & Instruction
Silas Oliveira, PhD – Leadership

Albert Reyes, PhD – Leadership
 Bradley Sheppard, PhD – Teacher Education
 Sue Smith, PhD – Leadership
 Pretoria St. Juste, PhD – Curriculum & Instruction
 Kristen Stehower, PhD – Leadership
 James A. Tucker, PhD – Leadership
 Joan Ulloth, PhD – Leadership
 David Waller, MEd – Education
 Eileen White, PhD – Leadership
 Thom Wolf, PhD – Leadership

School of Health Professions

Emeriti

John Carlos, Jr., PT, PhD – Professor of Physical Therapy, Emeritus
 C. William Habenicht, MPH – Professor of Physical Therapy, Emeritus
 Zerita J. Hagerman, DNSc – Professor of Nursing, Emerita
 Ingrid C. Johnson, MA Professor of Physical Education, Emerita
 Martha K. Lorenz, PhD – Professor of Home Economics, Emerita
 Patricia Mutch, PhD – Professor of Nutrition, Emerita
 Wayne L. Perry, PT, MBA, PhD – Professor of Physical Therapy, Emeritus
 Rilla D. Taylor, MSN – Professor of Nursing, Emerita
 Constance H. Tiffany, PhD – Professor of Nursing, Emerita

Figures at the right margin indicate beginning date of employment.

Regular Faculty

Ruth D. Abbott, Associate Professor of Nursing – 1991
 BS, Wayne State University;
 MS, University of Alabama, Birmingham;
 PhD, Andrews University
 Karen A. Allen, Professor of Nursing – 1998
 BSN, MSN, Andrews University;
 PhD, University of Illinois
 Greg Almeter, Associate Professor of Physical Therapy – 2008
 BS, MSPT, Andrews University
 Kathleen A. Berglund, Director of Post–Professional Physical Therapy Program and Associate Professor of Physical Therapy – 1994
 BS, MA, University of North Carolina
 John Carlos Jr., Professor of Physical Therapy – 1995
 BS, Loma Linda University; MS Boston University;
 PhD, Florida State University
 Nancy A. Carter, Assistant Professor of Nursing – 1983–91, 1993
 BS, Andrews University;
 MSc, University of Michigan
 Kimberly W. Coleman, Associate Professor of Physical Therapy – 2006
 BS, MS, Andrews University
 Winston J. Craig, Professor of Nutrition – 1987
 BSc, Honors, University of Newcastle;
 MPH, Loma Linda University;
 PhD, University of Queensland; RD
 Brynja K. Davis, Assistant Professor of Speech Pathology – 2006
 BS, Andrews University; MS, Loma Linda University
 Mioara Diaconu, Assistant Professor of Physical Therapy – 2007
 BA, Theological Adventist Institute, Romania;
 MSA, MSW, Andrews University;
 PhD, University of Texas, Arlington

Heather L. Ferguson, Associate Professor of Speech–Language Pathology & Audiology – 2011
 BS, Andrews University;
 MS, Southern Connecticut State University
 Henrietta H. Hanna, Assistant Professor of Nursing – 2004
 BA, Northern Caribbean University;
 MS, Andrews University;
 PhD, Barry University
 Magaly R. Hernandez, Assistant Professor – 1992–96, 2002 of Nutrition
 BS, Andrews University;
 MPH, Loma Linda University; RD
 Aileen Hyde, Associate Professor of Medical Laboratory Sciences – 2011
 BS, Southern Adventist University;
 MS, Loma Linda University
 Marcia A. Kilsby, Associate Professor of Medical Laboratory Sciences – 1984
 BS, MS, PhD, Andrews University;
 MT(ASCP)SBB, CLS(NCA)
 Gretchen Krivak, Assistant Professor of Nutrition – 2010
 BA, Bethel College;
 MS, Andrews University
 Gisele Kuhn, Assistant Professor of Pediatric Nursing – 2009
 BSN, Loma Linda University
 Timothy A. Newkirk, Assistant Professor of Medical Laboratory Sciences – 2010
 BS, BSMT, Andrews University
 Mary Ngugi, Assistant Professor of Nursing – 2012
 BS, MS, Andrews University
 Elizabeth T. Oakley, Associate Professor of 1994 Physical Therapy
 BS, MSPT, Andrews University;
 DHS, University of St. Augustine
 Lee E. Olson, Associate Professor of Physical Therapy 2002
 DC, Western States Chiropractic College
 MPT, Andrews University
 Cindi Papendick, Associate Professor of Nursing 2009
 BSN, MS, Andrews University
 Wayne L. Perry, Associate Professor of Physical Therapy 1994
 BS, Loma Linda University;
 MBA, California State University;
 PhD, Andrews University
 Peter Pribis, Associate Professor of Nutrition & Wellness 2004
 MD, Charles University, School of Medicine, Prague;
 DPH, Loma Linda University
 Darah J. Regal, Assistant Professor of Audiology 2000
 BS, Andrews University; MA, Ball State University
 Karen A. Reiner, Associate Professor of Medical Laboratory Sciences 2004
 BS, Columbia Union College;
 MSCLS, Andrews University; MT(ASCP), MSCLS
 Arlene M. Saliba, Assistant Professor of Nursing 1993
 BS, MS, Andrews University
 Leslie R. Samuel, Assistant Professor of Physical Therapy 2011
 BS, MS, Andrews University
 Gisela E. Schmidt, Assistant Professor of Nursing – 2004
 RN, River Plate Adventist University;
 BSN, University of Rosario;
 MS, River Plate Adventist University
 Richard D. Show, Associate Professor of Medical Laboratory Sciences – 1988
 BS, MS, Andrews University; MT(ASCP)SC, DLM
 David P. Village, Professor of Physical Therapy – 1995

BS, MSPT, Andrews University;
 DHS, University of St. Augustine
 Dominique Wakefield, Assistant Professor of Fitness & Exercise Studies – 2008
 BA, MA, California State University
 Alice Williams, Associate Professor of Nutrition – 1983–88, 1993
 BA, Andrews University;
 MS, Loma Linda University;
 PhD, University of Tennessee, Knoxville

Curricula Coordinators

Pre–Professional Curricula

Chiropractic – Lee E. Olson, PT, DC
 Cytotechnology – Marcia A. Kilsby
 Dietetics – Winston J. Craig
 Health Information Management – Marcia A. Kilsby
 Physical Therapy – Jillian Panigot

Adjunct Professor

Zeno Charles–Marcel MD
 Mark Ghamasary, PhD Loma Linda University
 Stephanie Goddard, MA – Nutrition
 Fred Hardinge, DrPH General Conference of SDA
 Bob Paulson, PhD – Nutrition and Wellness
 Joycelyn Peterson, DrPH, RD, LD
 Ralph Peterson MD, DrPH
 Thomas Shepherd, MPH, PhD, DrPH

Adjunct Clinical Professors of Dietetics

Karen Feldmeyer, MSA, RD, LD – Atrium Medical Center
 Ruth Hanson, RD, CDE, CNSC – Florida Hospital
 Stephanie Bassett RD, LD/N – Florida Hospital Waterman
 Sandra Morris, RD, CD – IU Health–Goshen
 Peggy Nickola, MS, RD, LDN – Adventist Hinsdale Hospital
 Diane Eady, MS, RD, LD – Huguley Memorial Medical Center
 Laura Walters, RD, LD – Kettering Medical Center
 Lisa Fuller, RD – Lakeland Medical Center
 Jocie Antonelli, RD – Notre Dame University
 Cecilia Pius, BS, RD – Spectrum Health
 Susan Wilson, MS, RD, LD – Grand View Hospital
 Claudia Weekes, MS, RD, LD – St. Francis Hospital

Adjunct Clinical Instructors of Dietetics

Adventist Hinsdale Hospital

Linda S. Bandy, RD, LDN, CDE
 Laura A. Beckley, MS, RD, LDN
 Lea Lin, MS, RD, LDN, CDE
 Lisa D. Murray, MS, RD, LDN
 Irene M. Simatic, MBA, RD, LDN, CDE

Atrium Medical Center, Franklin

Kathy Bere, RD, LD
 Louise Easerly, LD, SNS
 Carolyn Fogarty, RD, CDE, LD
 Mary Kathleen Fox, RD, CDE, LD
 Cary Muller, MS, RD, CSG, LD
 Carol Narker, RD, CDE, LD
 Mary Lindfors, RD, LD, CNSD

Florida Hospital, Orlando

Scott Barlett, MS, RD, LD/N
 Nicole Dutcher, BS, RD
 Sherri Flynt, MPH, RD
 Michele Jachim, RD/N, CDE

Ruth Melendez, BS, RD, LD
Joan Phelps, MBA, RD, LD
Laurie Sirak, RD
David Trinkle, RD, CDE, LD/N
Tennille Yates, RD, LD/N

Florida Hospital–Waterman, Tavares

Julia Joiner, RD, LD/N
Amber Sherman, MS, RD, LD/N
Anna Gunter, RD, LD/N
Austin Webb, MS, RD, LD/N

IU Health–Goshen, Goshen

Sami Kauffman, MS, RD, CD
Sherri Kramp, RD, CD
Justine Miller, RD, CD
Becky Overholt, RD,CD, CSO
Tiffany Swartzentruber, RD,CD

Huguley Medical Center, Fort Worth

Lindsey Gorman, RD, LD
Megan Holloway, RD, LD
Beverly Millison RD,LD,CDE
Mary Schoen MS,RD,LD
Katherine Turney, MS,RD

Kettering Medical Center, Kettering

Meghan DeRoo, RD, LD
Stephani Knisley, RD, LD
Amanda Griffen RD,LD
Dyanne Johnson, RD,LD
Nancy Kunkel, RD,LD,CDE
Kaysie Morrison, MS,RD,LE, CNSC
Christy Priebe, RD,LD
Britnee DePriest, RD,LD
Jessica Feldman, RD,LD
Kelly Savino, RD,LD
Cheryl Shimmin MS,RD,LD

Lakeland HealthCare, St. Joseph

Jeanette Arrendondo, RD
Cassie Jaros, RD
Sara Ginter, RD
Karen Knauss, RD
Pamela Kurtz, RD, CDE
Laura Landrey, RD
Julie Lischer, RD, CNSC
Monique Miller, RD
Birgit Sherwin, RD
Erin VerHage, RD, CNSC

Liberty Dialysis

Tom Grove, RD

Memorial Hospital, South Bend

June Brandner, RD, CSD, CD
Vickie Craker, RD, CSP, CD
Carol Curtis, RD, CD
Martha Magliola, RD, CD
Susan Szczechowski, RD, CD, CDE

Notre Dame University, South Bend

Jocie Antonelli, RD
Erika Whitmman, MS, RD

Spectrum Health, Grand Rapids

Peri Bianchi, PhD, RD, CNSD
Molly Bigford, BS, RD
Sandra Blackwell, BS, RD

Cathy Cimbalik, BS, RD, CNSD
Crystal Creighton, BS, RD
Kristen Cuevas, RD
Karen Ferguson, BS, RD, CNSD
Jennifer Ford, BS, RD
Irene Franowicz, BS, RD, CDE
Krista Gast, BS, RD
Tracy Gast, BS, RD, CPN
Sue Gunnink, MS, RD, CSN, CNSD
Jane Jordan, BS, RD
Ruth Kaufman, MS, RD, CNSD
Kateri Kozak, BS, RD, CNSD
Jamie McDiarmid, BS, RD, CPN
Cathy Laarman, BS, RD
Jennifer Loxterman, BS, RD
Christy McFadden, BS, RD
Stephanie Patterson, BS, RD
Travis Peck, BS, RD Beth
Caren Rojas, RD
Elizabeth Faber, RD,CPN
Lindsay Shultz, RD
Kristen Stache, MS, RD
Pamela Sutton, BS, RD, CPN
Beth Robinson–Wolfe, BS, RD, CDE
Kathy Talis, MBA, RD
Jackie Tutt, MS, RD, CDE
Krista Vakertzis, MS, RD
Julie Welsh, BS, RD
Sarah Flessner, BS,RD
Lori Vanderweele, BS,RD,CPN
Holly Dykstra, BS,RD

St. Francis Hospital

Sheena Jackson, RD,LD
Ellen Mang, MS,RD,LD
Penny Park, RD,LD
Megan Reece, RD,LD,CNSC
Bunny Sagul, RD,LD

WIC Preceptors

Patti Meuninck, RD
Pamela Silko, MS,RD,LDN
Debbie Amodedo, RD,LDN
Christopher Bendekgey, MS,RD

Health Promotion

Joyce Angell, MA,RD,LDN

Adjunct Clinical Professors of Medical Laboratory Sciences

Adventist Hinsdale Hospital

Alesia Gruener, AAS, MT (ASCP)
Virginia McCambridge, BS, MT(ASCP)SH
Gale Meyer, BS, MT(ASCP)
Roger Rosen, BS, MT(ASCP)SM
Zenaida Tojino, BS, MS, MT(ASCP)SC
Dino Vallera, MD
Marcia Wallace, BS, MT(ASCP)
Lily Young, BS, MT(ASCP)

Central Florida HealthCare Alliance
(formerly Leesburg Regional Medical Center)

Cliff Bridges, MD
Mary Candance Davis, BS, MT(ASCP) CLS State of Florida DOH MDQA
Cliff Sutherland, BA, MS, MT(ASCP)
Alice Szunyog, BS, MT(ASCP) CLS State of Florida DOH MDQA
Orlando Uson, BS, MT, CLT State of Florida DOH MDQA

Carol Westerhoff, AS, MLT(ASCP) CLT State of Florida DOH MDQA

Eliza Coffee Memorial Hospital

C.A. Barnes, MD
Mary A Carton, BS, MT(ASCP)BB
James R Hurley, BS, MT(ASCP)
Matthew L Lovell, BS, MT(ASCP)
James R Martin, BS, MT(ASCP)
Randel L Roden, BS, MT(ASCP)
Kenneth (David) Smith, BS, MT(ASCP)
Charlotte C Walker, BS, MT(ASCP)
Kathy J Young, BS, MT(ASCP)

Florida Hospital

Elsie Batista, BS, MT (ASCP)
Maria Brock, BSMT(ASCP)ART, SH
Angel Chevereze, BA
Maryanne Ciullo, BS, MT(ASCP)
George Corpus, BS, CLSp(NCA)MB
Debra Dickman, MAED, MT(ASCP)SH
Yajaira Encarnacion, AS(ASCP)
Jacelis Garcia–Casillas, BS, MT(ASCP)
Sandy Hernandez, BS, MT(ASCP)
Julie Hess, BSMT(ASCP)
Jenny Howard, BS, MT(AMT)
Sarah Huston, BS, MT(ASCP)
Mary Kay Jones, BSMT, MT(ASCP)
Max Marschner, BS, MBA, MT(ASCP)SBB, CHS
Bhavna Mehta, BSMT(AMT)
Lourdes Ortiz, BS, MT(ASCP)
Patrick O'Sullivan, BS, MS, MT(ASCP)SBB
Theresa Palmer, BS, MT(ASCP)
Alicia Pestana, BS, MT(ASCP)
Debra Pless, BS, MT(ASCP)BB
Barbara Rhiner, BS, BA, MT(ASCP), AMT
Michelle Santana Lopez, BS, MT(ASCP)
Eileen Wujcik, BS, MT(ASCP)

Grandview Hospital and Medical Center

Alicia Barlan Lu, BS, MT(ASCP)
Amanda Dick, BS, MT(ASCP), SBB
George Eaton, BS, MT(ASCP)
Dianne Griffith, BS, MSA, MT(ASCP)
Sandra Parker, BSMT, H(ASCP)
Kerensa Rogers, BS, MT(ASCP)
Lois Rudzienski, MS, NRM (ASM)

Huguley Memorial Medical Center

Diana Forand, BS, MT(ASCP)
Itsia Gonzalez, BS, MT(ASCP)
Nikki Haberstroh, BS, MT(ASCP)
Kevin Homer, MD
Ron Kimbrow, BS, MT(ASCP)
Karen Martinson, BS, MT(ASCP)
Gloria Mathur, BS, MT(ASCP)(CSLT)SBB
Douglas Toler, MD

Indiana University Health LaPorte Hospital

Patricia Cardin, BS, MT(ASCP)
Bryan G Cunningham, MD
Jennifer Dennington, MBA, MT(ASCP)
Jean Knickerbocker, MT(ASCP)
Beverly Lockhart, CMA
Robert Nelson, MHA, MT(ASCP)
Cynthia A Whitacre, BS, MT(ASCP)

Lakeland Regional Health System—St. Joseph

Linda Cox, BS, MT(ASCP)SBB
 Deborah Fuke, BS, CLS(NCA)
 Sharon Gauthier, BS, MT, MLT(ASCP)SM
 Roger Gregorski, BS, MSA, MA, MT(ASCP)
 Wilson Pandjaitan, BS, MT(ASCP)
 E Arthur Robertson, MD
 Jamie Starbuck, BS, MT(ASCP)
 Marc Van Lake, BS, MT(ASCP)

Memorial Health Care Systems

Vickie Burger, BS, MBA, MT(ASCP)
 Beth Davis, BS, MT(ASCP)
 Ann Durham, BS, MT(ASCP)
 Ross Moore, BS, MT(ASCP)
 Kristi Parson, BS, MT(ASCP)
 Philip Pollock, MD
 Gail Roberson, BS, MT(ASCP)

Porter Adventist Hospital (Centura Laboratory Services)

Hilary Bennett, BS, MT(AMT)
 Deb Berg, BS, MT(ASCP)
 John Bourquin, BS, MT(ASCP)
 Bonnie Carroll, BS, MT, SM(ASCP)
 Deborah Cattani, AS, MT(ASCP)(HEW)
 Angiele Cook, BS, BA, MT(ASCP)SH
 Vicki Daugherty, BS, MLS(ASCP)
 Janice Eakins, BS, MT(ASCP)
 Rasha Elshieck, BS, MT, AMT
 Barbara Fink, BS, MT(ASCP)
 Frank Forney, MLT(ASCP)
 Patricia Hammond, BS, MT(ASCP)
 Ann Hawthorne, BS, MT(ASCP)
 Renee Helvey, BS, MLS(ASCP)
 Karen Hoggot, BS, MBA, MT(ASCP)
 Kathleen Jakubowski, BS(ASCP)
 Cathy Janl, BS, MLS(ASCP)
 Aundrea Johnson, BS
 Dianne Johnston, BS, MT(ASCP)
 Deanne Martin, BS, MT(ASCP)
 Donna Martinez, BS, MT(ASCP)
 Brittany Maude, BS, MLT(ASCP)
 Rita Mayers, AA, MLS(AMT)
 Heather Melsness, BS, MT(ASCP)
 Mary Metcalf, BS, MT(ASCP)
 Debbie Miller, BS, MLS(ASCP)
 Julie Neputi, AS, MLT(ASCP)(HHS)
 Rita Oliver, BS, MT(ASCP)
 Marty Pack, BS, MT(ASCP)
 Charmuan Perez, BS, MT(ASCP)
 Martha Pitney, BS, MT(ASCP)
 Daun Pringle, AA, MLT(ASCP)
 Diane Reynolds, BS, MT(ASCP)
 Gail Shannon, BS, MT(ASCP)
 Rachael Shaw, BS, MT(ASCP)
 Lynn Simpson, BS, MLT(ASCP)
 Robert Thompson, BS(ASCP)
 Ann Tran, AS, MLT(ASCP)
 Judy Wendling, BS, MT(ASCP)
 Diann Young, BS, MT(ASCP)
 Jennifer Yurglich, BS, MT(ASCP)

Saint John's Health System

Sarah Asnicar, BS, BB(ASCP)
 Rosie Beard, BS, MT(ASCP)
 Rhonda Canady, BS, MT(ASCP)
 Pamela Fattic, BS, MT(ASCP)
 Janette Holtzleiter, BS, MT(ASCP)
 Tina Kelly, BS, MT(ASCP)SH
 Kelly Myers, BS, MT(ASCP)
 Ann Noland, BS, MT(ASCP)BB
 LaShay Nunn, BS, MT(ASCP)
 David Soper, MD

South Bend Medical Foundation

Barb Arnold, BS, MT(ASCP)
 Nan Boston, BS, MT(ASCP)
 Carol Bowman, BS, MT(ASCP)
 Alice Clark, BS, MT(ASCP), SBB(ASCP)
 Trudy Cunningham, CLT, MLT(ASCP)
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 Smruti Damania, BS, MT(ASCP)
 Raye Desmith, MLT(ASCP), CLT(HHS)
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 Alissa Lehto-Hoffman, BS, MT(ASCP)
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 Bradley McDonald, BS, MT(ASCP)(NCA)
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 Jones Prentiss Jr., MS, PhD, TC(NRCC)
 Felicia Rice, BS, MT(ASCP)
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 Brenda Schori, BS, CLS(NCA)
 Lori Schuck, BS, MT(ASCP)
 Jeff Stern-Gilbert, BS, MT(ASCP)
 Jill Stitt, CLT(ASCP)
 Robert Tomec, MD
 Aubrey Truez, BS, MT(ASCP)
 Sherrie White, BS, MT(ASCP)
 Jim Williams, BS, MT(ASCP)
 Marty Wright, CLT(HEW)

Professional Lecturers

Physical Therapy, Andrews University

Teri Anzures, PT
 Lisa Babcock, DPT
 Erin Brinkley, MS
 Patrick Casey, PhD
 Tina Chase, PT
 Joel Doran, DPT
 Rustin Dyer, MS
 Tony Escotto, PT
 Kevin Ferreira, MDiv
 Norbert Fliess, CP
 Cyndi Forrester, PT
 Paul Frederick, MS
 Jody Goodson
 David Grellman, MD
 Bill Habenicht, PT
 Jeff Jasinski
 Leann Jewell, PT
 Kristin Kabele, PT
 Miroslav Kis, PhD
 John Koller, AS
 Cynthia Krafft, PT
 Carrie Kutchie
 Leilani Langdon
 Judy Listenberger, BS
 Susan Makielski
 Brian Malas, MHPed
 Danielle Marek, PTA
 Meghan Nascimento, DPT
 David Newbolds, MPT
 Michael O'Hearn, PT, MSPT
 Stephen Prendergast, CO
 Darah Regal, PhD
 Reginald Richards
 Becky Rommel
 Todd Rose, MSPT
 Cynthia Schlipp
 Angel Snyder, MSPT
 Tracy Tacket, DO
 Susan Talley, PT, PhD
 Robert Taylor, ATC, CSCS
 Curt VanderWaal, PhD

Tess Young, DPT
 Kristin Zakutansky, MBA

Adjunct Professors of Physical Therapy

Robert Baker, DPT
 Valerie Cooman, DScPT
 Bonny Dent, PT, MSPT
 Pat Fonstad, DScPT
 Paula Fortune, MSPT
 Lisa Goolsby, MBA
 Candice Hollingsead, PhD
 Sandra Hollowell, MSPT
 Philip Jasheway, PT
 Nathan Kloosterman, DPT
 John Matthews, PhD
 David Musnik, MD
 Ryan Orrison, MSPT
 Keri Pawielski, DPT
 Erl Pettman, MCSP, MCPA, COMP
 Glenn Russell, MDiv
 Scott Schalk, MBA
 Geoff Schneider, DScPT
 William Scott, PT
 Ingrid Slikkers, LMSW
 Stacy Soappman, DScPT
 George Soper, PT, PhD
 Kathleen Stupansky, DScPT
 Susan Zork, MA

Adjunct Clinical Instructors of Physical Therapy

Brenda Adock, PT, CCCE
 Lisa Allshouse, PT, CCCE
 Dayadnny Alvarez, CCCE
 Beth Andersen, MSPT
 Rachel Atanosian, PT, CCCE
 Russell Atkins, PT, CCCE
 Angie Biggs, CCCE
 Lisa Black, PT, DPT
 Helen Bower, PT, CCCE
 Sonja Bradburn, PT, CCCE
 Roger Branes, PT, CCCE
 Richard Bray, PT
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 Andrea Carter, PT, CCCE
 Anne Chan, MS, PT, CCCE
 Laura Chapman, Director of Recruiting
 Amanda Chilton, PT, CCCE
 Melissa Christopher, MSPT
 Sheyrl Clark, PT, CCCE
 Derek Clewley, PT, CCCE
 Kathryn Collins, PT, MBA, LAT, ATC, CCCE
 Jon Cummings, PT, CCCE
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 Jason De Rueda, PT, CCCE
 Hillary DeBoer, PT, CCCE
 Trevyn Despain, CCCE
 LeAnn Distelberg, PT, CCCE
 Tammy Drew, CCCE
 Julie Dwyer, PhD, MSPT, CSCS, EMT, CI
 Christopher Ford, PT, CCCE
 Jordan Ford, CCCE
 Jordan Ford, PT, CCCE
 Paul Frederick, PT, CCCE
 Carl Fried, PT, CCCE
 D'Adnrea Gadberry, CCCE
 Katharine Gaj, PT, MBA, LAT, ATC, CCCE
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 Elizabeth Jankauskis, PT, CCCE
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 Ed Jones, PT, CCCE
 Kristea Jones, PT Director
 Mark Kargela, MS, CCC–SLP
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 Erika Kissinger, CCCE
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 Linden Reeves, CCCE
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 Suzanne Rentner, CCCE
 Karen Reyhl, PT, CCCE
 Aaron Robbins, PT, CCCE
 Debra Rodgers–Olson, PT, FRC
 Percy Rodriguez, PT, CCCE
 Steve Rogers, PT, CCCE

John Rubino, PT, CCCE
 Tressa Rudolph, CCCE
 Kim Rutherford, PT, CCCE
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 Nicole Scheiman, PT, CCCE
 Sarah Schmautz, PT, CCCE
 Carlos Schmidt, PT, CCCE
 Dawn Shuda, PT, CCCE
 Kristen Siminski, PT Director
 Nicole Springer, PT, CCCE
 Krissy Stein, PT Director
 Ryan Stern, PT, CCCE
 Pablo Stinson, PT, CCCE
 Lori Summerfelt, PT, CCCE
 Beth Sweigert, MSPT
 Colette Switzer, PT, CCCE
 Bindu Thamman, PT, CCCE
 Mike Trammell, CCCE
 Dave Tupper, CCCE
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 Dennika Weller, PT, CCCE
 Alyson Wilkey, PT, CCCE
 Leah Williams, PT, CCCE
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 Jennifer Zdobyak, PT, CCCE

Seventh–Day Adventist Theological Seminary

Emeriti

John T. Baldwin, PhD – Professor of Theology, Emeritus
 Russell C. Burrill, DMin – Professor of Evangelism and Church Growth, Emeritus
 Fernando L. Canale, PhD – Professor of Theology and Philosophy, Emeritus
 Raoul Dederen, Dr.es–Sc. Mor. – Professor of Theology, Emeritus
 Walter B.T. Douglas, PhD – Professor of Church History and History of Religion, Emeritus
 Roger L. Dudley, EdD – Professor of Church Ministry, Emeritus
 Atilio R. Dupertuis, ThD – Professor of Theology, Emeritus
 C. Raymond Holmes, DMin – Professor of Preaching and Worship, Emeritus
 Robert M. Johnston, PhD – Professor of New Testament and Christian Origins, Emeritus
 George R. Knight, EdD – Professor of Church History, Emeritus
 James J. North, Jr., DMin – Professor of Pastoral Care and Chaplaincy, Emeritus
 W. Larry Richards, PhD – Professor of New Testament Exegesis, Emeritus
 Leona G. Running, PhD – Professor of Biblical Languages, Emerita
 Russell L. Staples, PhD – Professor of World Mission, Emeritus
 O. Jane Thayer, PhD – Associate Professor of Religious Education, Emerita
 Steven P. Vitran, PhD – Professor of Preaching, Worship, & Evangelism, Emeritus
 Peter van Bemmelen, ThD – Professor of Theology, Emeritus
 Nancy J. Vyhmeister, PhD – Professor of Mission, Emerita
 Werner K. Vyhmeister, PhD – Dean and Professor of Mission, Emeritus

Figures at the right margin indicate beginning date of employment.

Regular Faculty

Niels–Erik Andreasen, Professor of Old Testament Studies – 1994
 BA, Newbold College; MA, BD, Andrews University; PhD, Vanderbilt University
 Bruce L. Bauer, Professor of World Mission – 1989–97, 2000
 BA, MA, Andrews University;
 MAMiss, DMiss, Fuller Theological Seminary
 Kathleen A. Beagles, Assistant Professor of Religious Education – 2008
 BA, Columbia Union College;
 MA, PhD, Andrews University
 O. M. “Skip” Bell, Professor of Christian Ministry – 2000
 BA, Union College; MDiv, Andrews University;
 DMin, Fuller Theological Seminary
 Merlin D. Burt, Professor of Church History – 2004
 BA, Southwestern Adventist College;
 MDiv, PhD, Andrews University
 P. Richard Choi, Professor of New Testament – 1991
 BA, Pacific Union College; MDiv, Andrews University;
 PhD, Fuller Theological Seminary
 Lisa L. Clouzet, Assistant Professor of Ministry and Chaplaincy – 2007
 AS, BS, Andrews University;
 MA, MS, Southern Adventist University
 Ron E.M. Clouzet, Professor of Christian Ministry and Pastoral Theology – 2007
 BA, Loma Linda University; MDiv, Andrews University;
 DMin, Fuller Theological Seminary;
 ThD, University of South Africa
 P. Gerard Damsteeg, Associate Professor of Church History – 1988
 Certificate of Aeronautical Engineering, School of Aeronautics, The Hague;
 BA, Columbia Union College;
 MDiv, Andrews University;
 Certificate, Centre Universitaire d'Études Oecuméniques;
 MPH, Loma Linda University;
 Dr Theol, Free University of Amsterdam
 Jo Ann M. Davidson, Professor of Theology – 1992
 BA, MA, Andrews University;
 PhD, Trinity Evangelical Divinity School
 Richard M. Davidson, J.N. Andrews Professor of Old Testament Interpretation – 1979
 BA, Loma Linda University;
 MDiv, PhD, Andrews University
 Gordon R. Doss, Professor of World Mission – 1998
 BA, MDiv, DMin, Andrews University
 PhD, Trinity Evangelical Divinity School
 Jacques B. Doukhan, Professor of Hebrew and Old Testament Exegesis – 1984
 Licence en Théologie, Séminaire Adventiste du Salève;
 Licence en Hébreu, Maîtrise en Hébreu,
 Dr es Let Hébraïques, Université of Strasbourg;
 ThD, Andrews University;
 Maîtrise en Égyptologie, Université of Montpellier
 Denis J.H. Fortin, Professor of Theology – 1994
 BA, Canadian University College;
 MDiv, Andrews University; PhD, Université Laval
 Constance E.C. Gane, Assistant Professor of Archaeology and Old Testament – 2003
 BS, Pacific Union College;
 MA, PhD University of California, Berkeley
 PhD, University of California, Berkeley
 Roy E. Gane, Professor of Hebrew Bible and Ancient Near Eastern Languages – 1994
 BA, BMus, Pacific Union College;
 MA, PhD, University of California, Berkeley
 Emilio Garcia–Marenko, Professor of Family Ministry – 1997

AA, BTh, Central American Adventist University
 MA, EdD, Andrews University
 Paul Z. Gregor, Professor of Old Testament and
 Biblical Archaeology – 2007
 BA, MA, Newbold College;
 PhD, Andrews University
 Kenley Hall, Associate Professor of Christian
 Ministry – 2004
 BA, Loma Linda University;
 MDiv, DMin, Andrews University
 Martin Hanna, Associate Professor of Historical
 Theology – 2004
 BA, Northern Caribbean University;
 MA, PhD, Andrews University
 Donald C. James, Assistant Professor of Small
 Group Evangelism – 1995
 BA, Pacific Union College; MDiv, DMin, Andrews
 University
 Darius W. Jankiewicz, Professor of Theology – 2008
 BA, Avondale College;
 MDiv (equivalency), PhD, Andrews University
 R. Clifford Jones, Professor of Christian Ministry –
 1995
 BA, Fitchburg State College;
 MA, Andrews University;
 DMin, New York Theological Seminary;
 PhD, Western Michigan University
 S. Joseph Kidder, Professor of Christian Ministry –
 2000
 BA, BS, Walla Walla University;
 MDiv, DMin, Andrews University
 Miroslav M. Kiš, Professor of Ethics – 1983
 Diplôme d'Évangéliste Licencié, Séminaire
 Adventiste du Salève;
 MDiv, Andrews University; PhD, McGill University
 Wagner Kuhn, Professor of World Mission – 2005
 BTh, Seminario Adventista Latino-Americano de
 Teologia;
 MA, Andrews University;
 PhD, Fuller Theological Seminary
 Errol McLean, Associate Professor of Christian
 Ministry – 2010
 BA, Northern Caribbean University;
 MA, PhD Andrews University

John V.G. Matthews, Professor of Educational
 Administration and Religious Education – 1999
 BA, Columbia Union College;
 MA, Webster University;
 MA, DMin, Andrews University
 Lester P. Merklin Jr., Associate Professor of World
 Mission – 2005
 BA, Walla Walla University; MDiv, Andrews
 University;
 DMin, Trinity Evangelical Divinity School
 Nicholas P. Miller, Associate Professor of Church
 History – 2008
 BA, Pacific Union College;
 JD, Columbia University; PhD, University of Notre
 Dame
 Jerry A. Moon, Professor of Church History – 1994
 BA, Union College;
 MA, Western Michigan University;
 MDiv, PhD, Andrews University
 Jiří Moskala, Professor of Old Testament Exegesis
 and Theology – 1999
 BA, MTh, ThD, Protestant Theological Faculty of
 Charles University, Czech Republic;
 PhD, Andrews University
 Ricardo Norton, Associate Professor of Church
 Growth – 1996
 BTh, Universidad de Montemorelos;
 MDiv, PhD Andrews University;
 DMin, Fuller Theological Seminary
 Trevor O'Reggio, Professor of Church History –
 2001

BA, Walla Walla University; MDiv, Andrews
 University;
 MA, PhD, University of Chicago;
 DMin, Gordon–Conwell Theological Seminary
 Stanley E. Patterson, Associate Professor of
 Christian Ministry – 2008
 BA, Southwestern Adventist University;
 PhD, Andrews University
 John Peckham – 2013
 BS, Atlantic University;
 MDiv, PhD, Andrews University
 John Reeve, Assistant Professor of Church History –
 2004
 BA, Pacific Union College;
 MA, MDiv, Andrews University;
 PhD, University of Notre Dame
 Teresa Reeve, Assistant Professor of New
 Testament Contexts – 2002
 BA, Pacific Union College;
 MA, MDiv, Andrews University;
 PhD, University of Notre Dame
 Eduard E. Schmidt, Assistant Professor of Personal
 Evangelism – 1995
 BA, River Plate University; MDiv, Andrews
 University;
 DMin, Fuller Theological Seminary
 David Sedlacek, Professor of Discipleship and
 Family Life – 2010
 Director, MA in Youth and Young Adult Ministry,
 MA(Religious Education)
 BS, Cleveland State University
 MSSA, PhD, Case Western Reserve University
 Thomas Shepherd, Professor of New Testament –
 2008
 BA, Pacific Union College;
 MPH, DrPH, Loma Linda University;
 MA, PhD, Andrews University
 Ranko Stefanovic, Professor of New Testament –
 1999
 BTh, MA, Adventist International Institute of
 Advanced Studies;
 PhD, Andrews University
 H. Peter Swanson, Associate Professor of Pastoral
 Care – 1988
 Theol Dipl, Helderberg College;
 MA, PhD, Andrews University
 Allan R. Walshe, Associate Professor of Youth
 Ministry – 2008
 BA, Avondale College;
 MA, University of New South Wales;
 DMin, Fuller Theological Seminary
 Ronald H. Whitehead, Assistant Professor of Youth
 Ministry – 1996
 BA, Southern Adventist University;
 MA, Andrews University
 Hyveth Williams, Professor of Christian Ministry –
 2009
 BA, Columbia Union College;
 MDiv, Andrews University;
 DMin, Boston University School of Theology
 Randall W. Younker, Professor of Old Testament
 and Biblical Archaeology – 1986
 BA, MA, Pacific Union College;
 MA, PhD, University of Arizona

Joint Appointments

John V.G. Matthews, Professor of Educational
 Administration and Religious Education – 1999
 BA, Washington Adventist University;
 MA, PhD, Andrews University
 (Holds joint appointment in the School of
 Education)
 Terry D. Robertson, Associate Professor of Library
 Science; Seminary Librarian – 1999
 BA, MA, Andrews University;
 MLS, Indiana University

(Holds joint appointment in the College of Arts &
 Sciences)
 W. Bruce Wrenn, Professor of Marketing – 2008
 BA, Auburn University; MA, PhD, Northwestern
 University
 (Holds joint appointment in the School of Business
 Administration)

Adjunct Professors

Jeffrey Brown, PhD – Family Ministry
 Steve Case, PhD – Youth Ministry
 Felix Cortez, PhD – New Testament
 Japhet De Oliveira, MA – Youth Ministry
 Cheryl Doss – Mission Studies; Religious Education
 Jon Dybdahl, PhD – Biblical Spirituality, Mission
 Ron Flowers, DMin – Family Ministry
 Barry Gane, DMin, PhD – Youth Ministry
 Bill Knott, PhD – Research and Writing
 Larry L. Lichtenwalter, PhD – Preaching
 Rudi Maier, PhD – Mission
 A. Allan Martin, PhD – Discipleship, Family Ministry
 Derek J. Morris, DMin – Biblical Spirituality,
 Preaching
 Dwight K. Nelson, DMin – Preaching
 Willie Oliver, PhD – Family Ministry
 David Penno, PhD – Research and Writing
 Ronald R. Pickell, MDiv – Campus Ministry
 Miroslav Pujic, DMin – Postmodernism
 Paul J. Ray, PhD – Archaeology
 Kenneth Stout, PhD – Preaching
 Jerald Whitehouse, DrPH – Islamic Studies
 Jesse Wilson, DMin – Urban Ministry
 Steve Yeagley, MDiv – Youth Evangelism

Adjunct Professors at Extension Sites

Romania

Laurentiu Ionescu, PhD – Old Testament
 Barna Margyarosi, PhD – Old Testament
 Zoltan Szalos–Farkas, PhD – Theology

Spicer Memorial College, India

Zaokski, Russia

Lecturers

Daniel Augsburg
 Skip MacCarty
 Steve Nash
 Kelvin Onongha
 Oscar Osindo
 Boubakar Sanou
 David Williams

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Federal Aviation Administration (FAA)

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Department of Chemistry

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Department of Engineering and Computer Science

Computing program (BS) accredited by the Computing Accreditation Commission of ABET, <http://www.abet.org>

Engineering program (BSE) accredited by the Engineering Accreditation Commission of ABET, <http://www.abet.org>

Graduate/undergraduate degrees:

Department of Music

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School of Architecture

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School of Business Administration

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American Council on the Teaching of Foreign

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In process

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School Psychology program: Department of Graduate Psychology & Counseling

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Bethesda, MD 20814

School of Health Professions

Program for Medical Laboratory Sciences

National Accrediting Agency for Clinical Laboratory Sciences (NAACLS)

5600 N River Rd, Suite 720

Rosemont IL 60018–5719

Phone: 773–714–8880

Fax: 773–714–8886

<http://www.naacls.org>

info@naacls.org

Didactic program in Dietetics, Preprofessional Practice program:

Department of Nutrition & Wellness

Commission on Accreditation for Dietetics Education of the American Dietetic Association (ACEND)

120 S Riverside Plaza, Suite 2000

Chicago IL 60606–6995

Graduate/undergraduate programs:

Department of Nursing

National League for Nursing Accrediting Commission, Inc (NLNAC)

3343 Peachtree Rd NE, Suite 500

Atlanta GA 30326

Doctor of Physical Therapy program:

Department of Physical Therapy

Commission on Accreditation in Physical Therapy
Education (CAPTE)
1111 N Fairfax Street
Alexandria VA 22314

Seventh-day Adventist Theological Seminary

Association of Theological Schools in the U.S. &
Canada (ATS)
The Commission on Accrediting
10 Summit Park Drive
Pittsburgh PA 15275-1110

Memberships

In addition, Andrews University holds membership in the following:

American Association of Colleges for Teacher Education (AACTE)
American Association of Collegiate Registrars and Admissions Officers (AACRAO)
Adventist Association of Colleges & Universities (AACU)
Adventist Digital Education Consortium (ADEC)
Adventist Professional's Network (APN)
American Schools of Oriental Research (ASOR)
American Theological Library Association (ATLA)
Association of Collegiate Schools of Architecture (ACSA)
Association of Governing Boards (AGB)
Association of Independent Colleges & Universities of Michigan (AICUM)
Association of Independent Liberal Arts Colleges of Teacher Education (AILACTE)
Association to Advance Collegiate Schools of Business (AACSB International)
Chicago Area Theological Library Association (CATLA)
Council of Graduate Schools (CGS)
Council of Independent Colleges (CIC)
College and University Professional Association for Human Resources (CUPA-HR)
Council on Undergraduate Research (CUR)
Council for Higher Education Accreditation (CHEA)
Hispanic Theological Initiative Consortium (HTIC)
International Assembly for Collegiate Business Education (IACBE)
Mathematical Association of America (MAA)
Michigan Academy of Science, Arts, and Letters
Michigan Association of Collegiate Registrars and Admissions Officers (MACRAO)
Michigan Association of International Educators (MAIE)
Michigan Campus Compact (MCC)
Michigan Colleges Foundation (MCF)
National Association of Colleges and Employers (NACE)
National Association of Student Financial Aid Administrators (NASFAA)
National Association of Foreign Student Affairs: Association of International Educators (NAFSA)
National Collegiate Honors Council (NCHC)
North American Division College and University Business Officers (NADCUBO)
U.S. Green Building Council (USGBC)
Upper Midwest Honors Council (UMHC)

National Honor Societies

(University-wide affiliation)

The Honor Society of Phi Kappa Phi (Interdisciplinary)

Honor Societies

(Departmental/School affiliations)

Alpha Mu Gamma—International Languages
Beta, Beta, Beta—Biology
Delta Mu Delta—Business

Financial Management Association National Honor Society
Lambda Pi Eta—Communication
Omicron Delta Epsilon—Economics (inactive)
Phi Alpha—Social Work
Phi Alpha Theta—History
Phi Delta Kappa—Education: International (inactive)
Pi Lambda Theta—Education
Pi Mu Epsilon—Mathematics
Pi Sigma Alpha—Political Science
Psi Chi—Behavioral Sciences
Sigma Pi Sigma—Physics
Sigma Tau Delta—English
Sigma Theta Tau—Nursing
Tau Sigma Delta—Architecture
Theta Alpha Kappa—Religion