

ANDREWS ACADEMY

Andrews Academy is the secondary division of the University School, owned and operated by the university in partnership with the southwestern Michigan Seventh-day Adventist churches and the Michigan Conference. It is located on the Andrews University campus and is a co-educational school offering grades 9 through 12.

In 1901 Battle Creek College, founded in 1874, was moved to Berrien Springs and given the name Emmanuel Missionary College. When the college opened, the curriculum consisted largely of secondary school courses. The first class, graduated in 1908, consisted of all secondary school students. In 1922 the academy was organized as a department with a faculty of its own.



The academy was housed in the original college administration building, South Hall, and was moved to the upper floor of the auditorium building, West Hall, in approximately 1928. A new masonry Education building was constructed during the 1947-48 school year, which became the permanent home of both the academy and elementary school beginning the summer of 1948. This lasted until 1974 when the present Ruth Murdoch Elementary School building was completed, providing accommodations for pre-first through 8th grade. The academy, grades 9 through 12, with its substantially increased enrollment, was then relocated in the eastern portion of the enlarged Education building. At that time plans were being made to conduct a major fund-raising campaign to construct a self-contained educational facility for the academy. The present 73,000 square foot complex was completed and occupied for the 1978-79 school year.

The academy was accredited by the State of Michigan in 1916 and by the North Central Association of Colleges and Secondary Schools in 1922 under the name of Emmanuel Missionary College Academy.

The name Andrews University Laboratory School was voted by the university board of trustees in 1963. During the next year, consideration was given to transferring ownership of the Laboratory School to some other entity. When "no other takers" were found, the trustees voted in 1964, to accept the Laboratory School as its responsibility. In 1974 the

trustees voted to change the school's name to The University School and to name the school's elementary division in honor of the distinguished Adventist educator, Dr. Ruth Murdoch. The secondary division had more recently been known as Andrews University Academy. At this point the secondary division was officially named Andrews Academy. The two schools are governed by two separate operating boards whose chairs are appointed by the Andrews University president and/or the Vice President for Academic Administration. The boards recommend budgets and appoint principals and faculty members to the university board of trustees who in turn votes the official actions.

ACCREDITATION

Andrews Academy is accredited by the Accrediting Association of Seventh-day Adventist Schools, Colleges, and Universities; and the North Central Association Commission on Accreditation and School Improvement, a division of AdvancED.

MISSION STATEMENT

As a Seventh-day Adventist secondary school, Andrews Academy seeks to inspire its students

to think deeply,
to live fully,
to serve unselfishly and
to honor God completely.

VISION STATEMENT

To fulfill its mission, Andrews Academy is committed to developing the whole person by implementing:

- an environment that encourages decisions for a daily, personal relationship with Christ.
- a curriculum that inspires all to reach their God-given potential.
- experiences that encourage cultural and aesthetic appreciation.
- learning experiences beyond the classroom.
- opportunities for practicing a lifestyle of service to one's family, school, church, and community.
- experiences that develop Christian leadership and life skills, such as work ethics, personal responsibility, and respect for others.
- courses and activities that emphasize a life-long commitment to healthful living.

PHILOSOPHY AND OBJECTIVES

The University School is a co-educational elementary/secondary day school, operated by Andrews University to provide a Seventh-day Adventist Christian education for the children and youth in the immediate vicinity.

The University School believes man and the universe to be the handiwork of a Divine Creator who guides and sustains all. With this as its philosophical foundation, the school endeavors to provide its pupils with an educational program that leads to a full commitment of their intellectual, social, physical and spiritual resources to the service of God and man.

The prime purpose for the existence of the school is to provide a quality education in an atmosphere conducive to the development of the spiritual life of the student. The Christian philosophy, as taught in the classroom and which permeates all services and activities, shall preserve the distinctive personal



quality of life and open to each student the development of a satisfying practical religious experience. The school encourages the maximum possible development of each student. It is the goal of the school to prepare for society individuals who are maturing Seventh-day Adventist Christians, and who are productive and worthy citizens. Secondary to this, the university operates the school as a learning facility in programs of undergraduate and graduate teacher education and in educational research.

Recognizing God as the Source of all moral value and truth, The University School, in formulating an educational philosophy, is committed to Divine guidance as revealed in the Bible and the writings of Ellen G. White, especially the books *Education; Counsels to Parents, Teachers and Students; Councils on Education; and Fundamentals of Christian Education*.

NATURE OF MAN

Fundamental to an Adventist philosophy of education is the concept of fiat creation. In the beginning God created man together with a domain for His existence, which includes time, space, and matter. It also includes cause

and effect relationships which operate independently of the will of man. These relationships are central to a philosophy of education because they are the essence of the domain created for man. Belief in the rational nature of God's creation provides man the basis for both learning and teaching.

Man is made in the image of God. The making of man was God's crowning creative act, and it is God's plan that man participate with Him in the continuing development of human beings. Among those attributes of God which are most apparent to man and most apparent in man are *Freedom, Love, Creativity, and a Sense of Beauty and Rightness*.

Freedom

Man was created with a free will. This is of fundamental importance because it gives meaning to life and purpose to the exercise of man's other attributes. Creativity, love, and a sense of beauty and rightness have meaning because man has a free will.

As created by God, freedom for man means man can make choices with some advance knowledge about the nature of the consequences of his choices and that he



is responsible for the results. Man's freedom is limited to his domain of existence, and the rational nature of this domain makes it possible for him to reason from cause to effect.

Love

Love is a principle upon which should be based relationships between God and man and between man and man. It is through faith that these relationships are accomplished.

In giving man dominion over the earth and its creatures, God did not intend that man should have dominion over other men's minds. One who loves his fellow man adapts his freedom to that fact, and, by the blending of love with freedom, respects the individuality of each person.

Creativity

God made man to think and to do. The exercise of man's creative faculties is and will eternally be the primary means of occupying his time and expressing his individuality. Because creativity touches all

aspects of life, responsibility should be a part of all creative actions.

Sense of Beauty and Rightness

Freedom, love and creativity not only come from God but also, properly used, lead back to God. A sense of beauty and rightness enables man to recognize significant milestones along this journey. Beauty gives meaning to creativity, for beauty in form, structure, and utility is the aesthetic goal of creativity.

A sense of rightness includes a sense of values. An aspect of the continuing development of human beings involves establishing within the individual a value system based on the word of God. This system provides a sense of what is worth doing and the ability to recognize when it is done well.

RESTORATION OF MAN

Man has lost much of his freedom because he is subjected not only to the consequences of his own unwise choices but also to the consequences of others' actions, especially to those of his

predecessors. Man's creativity is diminished since most of his actions and thoughts center on sustaining life rather than giving creative expression to the joy of living. Man's sense of beauty and rightness is tarnished by the presence of the ugly and wrong. Sin and death make it apparent that man has chosen to live outside his original domain of existence, out of harmony with the Creator's intent for him. The act of the will of man, which resulted in giving up much of the image of God, was followed by an act of atonement and restoration by Jesus Christ. By this atonement God made it possible for man, again by an act of the will, to accept the restoration of this image.

SOURCE OF KNOWLEDGE AND WISDOM

God is the source of true knowledge. He created man with an insatiable desire to search, discover and describe. Man fulfills this compulsion by utilizing these aspects of his creativity in perceiving God and in responding to what God has wrought. But this activity of man is accomplished through faith and influenced by an aspect of God's love for man, namely His communication with man by the means of inspired writings, the Holy Spirit, nature, caring human relationships, and experiences of life. Since God is the source of all truth, only that truth which leads beyond knowledge to wisdom harmonizes with God's intent for man, His creation for man and the restoration of His image in man.

PRINCIPLES AND AIMS

Andrews Academy conducts a distinctive educational program based on a comprehensive, selective curriculum designed to



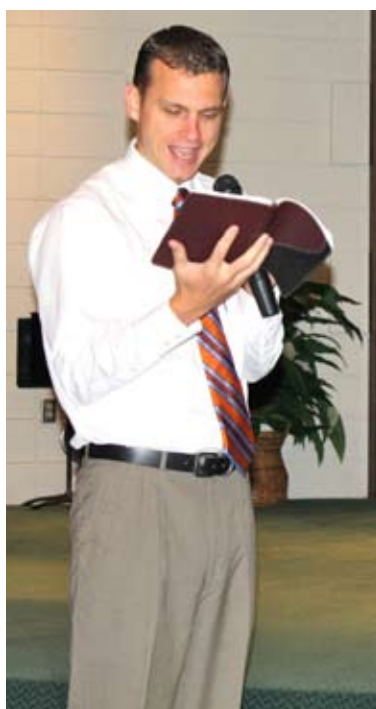
satisfy individual and corporate needs and interests. The school program is planned to provide for the integrated spiritual, mental, physical, and social development of young people who will:

- recognize that the harmonious development of their character, through the power of the Holy Spirit, is the most important aspect of life.
- utilize the Bible and the writings of Ellen G. White as the primary guides in discovering relevant and unerring principles for directing their lives.
- choose to be intelligent, committed Seventh-day Adventist Christians, internalizing a system of values consistent with Adventist beliefs.
- understand the mission of the church and accept personal responsibility for spreading the gospel throughout the world.
- serve God and mankind unselfishly.
- respect authority.
- meet appointments regularly and promptly.
- accept the responsibility for their actions and decisions.
- have the basic skills necessary for coping with the experiences of everyday life.
- develop positive attitudes toward work and a pride in good workmanship.
- be able to live in the world as intelligent and responsible consumers.
- be able to utilize various techniques for correct oral and written communication.
- recognize the importance of the family unit in Christian life and society and understand marital and parental roles.
- value their health as a sacred trust and adopt concepts and practices that contribute to optimal health including the pursuit of life-long physical activities.
- develop an appreciation of the order seen in the universe.
- have a wide range of information regarding careers and make tentative choices for their lifework.
- respect and seek to understand diverse cultures.
- develop a sense of beauty from the Christian perspective.
- understand the American democratic way of life and have a commitment to Christian principles of citizenship.
- have a variety of cultural experiences and respond with behavior appropriate to these.
- desire to pursue knowledge beyond completion of secondary education.
- develop positive interpersonal relationship skills.
- desire to be pure and peace-loving rather than contentious, considerate rather than thoughtless and demanding, reasonable rather than obstinate, straight-forward rather than devious or hypocritical, merciful rather than severe and heartless.

THE UNIVERSITY

Andrews University consists of seven schools: The University School K-12, the Colleges of Arts and Sciences and Technology, the Schools of Business, Education and Graduate Studies, and the Theological Seminary.

The College of Arts and Sciences began in 1874 when the Seventh-day Adventist denomination founded Battle Creek College at Battle Creek, Michigan. In 1901 that institution was moved to Berrien Springs and was renamed Emmanuel Missionary College. The Seventh-day Adventist Theological Seminary was organized in 1934 as the Advanced Bible School on the campus of Pacific Union College in Angwin, California. There it operated in summer sessions only, until in 1936 the General Conference of Seventh-day Adventists voted to locate it on a more permanent basis in Washington, D.C. and named it the



Seventh-day Adventist Theological Seminary. In 1957 the board of trustees enlarged the scope of its operations by establishing a School of Graduate Studies. The institution was then known as Potomac University. A new and larger site was sought to facilitate the strengthening and growth of the expanded institution.

Problems encountered in providing an adequate site for the enlarged institution resulted in a move in 1959 to the campus of Emmanuel Missionary College—a beautiful 700-acre campus near the banks of the St. Joseph River and adjacent to U.S. Highway 31. In 1960 the College, the Theological Seminary and the School of Graduate Studies were united under one charter bearing the name Andrews University, with an integrated board of trustees, administration, and faculty. The name honors John Nevins Andrews (1829-1883), pioneer Adventist theologian, editor, administrator and the first missionary sent by the church to serve outside North America.

The College of Technology was established in 1974, the School of Business in 1980, and the School of Education in 1983.

The university made considerable progress in the 1960s and 1970s, now standing as a major educational center for the worldwide Seventh-day Adventist Church. The multimillion dollar Andrews University campus is situated on nearly 1600 acres, with modern buildings housing a wide-ranging instructional program. Residence halls and apartment complexes accom-

modate most students. Recreational facilities offer opportunities for personal development in track and field, physical fitness, swimming, tennis, racquetball, and a number of intramural sports.

Several special units of the university are described in the following paragraphs.

JAMES WHITE LIBRARY

The James White Library, a modern structure planned to serve the needs of an expanding university, houses a collection of more than one million volumes including those on microform. In addition, the library holds many unbound journals, pamphlets, photostats, and other types of library materials. Microform reading and copying equipment afford access to valuable out-of-print books and materials. A subscription list of almost 3,000 periodicals covers all major fields of knowledge.

CENTER FOR ADVENTIST RESEARCH

The Center for Adventist Research, located in the James White Library, was formed in the year 2000. The center maintains the holdings of five departments: the Adventist Heritage Center, the Ellen G. White Estate Branch office, the Andrews University Archives and Records Center, the SDA Periodical Index, and the James White Library Rare Materials. The Heritage Center is a Seventh-day Adventist archive and research center and contains the rare book collection of the library, including a number of early printed editions of the Bible and a set of first editions of Martin

Luther's smaller works. In addition, it houses the Advent Source and Conditionalist Faith collections, made up of several thousand items dealing with the origins of Adventists and the history of the doctrine of conditional immortality. Extensive files of Adventist periodicals are also maintained here.

The Ellen G. White Estate Branch office maintains an extensive collection of published and unpublished materials. It contains copies of 60,000 pages of letters and manuscripts of Ellen G. White, along with 4,600 of her published articles and thousands of pages of other documents related to the early development of the Adventist Church.

INFORMATION TECHNOLOGY SERVICES (ITS)

One of the primary objectives of the ITS, in addition to administrative records management, is to make large-scale computing power easily available to students and faculty for classroom instruction and for research.

Two large computer systems are installed on campus. These versatile systems provide an exceptionally wide range of academic and administrative capabilities. An especially attractive feature of these systems is the ease of access available via the extensive network of timesharing terminals installed at various campus locations. Internet and World Wide Web interaction is readily available.

Most computing services are available through the ITS at no extra cost to the student.

The Information Technology Services staff is available for academic consulting and also conducts a variety of short courses. These services are offered free or at a minimal cost



to meet the needs of students and faculty who are just getting acquainted with computers as well as to those who are engaged in sophisticated research. Many departments have integrated computer usage into courses and laboratory work. This emphasis on the digital computer as an instructional and research tool is based on the recognition that the

personal and professional lives of the majority of Andrews graduates will be strongly affected by the ever-increasing impact of computing technology.

Anyone wishing to make use of the computer system must complete the contract procedures required by the ITS. Full compliance with the ITS's established policies is required.

STUDENT LIFE

Andrews University, including Andrews Academy, is committed to equal educational and employment opportunities for men and women, and does not discriminate on the basis of race, color, sex, or national origin among its students or employees or among applicants for admission or employment.

HOUSING

Andrews Academy is a day school and does not operate residence halls. Students are to live with their parents or legal guardians. In exceptional cases, approved by the Admissions Committee at the time application for admission is made, students may live with other members of their immediate family, or other responsible families as also approved by the committee.

Such exceptions include the following:

1. The student started the school year at the Academy and the parents move before the end of the year.
2. The student has completed grade eleven and would like to graduate with his or her class though the parents have moved.
3. The student is able to stay with a responsible relative at little or no expense and has a good work program here, and it is not financially possible to attend a boarding academy.
4. The student has a very light program for the senior year and desires to become involved in the college enrichment program.
5. The student does not live in the southwest Michigan area, but has a specific academic

purpose and is able to find housing with a responsible family approved by the Admissions Committee.

Once approval is granted students must not move to another residence without approval from the school. Forms on which to request special housing must be obtained from the school office. At least two weeks must be allowed for processing the application.

FOOD SERVICE

Hot lunch service is provided for a fee to Academy students, faculty, and guests, in cooperation with the University Dining Services.

COMPUTER LABORATORY

The academy computer laboratory was established in 1984. It includes computers located in the business department, the technology department and the Instructional Media Center. The objective of the laboratory is to provide practical experience and computing resources for a wide variety of educational needs. This facility is the primary computing resource for academy students (rather than the University Computing Center) and is available to academy students for educational purposes. Each student is required to sign and abide by the Computer Acceptable Use Policy form.

INSTRUCTIONAL MEDIA CENTER

The Edith C. Davis Instructional Media Center (IMC) is designed to support the entire curriculum. It houses approximately 12,000 volumes, approximately 100 subscriptions to

magazines and newspapers, and a broad range of audio visual software. Numerous pieces of audio visual equipment provide for both classroom and individual needs. All holdings are fully classified and catalogued to make the materials and hardware easily available to both students and faculty.

The Center is named in honor of Miss Edith C. Davis, an instructor in English 1962-1985, in recognition of the emphasis she gave to research and scholarship in her classes.

CAMPUS MINISTRY

As a church-related school, Andrews Academy emphasizes personal religion and makes provision for its students to participate in activities which nurture spiritual growth. A member of the pastoral staffs of both Pioneer Memorial and Berrien Springs Seventh-day Adventist Village churches are involved in a specialized ministry for Andrews Academy students. These youth pastors and other area pastors are often available for counseling and participation with the students in the religious activities program.

COUNSELING SERVICE

Andrews Academy makes available to all students counseling and testing services. The school counselors are qualified to discuss test results, educational or career plans, and personal concerns with individual students and their parents. The Director of Guidance is responsible for coordinating both the testing and career development programs provided by Andrews Academy.

PARENTS POSITIVELY INVOLVED

The parent/teacher organization operated by Andrews Academy is known as Parents Positively Involved (PPI). The purpose of this organization, as stated in its title, is to provide positive support for the academy and its program, plan appropriate activities, parent in-services, spiritual and prayer support, etc. The PPI Constitution governs the organization's leadership and scope of activities.

POLICY RELATIVE TO CHILD PROTECTION

As mandated by the Michigan Department of Social Services, University School administrators, counselors, and teachers who have reasonable cause to suspect child abuse or neglect shall make an oral report immediately to the Child Protective Services Unit. This shall be followed by a written report within 72 hours.

GUEST REGISTRATION

All persons entering the school either for business or visitation are to register at the office. Students from other schools who wish to visit must make prior arrangements with the administration. Permission will be granted on a case-by-

case basis. Guests who request visitation privileges for a period of time are issued a name tag as verification of their registration.

SEARCH AND SEIZURE POLICY

Andrews Academy administration and faculty are authorized to conduct search and seizure proceedings. School lockers, student book bags, and, in specific cases, a student's personal belongings are subject to these procedures. Student-driven vehicles on school property are also subject to inspection with the potential confiscation of items and materials deemed inappropriate or unsafe to be on campus. If necessary, the university Public Safety department and/or local law enforcement officials may be called in to assist the academy administration.

HARASSMENT POLICY

Each student enrolled at Andrews Academy has the right to be safe and secure in the school environment. Each person is to respect the right of others to be free of harassment in all forms. Harassment is understood to mean any type of actions or words that make another student feel uncomfortable or insecure. This includes sexual

harassment, intimidation, bullying, disrespect and any other verbal, social, physical, or other expression that might undermine the well being of another. The provisions of this policy also apply to relationships and interactions with faculty and staff. Any incident that violates this policy must be reported to the faculty or administration immediately. Emerging experiences may be dealt with through counseling and advising. More serious incidents or repeated experiences may be treated through the academy's disciplinary system with the possibility of suspension or termination.

VANDALISM, THIEVERY, INFLECTION OF PERSONAL HARM, ETC.

Serious concern exists when behavior is exhibited that threatens the security and well-being of the school's facilities, personal property, students, or personnel associated with the school. It is the practice of the faculty to handle the majority of such issues calling upon the resources of the school and the families to bring about appropriate resolution. In the event a student or other individual jeopardizes the security of property or facilities, causes damage to property, inflicts or threatens personal and/or bodily harm, is involved with thievery, possesses, sells, delivers or solicits the sale of drugs, or is involved with or causes any other detrimental experience, there will be appropriate administrative and/or faculty action. This process will include filing an incident report with the Director of Public Safety, who may convey a copy of such to the appropriate area law enforcement agency. In the event an accumulation of incidents or a single incident causes the authorities to



become active on such circumstances, it is the policy of the University and the Academy to not withdraw its authorization, but to permit and support the authorities in their processing of the case to a full resolution. This continues to be true even if prosecution in the judicial system is the result.

WEAPONS AND OTHER DANGEROUS IMPLEMENTS

Andrews Academy administration and faculty are committed to maintaining a safe and secure school environment. For this reason, weapons or other dangerous implements may not be brought, retained, exchanged, held, harbored, or in any other fashion caused to be in the school, on the campus, or at off-campus school events. The specific weapons policy is as follows:

1. The list of weapons in this policy includes any object used for the intent of harming someone, all firearms and explosives/ammunition, all martial arts and gang weapons, paint ball guns, pellet/BB guns (spring, gas or air powered), all fixed-blade knives, double-edged knives, spring loaded knives, folding knives that become fixed when open, and all knives whose blades have cutting surfaces of 3 inches or longer.



(For the policy regarding items with blades less than 3 inches, plus lighters, matches, lasers, fireworks, etc., please see #3 below.)

2. Discipline for weapons is in two categories as noted below:
 - a. Non-threatening possession of a weapon, as listed earlier, (not including firearms [loaded or unloaded] or explosives) would result in a suspension for 5 to 10 school days as determined by the Student Affairs Committee. Repeat offenses would incur more severe discipline.
 - b. Threatening possession of a weapon or device used for the intent of harm and/or possession of a firearm (loaded or unloaded) or explosives under any circumstances would result in immediate dismissal from school and banning from the school premises until notified otherwise. Any verbal threat, direct or implied, of the use of a weapon and/or physical bodily harm will result in suspension or dismissal as determined by the Student Affairs Committee. AU Campus Safety and/or local law enforcement officials will be involved when appropriate.
3. Pocket knives or combination tools with blades that have cutting edges less than 3 inches (i.e. utility knives, leathermen, etc.) are not allowed. The same is true of any items (i.e. lighters, matches, lasers, fireworks, etc.) with potential safety issues. A first offense (non-threatening behavior) will result in a Citizenship Referral and confiscation of the item which will be

given to the AU Public Safety. Only parents of the student to whom the object belongs may claim the item after a minimum of 30 days. Unclaimed items will be disposed of. Repeat offenses will result in more serious discipline to be determined by the Student Affairs Committee. (For items with blades 3 inches or longer, see #1.)

4. The use of any of the objects listed in #3 above which would be needed in conjunction with a class must be approved in advance by school administration and used under the supervision of a faculty member. Some cutting utensils used in the Home Economics department or other departments may have blades longer than 3 inches and their use would be allowed under this approval as well. Anyone using an approved item as a weapon would be dealt with by the disciplinary procedure as outlined in #3 above.
5. Disabled weapons or look-alikes may not be used as props or displays for classroom or extracurricular activities, including skits or plays, unless they are supplied by and kept under the continual supervision of the teacher.
6. All policies are in effect on campus and at school events/trips off campus.
7. Student behavior in the community in non-school situations that can have ramifications for school safety will be addressed by the Student Affairs Committee under advisement of the authorities involved.
8. This policy is subject to adjustment anytime as announced when safety concerns warrant it and as needed to stay in harmony with federal, state, local, and Andrews University codes.

MEDICAL CENTER

The services of the University Medical Center, located adjacent to the University School complex, are available to Andrews Academy students. All services rendered are at the students' own expense.

STUDENT INSURANCE

While Andrews Academy has no legal financial responsibility for the injury of any student, the school feels a sincere interest in its students and their parents and each year purchases supplemental student accident insurance coverage. This is a secondary limited coverage policy that provides minimal protection if no other insurance coverage is available.

SCHOOL SAFETY AND HOLD HARMLESS

The Andrews Academy facilities and equipment were designed and purchased primarily for the furtherance of secondary education, co-curricular, and social activities. Student use of these facilities or equipment is with the acknowledgment that any injury that may result shall not be the responsibility of Andrews Academy. It is therefore expressly understood that the student will hold Andrews Academy harmless if any type of injury should be incurred. Any unsafe practices, including but not limited to running, climbing, roughhousing, horseplay, etc., are forbidden.

STUDENT EMPLOYMENT

The University operates a number of auxiliary enterprises where its students may defray a portion of their expenses through part-time employment. Some of the enterprises employ Andrews Academy students who are at least fifteen years of age. All students who participate in the

work education program should to maintain a proper balance between their course and work loads. Students accepting campus employment must maintain their work program until the official close of the school year. Work is not guaranteed to any student. All questions concerning student employment should be directed to the University Director of Student Labor. See financial section for additional information.

ACTIVITIES AND ORGANIZATIONS

Andrews Academy encourages students to participate in as many of the co-curricular activities and organizations as their study-work load will permit. Some of the organizations and activities are described below.

Student Association and Student Council

The Academy Student Association includes every student and faculty in the Academy. The Student Council is composed of representatives of each class, officers of the Student Association, and Academy faculty sponsors. The Council exercises legislative and managerial powers as delegated by the constitution of the Association. The detailed organization of the Student Association is outlined in the Academy Student Handbook.

Student Publications

Andrews Academy sponsors several publications. These include the *Expo* (the University School student directory), *Sanjo* (the academy paper), and the *Silhouette* (the academy yearbook).

National Honor Society

Andrews Academy sponsors the Alma L. Campbell Chapter of the National Honor Society of

Secondary Schools. The chapter is named in honor of Mrs. Victor Campbell who served as a master teacher in English from 1946 to 1958. The objectives of the National Honor Society are to encourage the development of character, scholarship, leadership, and service on the part of its members.

Membership in the National Honor Society (NHS) is not automatic because one has met the requisite academic qualifications. Membership consideration is based on the following criteria:

1. The candidates shall be enrolled at the academy for at least one semester and have a minimum of sophomore status. Admission during the sophomore year is less likely than is admission during the junior or senior year since it takes time for most students to develop and demonstrate the qualities of service and leadership deemed so important for membership in the society.
2. The candidates shall possess a sterling character. A sterling character is one free from the taint of immorality or even of moral ambiguity. Such an individual displays qualities such as cheerfulness, friendliness, commitment, and co-operation. He or she is free from qualities such as disharmony, indolence, irresponsibility, and fault finding. Such a student upholds principles or morality and ethics, demonstrates the highest standards of reliability and truthfulness. He/she follows instructions and rules, exhibiting punctuality and fidelity both inside and outside the classroom and maintains a satisfactory citizenship status.

3. The candidates shall show documented evidence of leadership, which is to be reported annually. The quality of such leadership is determined and evaluated by advisors of established organizations within the community, church or school. Merely holding an elected or appointed office is insufficient qualification for membership in the NHS. The developed ability to lead and influence others shall be verified through the advisor evaluation process referred to above.
4. Candidates shall have accumulated a minimum of twenty-five hours of documented service during their secondary experience. The requirement of service continues throughout the time of membership and an annual investment of twenty-five hours constitutes a minimum level. Although the academy does sponsor annual service opportunities, it does not assume the responsibility to provide additional service activities for initial or continued membership. This is the responsibility of the student. The quality of initiative and responsibility required for this criterion are what the NHS seeks in a member.
5. The candidates shall submit a one-page, doubled-spaced, typed essay. This will be submitted with the candidate's vita sheet.
6. The candidates shall have and maintain a cumulative GPA of 3.50. Transfer students, to qualify, must first earn a 3.50 GPA from Andrews Academy. His/her transfer credits will then be integrated into the GPA to confirm or disqualify the student from eligibility.

Class Organizations

The freshman, sophomore and junior classes are organized during first semester as scheduled on the annual calendar. The senior class is organized during the last month of the junior year. Each class elects officers who, with the appointed faculty sponsors, plan class activities for the school year. In order for a student to be eligible to be elected to and retained in a class office, he/she must be a member of the Student Association in good and regular standing both academically and in the area of attendance/citizenship.

RELIGIOUS SERVICES

Students are required to attend the regularly scheduled morning devotions and assemblies and are to consider these appointments as an integral part of their education.

CLOSED CAMPUS

Andrews Academy operates a closed campus during the school day. This means a student must remain in the academy building from the beginning of his/her first appointment through the completion of his/her last appointment. The individual student's schedule of daily appointments is the guide for the administration of this policy. Fridays, minimum days, and test schedule days follow the same policy with adjusted beginning and ending times. Exceptions to this policy are arranged only at the request of parents directly with administration. Citizenship Referrals are issued to students not abiding by this policy

TRANSPORTATION

Transportation to off-campus, school-sponsored events is only

by vehicles arranged by the school. Parent/guardian signed permission forms are required for these activities.

Exceptions to these requirements are as follows:

1. When the entire school is transported for a purpose or function specifically listed in the school calendar, individual parent/guardian permission forms are not required. These activities include Feast of Lights and graduation practices at area churches, such as Pioneer Memorial Church and Village Seventh-day Adventist Church, plus the fall school picnic to Lake Michigan and the calendar-scheduled Community Service Day's activities.
2. When after-school hours activities take place at the academy or at a location within the immediate Berrien Springs community, students may provide their own transportation to these functions. The immediate Berrien Springs community is defined by the area within the boundaries bordered by the St. Joseph River and the St. Joseph Valley Parkway. Examples of these activities are Student Association functions, NHS, freshman, sophomore, junior, and senior class activities, small group practices, community service activities, etc. Occasionally a freshman class event will take place outside this designated area. It is acceptable for parents to transport their students to these functions. Transportation for all other activities outside this area must be provided by school-arranged vehicles.

STUDENT AUTOMOBILES AND MOTOR VEHICLES

The use of motor vehicles by those permitted to bring them to

campus is carefully regulated. Each student must register any motor vehicle that will be driven on campus with the University Public Safety office. Parking in front of the academy is off limits to students on school days. All students with motor vehicles are expected to be fully aware of and abide by the governing regulations which are available at the Campus Safety office.

SCHOOL CLOSURE DUE TO SEVERE WEATHER

Generally, Andrews Academy follows the same weather-related closing procedures as does the local Berrien Springs public school system. When it is determined that a weather-related school closure must take place, an announcement is made by 7:30 a.m. over radio stations WAUS (FM 90.7), WSJM (1400), and WHFB-Benton Harbor (AM 1060, FM 99.9). PLEASE DO NOT CALL THE SCHOOL ADMINISTRATORS OR THE RADIO STATIONS for information; wait until announcements are made over the radio. If announcements are not made by 7:30 a.m., the academy will be open as usual.

The school respects parents' judgment regarding bringing or sending their children in bad weather. If school is not closed, but parents feel it unsafe for their children to travel to school, they should send a written excuse when the child returns to school. If inclement weather develops during the school day, students will be permitted to leave early by parental request.

STANDARD OF CONDUCT

A conscious effort is made to maintain standards of conduct which reflect the spiritual heritage of Seventh-day Adventists.

Andrews Academy also seeks to maintain social standards comparable to those upheld by the Adventist Church, and it interprets the presence of the student on campus as evidence that he/she has chosen this school because of the way of life it espouses. Admission is a privilege that entails acceptance of individual responsibility for honor, integrity and self-discipline. The use of tobacco, alcoholic beverages, narcotic or other dangerous drugs, gambling, dancing, indulging in profanity or vulgarity, or engaging in improper associations are not permitted. The administration reserves the right to require random drug testing.

The standard of conduct expected is presented in detail in the handbook section of this publication. Each student will thus be fully informed concerning this phase of student life. Any regulations adopted by the faculty and announced to the students have the same force as those printed in official publications.

DRUG-FREE SCHOOL ENVIRONMENT POLICY

I. Introduction

As a long-standing tradition, Andrews Academy has maintained its position as a Drug Free School Environment. During the 1990-91 school year the program was thoroughly evaluated and adapted to coincide with established Drug Free Program guidelines. As a result the Andrews Academy Drug Free School Environment Program was recognized by the United States government in May 1991.

As an essential element of the Drug Free School Environment Program, a Core Team of individuals was established. The team's responsibility is to address specific needs of individuals who are having difficulty living within the philosophy of a drug-free lifestyle. Because the Core Team has access to information that contributes to an accurate assessment of the nature and extent of any drug-related activities, the Core Team plays an important role in helping to formulate school policy and



curriculum to address the needs of the academy program.

II. Membership of the Core Team

Membership in the Core Team shall consist of the academy's guidance counselor, a faculty member appointed by the principal, Southwest Michigan area youth pastors, and an additional knowledgeable, and articulate individual from the community, as appointed by the principal in consultation with the other team members.

A. Qualifications:

1. In order to stay current with information and trends and maintain an accepted level of professionalism, each member must receive 1 CEU credit each year in drug education and/or counseling.
2. Each member must demonstrate the ability to maintain professional confidentiality.
3. Each member must demonstrate an attitude of listening and caring that will encourage students to seek assistance.

B. Coordinator. The guidance counselor shall serve as coordinator of the Core Team.

1. All requests for assistance shall be processed through the coordinator.
2. The coordinator shall direct the Core Team in designing and selecting plans to meet the needs of individual requests for assistance, whether voluntary or prescribed.
3. The coordinator shall serve as point of contact and communication with administration. (Note policy on confidentiality, III. A.)

C. Responsibilities and Duties.

The Core Team shall evaluate, make recommendations and/or prescribe treatment, and monitor individualized intervention programs. The members of the Core Team shall:

1. evaluate requests for assistance
2. make recommendations regarding assessment and/or treatment
3. interview prospective professionals for referral
4. provide current drug education resources
5. provide professional support for participants
6. cultivate family groups and peer counselor training
7. monitor progress
8. make recommendations to administration and faculty regarding needs assessment

III. Philosophy of Voluntary Intervention

A. Student's Choice—The purpose of the Voluntary Intervention Program is to provide assistance in a way that will be non-threatening and in a context that would encourage early intervention. The freedom of the individual student to make choices regarding the level and/or duration of treatment is an important factor in choosing to participate in the Voluntary Intervention Program. The Core Team has as its goal, to provide resources and make recommendations that will lead the student to choose the best possible plan to ensure recovery, but recognizes that the student maintains the right to decide without coercion or fear of reprisal. The student maintains the right to discontinue any treatment plan and/or sever their relationship with the Core Team without any fear of discipline or reprisal for such action.

B. Confidentiality—Under the Voluntary Intervention Program, the student is free to seek help to the degree that the student is comfortable. The student is assured of complete confidentiality within the scope defined by the student. Neither the knowledge of the student's request for assistance nor any details regarding the treatment or progress is communicated to administration except by the student's written request.

C. Parental Involvement—Parents are not involved in the treatment as a matter of policy, recognizing that this imposes some limitations regarding the ability to provide assistance to minors. In addition, it is also recognized that parental involvement may be integral to the treatment process, however, the student must maintain the right to limit parental involvement.

D. Discipline—There is no disciplinary action taken on information shared in confidence under the Voluntary Intervention Program. The student may, however, find him/herself in a situation in which administration confirms some activity that violates the Drug Free School Environment Policy. When facing disciplinary action for such activity, the student may choose to reveal any relationship with the Core Team to administration or the Student Affairs Committee for consideration. The Core Team may at the student's request release information regarding the relationship and/or treatment, but there is no inherent protection from discipline. Conversely, the student may choose not to reveal any relationship with the Core Team if the student feels that information

regarding such relationship would have a negative impact on the decision of administration or the Student Affairs Committee.

IV. Voluntary vs. Prescribed Intervention

Relationships of students with the Core Team are strictly confidential, however, there are specific differences in the scope or realm of confidentiality for the Voluntary Intervention Program and the Prescribed Intervention Program.

A. Voluntary Intervention—The Voluntary Intervention Program is available to students who may be engaged in drug-related activities, but who are seeking assistance for discontinuing these activities through voluntary intervention. The Voluntary Intervention Program assumes the following:

1. administration is unaware of the student's drug-related activities.
2. parents may be unaware of the student's drug-related activities
3. the student is seeking assistance at a level defined by the student.
4. the student defines the realm of confidentiality, i.e., no information regarding the identity, assessment, treatment, progress, etc., may be released to anyone outside of the Core Team without the expressed written consent of the student.
5. the student who seeks voluntary assistance has already taken the first and most important step towards recovery.

B. Prescribed Intervention—The Prescribed Intervention Program is designed to assist students who are known to be engaged in drug-related activities and are given the choice of intervention as

a condition of their enrollment at Andrews Academy. The Prescribed Intervention Program assumes the following:

1. administration has confirmed the student's drug-related activities.
2. a record of the student's drug-related activities is filed with the Student Affairs Committee and the Core Team.
3. parents are informed of the student's drug-related activities and citizenship status.
4. parents, administration, the Core Team and the

student are included in the Prescribed Intervention Process.

5. the student in the Prescribed Intervention Program may not be a willing participant in the process, but has chosen to cooperate as a condition of enrollment.
6. the student's cooperation and progress have a direct bearing on eligibility for continued enrollment or reinstatement.
7. the Core Team plays a direct roll in the enrollment



status of the student as they monitor progress.

V. Procedures

There are two distinct and separate procedures for the Voluntary and Prescribed Intervention Programs.

A. Voluntary Intervention Program

1. The student contacts any faculty member and asks for assistance.
2. With the consent of the student, the faculty member arranges for a meeting with the Core Team coordinator, the faculty member and the student.
3. The Core Team coordinator reviews the Voluntary Intervention Program with the student.
4. The student is then encouraged to define the nature of the drug-related activity.
5. The Core Team coordinator and student sign a covenant agreement defining the realm of confidentiality.
6. With the student's consent, the Core Team reviews the student's drug-related activity and makes a recommendation regarding assessment and/or treatment.
7. The student is assigned a case number in order to protect the student's identity.
8. The recommendation is communicated to the student.
9. The student may or may not choose to accept the recommendation(s).
10. The student's choices are documented and initialed by the student on the



covenant agreement. This procedure is continued throughout the assessment and/or treatment process.

11. Fees incurred for assessment and evaluation are paid by Andrews Academy within the scope established by policy. The responsibility for treatment expenses will need to be negotiated within the limits of the established policy.
12. Where parental or legal guardian consent is required for professional assessment or treatment, the signature required on the application form giving agreement to the provision of the drug-free policy constitutes the required consent. Treatment or assessment is limited to the resources available to fund the expenses as referred to in 11 above.
13. Although strict confidentiality is maintained within the scope defined

by the student, it is the goal of the Core Team to encourage the student to voluntarily include the parent(s) in the treatment process.

14. Students participating in the Voluntary Intervention Program maintain the right to discontinue participation at any time without fear of reprisal or discipline for such action.
15. Students participating in the Voluntary Intervention Program are not exempt from any separate administrative or faculty action regarding known drug-related activities; however, students may choose to reveal their involvement in the Voluntary Intervention Program whether such information may or may not be beneficial to their case.
16. Students whose drug-related activities are confirmed by administration

via some other means than the student's confidential request are then by definition on the Prescribed Intervention Program.

B. Prescribed Intervention Program—In addition to any other policy, administrative, or Student Affairs Committee procedures regarding a student's citizenship, the following establishes the intervention process:

1. The student is identified as being involved with some type of substance abuse, meets with the principal or vice principal, and is placed on suspension from school.
2. If the principal, vice principal, and/or Student Affairs Committee offers the prescribed intervention program to the student, he/she and parent(s)/guardian(s) decide whether or not they choose to request consideration for participation in an individually-designed program for the student. If such is so, the student and parent(s)/guardian(s) submit a request for possible approval to participate in the prescribed intervention program.
3. If such a request is made, documentation regarding the drug-related activities of the student is conveyed to the Core Team coordinator.
4. The parent(s)/guardian(s) and student shall have a conversation with the Core Team coordinator to discuss the ramifications of the prescribed intervention program.
5. The Core Team reviews:
 - a. the circumstances surrounding the drug-related activity,
 - b. any disciplinary action(s) taken by administration or the Student Affairs Committee,
 - c. the response of the student and parent(s) to such drug-related activity or disciplinary action.
6. The Core Team will make recommendations that may include but are not limited to student evaluation (drug assessment by a professional drug dependency assessor), drug testing by an approved chemical testing laboratory, and/or other assessments or procedures stipulated.
7. The student and parent(s)/guardian(s) shall sign a statement agreeing to a professional assessment which may include drug testing as a condition of the student's continued enrollment. The expenses for evaluation, assessment, and drug testing procedures are the responsibility of the student and parent(s)/guardian(s).
8. The parent(s)/guardian(s) and student may choose a professional assessor approved by the Core Team.
9. It is the responsibility of the parent(s)/guardian(s) and student to arrange for an appointment with the professional assessor and make payment for services rendered.
10. The parent(s)/guardian(s) and student are to sign a release form requesting and authorizing the forwarding of report copies of assessments and testing to the academy principal or vice principal who will convey such to the Core Team.
11. The student shall not be permitted to return to classes until the initial assessment, drug testing, or other procedures have been completed.
12. Upon completion of item 11 above, consideration may be given to the student's temporary reinstatement in school. In order to process that possibility, a substantial conference must take place with the school principal or vice principal, the student, and parent(s)/guardian(s). If successful and with full agreements among all parties participating in the conference, a firm contract will be drawn up. The student, parent(s)/guardian(s), and principal will each sign the contract. This temporary reinstatement will continue only so long as the spirit and details of the contract are fully upheld and the school is satisfied with the student's overall performance and behavior.
13. Upon receipt of the evaluation, assessment, drug testing, and/or other required reports, the CORE team will meet to prescribe an individualized treatment program which may include:
 - a. Random drug testing
 - b. Personal counseling
 - c. Out-patient treatment
 - d. A ten-week drug education class
 - e. In-patient treatment
 - f. Other procedures as stipulated.

This will be followed by another appointment where the student and parent(s)/guardian(s) meet with the principal or vice principal to discuss possible acceptance of the recommended of the prescribed treatment program. At that time another contract will be drawn up and signed by the student, parent(s)/guardian(s), and the principal or vice principal. Continued enrollment is determined in part by demonstration of cooperation in both spirit and deed with the prescribed treatment program. Failure on the part of the student will result in a stern response from the school administration and/or the Student Affairs Committee. Termination is the usual requirement.

COMMUNICABLE DISEASE CONTROL POLICY

Andrews Academy is committed to providing a safe and healthful environment for its students and employees. It is the school's policy to protect the privacy and the dignity of students and employees who have a communicable disease. Each case shall be carefully evaluated in a timely manner to determine whether, and under what conditions, an individual may continue in the school while the disease condition is present.

A. Andrews Academy and the Berrien County Health Department (BCHD) will work cooperatively to enforce and adhere to the Michigan Public Health Code, (Act 368 of 1978 as amended), for prevention, control and containment of communicable disease in schools.

B. The principal will exclude and/or not permit a child to enter school who is out of compliance with the required immunization

schedule. School personnel will cooperate with public health personnel in completing and coordinating all immunization data to provide for communicable disease control and/or prevention.

C. The decision to close schools due to communicable disease outbreaks is at the discretion of the principal of the academy. Consultation on such decisions is available from the Berrien County Health Department medical staff and/or Communicable Disease Review Panel (CDRP).

D. The principal may exclude any individual who is suspected or diagnosed as having a communicable disease and/or condition and will follow the procedures established by the Lake Union Conference of Seventh-day Adventists Office of Education and the Berrien County Health Department. Reports of all communicable diseases will be submitted to the Berrien County Health Department as required. Only those persons who have a need to know, in order to assure proper care and to detect potential for disease transmission, will be advised.

E. The principal of the academy shall have the authority to exclude from school any individual who is suspected or diagnosed as having a communicable disease or infection which is designated to be a serious concern to the community and/or the affected individual. The principal may be assisted in this decision through the CDRP. The decision to exclude an individual may be appealed within five working days.

F. Communicable diseases which are considered by the Director of Berrien County Health Department to be a serious concern to the community and/or the afflicted individual will be

addressed by the Communicable Disease Review Panel (CDRP). The CDRP will serve as a resource to provide specific recommendations for the situation.

Communicable diseases that are serious in nature shall include, but are not limited to:

1. Measles
2. Mumps
3. Rubella
4. Hepatitis
5. Scarlet Fever
6. Pertussis
7. Encephalitis
8. Meningitis
9. STD (Sexually Transmitted Diseases)
10. HIV (Human Immunodeficiency Virus)
11. AIDS (Acquired Immune Deficiency Syndrome)
12. ARC (AIDS Related Complex)
13. Viral Hepatitis
14. Tuberculosis
15. Other like diseases that may be included by the Health Department which may present potentially serious health problems for those who come in contact with the disease and/or the disease carrier.

G. 1. Purpose: The CDRP shall serve as a resource for the school in determining whether an individual with a communicable condition may safely attend school or under what conditions an individual may participate in school functions with safety for him/herself and others. The CDRP shall convene when it is determined by the principal or Berrien County Health Department Health Officer that the management of the condition is not obvious by existing guidelines, policies,

or precedent, or when there are unusual circumstances.

The CDRP shall make a written recommendation to the principal by a consensus vote of the required membership (excluding the affected individual or the parents/guardian). Dissenting opinions may be made in writing and attached to it.

2. Convening Responsibility: The principal of the academy or designee, or the Berrien County Health Department Health Office or designee, shall convene the Communicable Disease Review Panel when appropriate.
3. Regular Membership:
 - a. The principal
 - b. Members of School Health Committee
 - c. Berrien County Health Department Medical Director or designee
 - d. Affected individual or parent/guardian of the student or their representative must be invited to be present.
4. Optional Membership:
 - a. Physician with expertise in the related disease (if indicated and available)
 - b. Physician(s) treating the individual (if available)
5. Panel Chairperson: The Academy Board Chair or designee shall chair the committee.

H. Policy Review: This policy shall be reviewed annually by the School Health Committee. Any proposed revisions shall be recommended to the Operating Board for action.

COMPUTER ACCEPTABLE USE POLICY

Use of the Internet provides great educational benefits to students. However, some material accessible via the Internet may contain items that are illegal, defamatory, or potentially offensive to some people. Access to the Internet and World Wide Web is available as a privilege to students who accept the requirements of this policy and agree to act in a considerate and responsible manner, fulfilling both the spirit and letter of these statements.

Students and parents/guardians must read and accept the following rules for acceptable computer usage behavior. Acceptance is confirmed when the Application for Admission to Andrews Academy is signed.

1. Students are responsible for following Christian standards of behavior on the Internet just as they are in the school building. General school rules for good behavior and communications apply.
2. Network storage areas may be treated like school lockers. Network administrators may review files and communications to maintain the system responsibly. Users should not expect that files will always be private.
3. The following are not permitted:
 - Tampering with, adding to, deleting, or reconfiguring or in any other way adjusting the desktop screen, programming, or networking of school computers
 - Sending or displaying offensive messages/pictures
 - Using obscene language
 - Harassing, insulting, or attacking others
 - Damaging computers, computer systems, or computer networks
 - Violating copyright laws
 - Using another's password
 - Trespassing in another's folders, work, or files
 - Intentionally wasting limited resources, including the use of "spam" and messages broadcast to mailing lists or individuals
 - Employing the network for commercial purposes
 - Revealing the personal address/phone number of any faculty member/student of Andrews Academy on personal webspaces or websites like myspace.com, bebo.com, etc.
4. Individual E-mail accounts are allocated through Andrews University rather than Andrews Academy. Each user is responsible for the management of material sent and processed through his/her account.
5. The school reserves the right to limit computer access through supervision and certain software.
6. Violations may result in a loss of access as well as other disciplinary or legal action.



ADMISSIONS

Admission to Andrews Academy may be granted irrespective of the applicant's race, color, or national origin. Inasmuch as Andrews University is sponsored and mainly financed by the Seventh-day Adventist Church, the majority of its students are members of that confession. However, no particular religious commitment is required for admission. Subject to available space, applicants who meet the academic and character requirements of Andrews Academy and who express a willingness to cooperate with the school's policies and to adjust congenially to its religious, social, and cultural atmosphere, may be accepted. However, admission to Andrews Academy is a privilege and not a right, and may be withheld or withdrawn by the school at its discretion and in harmony with its mission, function and procedures.



APPLICATION PROCEDURE

To make formal application, write to:

Director of Admissions and Records
Andrews Academy
Berrien Springs, Michigan 49104

Admission forms will be sent upon request. These should be filled in and submitted with the required \$10 application fee (\$20 when submitted within the last two weeks before the beginning of the semester in which admission is sought). All information and documents requested in the forms must be supplied before the admissions procedure can be completed. Upon acceptance to the Academy the student will be assigned an advisor.

Time to Apply

The preferred time to make application is four months prior to the expected date of enrollment. Prospective Academy students whose applications and supporting documents are not in by the dates listed in the calendar will be charged an additional \$10 fee. Applications will be processed upon receipt of all documents, and applicants will be notified promptly of actions taken.

Returning students who reapply before the end of the academic year will be exempt from payment of the standard application fee.

ADMISSION REQUIREMENTS

1. Completion of eighth grade or above in an accredited elementary or secondary school.
2. Submission of official evidence of a physical examination by a licensed

physician, for ninth grade students and for all new students.

3. Submission of official transcripts of all previous secondary school work.
4. Submission of two official letters of recommendation.

ADMISSION OF INTERNATIONAL STUDENTS

The school is authorized under federal law to enroll non-immigrant alien students. Before an acceptance can be granted and an I-20 form issued, a foreign student must meet the normal entrance requirements for all students.

In addition, complete financial arrangements must be made and English language proficiency verified. Financial arrangements include a statement of sources of financial support and a cash security deposit of two thousand (\$2,000). These arrangements are made directly with the University Office of Student Finance. Language proficiency is assessed on an individual basis to determine that either the student is sufficiently proficient to study successfully in the English language or that the resources of Andrews Academy and the community are acceptable to the student in providing him/her the necessary opportunity to develop English language proficiency.

To be admitted to the academy, a student must have satisfactorily completed 8 years of elementary schooling beyond pre-school or kindergarten. A total of 12 years beyond pre-school or kindergarten, with the accumulation of 21.5

secondary units of credit, is required for graduation.

Every effort is made by the admissions officer to evaluate the student's academic qualifications to ensure the greatest possible advantage from the United States educational experience. To provide this assistance, complete official transcripts of all school work are necessary. A maximum of six credits per year may be granted for secondary school work completed prior to entering the United States. Calculation of credits earned from non-American schools is made on the basis of Carnegie Unit standards.

OVERSEAS PROGRAM

Andrews Academy welcomes overseas students who are eager to study in the United States in a Christian atmosphere. The Overseas Program provides special consideration to those students who desire to come to the Berrien Springs area without family or parents. Academy administrative personnel will endeavor to arrange housing with community families.

Andrews Academy finds it of great value to its cultural atmosphere to include overseas students. Because of the multi-ethnic and cultural makeup of the school, foreign students will find Andrews Academy a very comfortable place to study.

A monthly stipend of between \$300 to \$500 is negotiated with the host family for board, room, laundry and supervision services. Please see the chapter on finances later on in this *Sourcebook* for instructions for inter-bank direct wire money transfers. Students are expected to comply cheerfully and wholeheartedly with family expectations and procedures. The host family parents are expected to give direction, counsel and spiritual



encouragement. The host family will establish limits, curfews and directions about the students' comings and goings. The philosophy and objectives of the school are to be accepted and met in spirit and in deed.

The Andrews Academy faculty discourage the use of motor vehicles by overseas students. If circumstances arise in a student's personal situation that makes the use of a vehicle an important consideration, then plans and arrangements must be entered into very thoughtfully and carefully. The Student Motor Vehicle Operator Approval Request Form must be processed and approved.

The regular university student medical insurance policy will be actuated for an additional fee. Please see the Financial Section for financial details.

ADMISSION OF PART TIME STUDENTS

Andrews Academy is prepared to accommodate a limited number of part time students who have established a carefully designed personal daily schedule of activities. While the school program is planned primarily for full time students who participate in the wide variety of activities, a part time student who is responsible and

determined to learn should also find an experience of fulfillment and success. Pro-rated tuition is available as indicated in the financial section of this publication. This rate applies to no more than two full credit courses plus some physical education, music, etc. The maximum credit permitted for a part time student is 2.9 units. A student taking three full classes, 3.0 units or more, is considered a full time enrollee and is billed the full published annual tuition rate. A part time student must make application using the regular application form and indicate clearly with an attached letter signed by the parents and student, giving a full description of the anticipated part time experience. Admissions Committee approval will then be considered. The part time student is to plan his/her schedule so it coordinates as conveniently as possible with the other educational experiences in the student's program. Morning devotions, assemblies and study hall attendance is to be negotiated as part of the part time scheduling process. Participation in social and extra curricular school functions is available, but must be arranged in advance by the part time student. Transportation and permission form policies are in effect as well.

ACADEMICS

REGISTRATION

The official registration procedures for each school year are accomplished during Registration Day at the beginning of the first semester. Returning students pre-register for their classes near the end of second semester of the previous year. New students are expected to pre-register for their classes during the summer through appointments made with faculty advisors. Pre-registration of classes should be completed one week before school begins in the fall. Registration is official only after all procedures required by the director of admissions and records have been completed and the fees paid.

Late Registration

Students who fail to register during the regular registration period are assessed a late registration fee of \$15.

Change in Program

A course may be dropped or added by following the prescribed procedure. This procedure is initiated at the school counselor's or vice principal's office by having a personal interview with one of those individuals, obtaining approval signatures from the student's parents, the student's advisor, and the instructor(s) concerned. A fee of \$5.00 will be assessed for each program change. A new class cannot be added after seven school days have passed for any semester.

SELECTIVE CURRICULUM

The broad variety of course offerings available at Andrews Academy is arranged through the unique "Selective Curriculum" de-

sign of the program. Each school year is organized into two study terms identified as "Semesters." The summer is the third term and is used for the occasions when specialized summer courses are offered.

Numerous courses are organized, titled, and offered for one semester only, often structured for alternate year scheduling, thus expanding even further the curricular offerings.

COURSE LOAD

The maximum load for each semester is 3.0/3.1 units of credit with 6.1 units being the maximum load for the school year. The maximum load for students whose grade point average is less than 2.0, thus placing them on Academic Probation, is to be appropriately moderated in an effort to foster academic success.

Participation in music and/or publication organizations that offer credit may, with parent and advisor approval, cause an acceptable total course load which exceeds the above limit (without additional tuition charges). With faculty approval, a student involved with correspondence, College Enrichment, or any other additional academic experience must combine his/her entire study package to determine their current course load. Deviations from this policy require the approval of the Academic Affairs Committee. Students engaged in excessive part-time employment, or involved with some other significant activity or responsibility that may limit their time and energy for study, must confer with their advisor, the school counselor

and/or vice principal to adjust their course load accordingly.

GRADE PLACEMENT

When a student application is processed by the faculty, grade placement is considered as part of that procedure. In order to make normal, consistent progress toward graduation, a student should earn an average of approximately 5.5 credits per year. This will accumulate, over a four year period, the approximate number of credits (22.5) required for graduation.

To be eligible for ninth grade (freshman) a student must have successfully completed the eighth grade and be recommended by his/her teacher or principal.

Grade placement is credit-based. The student must complete the previous grade with the minimum credit totals shown below:

5.5 units-grade 10 (sophomore)

10.5 units-grade 11 (junior)

15.5 units-grade 12 (senior).

To qualify for graduation, the student complete 21.5 credits, meeting the specifically stated graduation requirements (page 44).

CLASS ATTENDANCE

Regular and punctual attendance is required at all classes. Complete information on the attendance policy is outlined in the *Student Handbook*.

MAJOR EXAMINATIONS

A student shall not be expected to complete more than three major examinations on a single day unless unusual circumstances demand such. In the event that the student has this problem, he/she should make contact in advance with the vice principal.

REPEATING COURSES

Courses may not be repeated thus duplicating credit previously earned. Music and physical education courses are exceptions to this policy. Music courses may be repeated on an unrestricted basis. Physical education courses may be repeated once during a student's secondary experience so long as the repeat takes place during a subsequent school year.

A further exception exists where a student desires to repeat a course in which the first attempt resulted in an unsatisfactory grade. When a course is repeated for this reason the better of the two grades will be included in the cumulative GPA and credit for only one course will be included in the accumulated transcript total.

EVALUATION OF STUDENT PROGRESS

The student evaluation system in use at Andrews Academy is based on the principle that students should seek to master the knowledge, concepts, and skills of each discipline to the best of their ability without academically competing with other students in the process. It might be said that the *material* is graded rather than the student.

In each course the instructor prepares the objectives of the course for the following levels of performance:

<i>A</i>	(93-100%)
<i>A-</i>	(90-92%)
<i>B+</i>	(87-89%)
<i>B</i>	(83-86%)
<i>B-</i>	(80-82%)
<i>C+</i>	(77-79%)
<i>C</i>	(73-76%)
<i>C-</i>	(70-72%)
<i>D+</i>	(67-69%)
<i>D</i>	(63-66%)
<i>D-</i>	(60-62%)
<i>F</i>	(0-59%)

In each course, students are urged to work at a level consistent with their abilities. At the conclusion of the course, their work is evaluated on the basis of the requirements for the various levels of performance available in the course. Work is evaluated at the highest level for which all the requirements have been met.

There are four other evaluations that students may receive as follows:

S—Satisfactory

Au—Audit

W—Withdrew from course

Through spring quarter 2003, an *N* (no credit) was calculated into a student's current quarter GPA, but did not affect a student's cumulative GPA. The *F* is now calculated into both the current and cumulative GPAs.

Andrews Academy does not issue a grade of "I" (incomplete). If unforeseen circumstances prevent a student from earning a satisfactory grade in a course, the grade earned will be reported and recorded. However, under such conditions, the teacher, through negotiations with the student, may grant the student an opportunity to com-

plete the course work necessary to qualify for an appropriate grade change, to be recorded on the appropriate form available from the school office with a fee of \$5.00 charged to the student's account. This work must be completed by a deadline established by the teacher. Such deadline is to be no later than the mid-point of the following semester.

Grade Point Average

The grade point average (GPA) is an accumulated average of the student's grades based on all A, B, C, D, pluses/minuses, and F grades recorded on a student's transcript. Both current GPA and cumulative GPA are calculated. The current GPA represents the accumulated average of letter grades earned for a given semester and the cumulative GPA represents the average of all grades earned for the student's entire secondary experience to date.

A student's grade point average is calculated by dividing the sum of all quality points for grades earned by total credits earned for the period. Quality points are based on the following scale: A 4.0; A-



3.67; B+ 3.33; B 3.0; B- 2.67; C+ 2.33; C 2.0; C- 1.67; D+ 1.33; D 1.0; D- 0.67; F 0. For example, a grade of B in a 0.5 unit course would yield 1.5 quality points (0.5 times 3.0); B- would yield 1.34 quality points (2.67 times 0.5).

Current semester GPAs are calculated including N (0.0 quality points). The cumulative GPA excludes the value of any Ns incurred through spring 2003. Grades transferred from other established secondary schools are calculated into the GPA, so long as those grades have a similar representation of student accomplishment as Andrews Academy. Weighted honor grades transferred in are calculated in an un-weighted manner since the Andrews Academy system does not include weighted grades in any of its courses.

Transfer grades will be recorded as an S (satisfactory) from home-schooling and schools that do not have a clearly established letter grade system that is sufficiently similar to the Andrews system, primarily international schools. The "S" does not influence the cumulative GPA either positively or negatively. Each student's transcript reports both current and cumulative GPAs, as does the semester grade report.



Midterm Evaluation

The student's academic progress is evaluated by instructors at approximately the mid-point of each semester and reports are issued. These reports are not recorded in the permanent record nor do they affect the GPA. Rather, they indicate the current level of academic performance and may guide the student in completing the course requirements. Opportunities for scheduling student/parent/teacher conferences follow the issuing of the midterm progress reports for both semesters.

Interim Reports

As students begin to experience difficulty in achieving at least an average grade in a given subject, the instructor may issue an *Interim Report*. This report may be received by parents at any point through the semester. It then becomes the responsibility of the student to respond to the report if a better course grade is desired. This is a very important procedure used to appraise a student and his/her parents of academic difficulties.

Auditing Classes

A student may "audit" a course thus receiving a grade of *Au (no credit)*. This means the student has participated appropriately in the course but arranged in advance with the instructor to take the class without credit. The deadline for such arrangements is the same as the published drop/add deadline published in the calendar. Regular tuition is charged.

Learning-Disabled Students

Students with learning disabilities identified by proper testing and evaluation procedures may be admitted into a variety of uniquely designed, individualized programs, depending on the student's

personal needs. Specific course objectives may be constructed by academy teachers or shared time arrangements conducted with the special education facilities of the county. Evaluation of progress may be based on a satisfactory/unsatisfactory or credit/no credit system. Regular, consistent parental/guardian homework supervision and involvement will be necessary and must be planned into the student's program for success.

Andrews Academy does not operate a special education program. The school's success in working with learning-disabled and/or struggling students has been through diligent application on the student's part, supported by the parent/guardian's help with homework assignments. The academy's inclusion approach has generally been successful. Students who are unmotivated or indolent, and fail to complete and submit homework must accept F grade reports as issued.

The admission of a student with learning disabilities, the preparation of special requirements, or the granting of academic credit is not a guarantee that the student will earn a diploma even after the accumulation of a certain number of credits.

In all such cases parents, teachers, counselors, specialists, and the administration will consider the student's needs together and make decisions based on the entire group's evaluation and advice.

ACADEMIC PROBATION

A student with a current GPA less than 2.00 will be placed on Academic Probation for the following semester. The current GPA is for the most recent semester completed; the cumulative GPA is for all previously completed secondary work.

Academic probation will disqualify a student from holding organizational leadership positions, including the offices of the Student Association; freshman, sophomore, junior, and senior classes; National Honor Society, school publications, and other organizations that may be developed for which student leadership is either voted or appointed. Academic probation requires the student to appropriately moderate his/her semester class loads. In addition, he/she may be offered, and even required, to participate in the study support program operated by the guidance department. When the student's current GPA becomes 2.00 or better, he or she will be removed from academic probation status.

TRANSFER OF CREDITS

Andrews Academy accepts transfer credit from established secondary schools, and applies it to the student's Andrews transcript within normal and appropriate limits. The Academic Affairs Committee is responsible for monitoring the application of such credit where the previous curricular offerings or program structure produces unusual credit totals. The Carnegie unit is the basic guide in assigning or calculating credit.

Andrews Academy accepts up to a maximum of six credits per year transferred from international students and from school systems where student programs generate credit beyond the usual 6.0 credits. Correspondence credit from an accredited school for a student in residence is also accepted but is limited to two credits during the four year period of enrollment. Structured and planned home-schooling experiences may be translated into academic credit by the process described in the Home School Credit section.

Andrews Academy reserves the right to determine which correspondence courses, course work completed by home-schooling, and courses taken through other accredited institutions are acceptable to meet the published graduation requirements.

HOME SCHOOL CREDIT

For Andrews Academy to consider acceptance of academic credit, a home school program must involve the student in a series of carefully designed academic experiences constituting a valid curriculum. When the home-schooling experience is a substantial portion of the program, part time academy enrollment must be carefully coordinated.

Home school credits are often earned through an accredited correspondence school and as such may be accepted by Andrews Academy and applied to the student's transcript. The normal two credit limitation for students in residence does not apply for home-schoolers.

When a home-schooling program is designed by a parent/teacher, whether materials used are from a home school support organization or developed by the parent/teacher, the Academic Affairs Committee will only consider a request for credit that includes careful documentation of the learning experience.

In order for a student to receive credit for courses completed through home-schooling, the student and the parents must offer supporting materials as evidence of the scope, sequence, and depth of the work completed. Such evidence will consist of the following items:

1. An index of the topics covered, indicating the sequence in which they were covered.

2. The name of the course and the number of days over which the material was studied.
3. A list of textbooks, periodical articles, and other sources of information used.
4. The name(s) of the teacher(s) or tutor(s) who offered instruction in the course.
5. A paragraph of 200-250 words describing the approach(es) used to deliver the content as well as the methods used to evaluate the quality of the student's work.
6. All work submitted by the student: daily assignments, essays written, all examinations, projects with a written description of the purpose of the project.
7. A gradebook or list of assignments in sequence and the grade or numerical value for each assignment.
8. A sequential list of the time spent on the course each day, including beginning and ending study times.

The purpose of the requirements listed above is to insure that the course work is equivalent in scope, sequence, and depth to courses offered at the academy. Traveling to Washington, D. C. or Gettysburg, for example, is a very nice way to supplement a course in American history; however, it is no substitute for actually studying the causes of the Civil War and their dreadful consequences by reading books and articles on the subject. Such trips, as instructive as they are, simply cannot stand as replacements for entire courses.

Upon receipt of these elements of documentation, the academy's Academic Affairs Committee will give consideration to the application of credit and the specific amount of credit assigned. In addition, the student will take a standardized achievement test administered under the direction of the Andrews

Academy Guidance Department with satisfactory results (a \$25.00 fee applies). Subject area testing is required where the supporting materials have insufficient documentation.

There is a standard \$25.00 minimum fee for each course evaluated. The actual application of credit is done after the student has successfully completed a minimum of one full semester (3.0 units) of Andrews Academy enrollment. The Academic Affairs Committee is the authoritative body to apply or not to apply such credit as it determines appropriate.

Students with a maximum of 11.0 units of home-schooling credit provided by certified instructors are eligible to participate in groups such as Top Scholars, National Honor Society, College Enrichment, Comprehensive Endorsement, Graduation with Academic Honors (and all other unique programs under the direction of Andrews Academy). Organizational leadership positions are reserved for full time Andrews Academy students.

In instances where future enrollment at Andrews Academy is anticipated, it is recommended that the parent/teacher of a home school program consult with the academy registrar/vice principal as the home schooling experience is planned. The actual credit approved by the academy's Academic Affairs Committee is not considered transfer credit from an established school, but is credit voted by the committee based on the home-schooling experiences as verified and documented by the parent/home school teacher. The limitation of credit applied for home-schooling or any combination that may include correspondence is six credits per year.

ONLINE, SUMMER SCHOOL, AND EVENING COURSE CREDIT

The Academy will not accept correspondence, summer school, or evening course credit taken by any student in residence unless the work has been previously approved by the Academic Affairs Committee.

A maximum of two units of approved correspondence credit can be applied toward graduation requirements. Whenever approval is received, the course load pursued in regular academy classes, plus the credits taken by correspondence or evening courses, may not exceed the established normal policy limits for that particular semester.

Correspondence work taken in the senior year must be completed by April 1.

CREDIT BY EXAMINATION

Credit by examination may be earned only in foreign languages not taught by the Academy and only by students who have earned at least 1 unit of credit in the language before enrolling in the Academy. A student may earn only enough credit by examination to grant a total of 2 units of credit in the language.

The fee for credit by examination is found in the financial section of this publication. In the event the student does not pass the examination, he or she will pay the examiner's fee for administering the examination.

CREDIT FOR CAREER EXPLORATION, WORK STUDY, AND COMMUNITY SERVICE

A student desiring credit for one of these three programs will submit a written proposal for credit to the Academic Affairs Committee. This proposal is to describe the type and scope of the program in which he/she wishes to participate,

the name of the individual or organization that will provide the experience and the time period during which the program will take place. All arrangements for credit must be made prior to the beginning of the program.

In support of the proposal, the prospective supervisor will submit to the committee a written description of this supervised experience, and how it will be beneficial to the student and the organization. The committee must be convinced that the experience will be exceptionally educational innature, leading to a salable skill or trade, providing an in-depth exposure to a profession, or create a sincere awareness of the needs of humanity.

When the program is completed, the supervisor must submit a written evaluation of the student's participation including a statement of the number of hours involved in the program. The Academic Affairs Committee will then determine the amount of credit the student should receive based on the formula that 0.1 unit equals 36 hours of actual participation in the program.

No more than one unit of credit may be counted toward the requirements for a College Preparatory diploma. No more than three units of credit from the three programs combined may be counted toward the requirements for a General Curriculum diploma. Basic diploma limitations are established by the Academic Affairs Committee on an individual basis.

When credits from these three programs result in an academic overload, there will be no extra tuition charge.

EDUCATIONAL TOURS

The Academy offers a variety of educational tours conducted by

faculty of the English, Social Studies, Music, Modern Language, Religion and Physical Education departments. Some tours are offered annually while others are alternated on a planned schedule. More detailed information is contained in the specific course descriptions found elsewhere in this publication. Costs of these tours are in addition to the annual tuition charge and are to be paid in cash by the student participants. The following are included in the listing of tours: Instrumental/Vocal Music, Germany/Austria Tour and Spain Language tour, SOW Safari, Outdoor Education, English/ history or other subject area educational tours.

The length of each tour varies, but may be as short as one night for a Music tour, six days for the Out-door Education tour, eight days for Education tours, two to four weeks for the SOW Safari, German or Spanish Language tours.

The objectives and academic credit available for each tour are stated in the specific course descriptions and outlines. All tours require the committed participation of each student whether it be academic assignments, music practices and performances, demanding physical involvement, evangelistic and witnessing activities, meeting appointments promptly, supporting the group objectives and/or whatever other expectations may be part of the program.

The specific content of each tour is planned by the faculty of the academy. One educational history tour may apply toward meeting the graduation requirement for second semester United States history.

GERMAN EXCHANGE PROGRAM

Since the fall of 1987, Andrews

Academy has had an active exchange program with the Seventh-day Adventist boarding school in Austria, Aufbaugymnasium Bogenhofen. A gymnasium in Germany or Austria is a secondary institution that prepares Austria or German students for the rigors of a university education. The exchange program has two forms:

- a. Students spend an entire semester as an exchange student from the academy at Bogenhofen learning German or deepening previously acquired skills. Students who begin their language study in Bogenhofen and who have had German I at Andrews Academy or another high school will receive a full unit in German II. Students who have had both German I and German II will receive one full unit in German III.
- b. Students who opt to spend an entire year at Bogenhofen (through Adventist Colleges Abroad) will receive two full units of credit for language study according to the level of the skills they develop.

Whether a student chooses option "a" or "b," he/she will also study and receive credit in physical education, art history, European history, religion, and occasionally music or mathematics. Students from Bogenhofen also come to Andrews Academy where they attend classes for however long they remain enrolled, with the purpose of strengthening the very adequate skills they already have in English.

CHALLENGE PROGRAM

Andrews Academy believes that education need not be limited to

the formal classroom setting. The Challenge Program is for individuals who desire a personal, creatively designed learning experience.

Composition

1. Adventure: A challenge to the student's daring, endurance and skill in an unfamiliar environment.
2. Creativity: A challenge to explore, cultivate, and express the student's own imagination in some aesthetically pleasing form.
3. Service: A challenge to identify a human need for assistance and provide it; to express caring without expectation of reward.
4. Practical Skill: A challenge to explore a utilitarian activity, to learn the knowledge and skills necessary to work in that field, and to produce something for use.
5. Logical Inquiry: A challenge to explore one's own curiosity, to formulate a question or problem of personal importance, and to pursue an answer or solution systematically and, wherever appropriate, by investigation.
6. Spiritual Exploration: A challenge to broaden and deepen the horizons of the student's personal religious experience.
7. Public Report: A challenge to prepare a report on the activities undertaken, to be presented at a public forum at a time and place acceptable to the Academy.

Goals

This program provides experiences where the student does not only write but acts; does not only

solve familiar theoretical problems but applies what is known to real situations.

The program includes isolation in the sense that the student acts independently of day-by-day guidance from school or parents.

Rather than subjects and tests, lacking the richness of experience, the Challenge Program intends to deal with critical significant experiences which the student anticipates being involved in as an adult.

Objectives

1. To provide opportunity for the student to make decisions of importance.
2. To provide opportunity for training in decision-making.
3. To provide opportunity for the student to make decisions independently, with the role of parents and teachers being limited to facilitators.
4. To provide opportunity for the student to demonstrate knowledge, skill and achievement in real circumstances.
5. To provide experiences which contain significant self-confrontations in areas of awareness, adaptability to situations, competence and the student's nature as a person.
6. To provide appropriate experiences for a transition from school learning to the student's life after school.
7. To provide experiences which are real (experiential) rather than simulated.
8. To provide experiences which contain understandable stress and will stretch but not over-extend the student's capabilities.
9. To provide experiences which develop resourcefulness.
10. To provide experiences which encourage personal growth through self-challenge rather than challenging others.
11. To provide opportunity for the student to direct his or her own growth.
12. To provide opportunity for the student to contribute to society.
13. To provide opportunity for the student to deal with issues that confront him or her as a resident of this world.
14. To provide activities which afford readiness experiences for full and independent lives.
15. To provide experiences which afford preparation for the world to come.

Time Frame/Deadlines

For summer program:

- | | |
|---------|--|
| Feb. 15 | Approval of program concept |
| March 1 | Final approval of proposal |
| May 20 | Completion of all preliminary activities |

For first semester program:

- | | |
|----------|--|
| April 30 | Approval of program concept |
| May 15 | Final approval of proposal |
| Aug. 15 | Completion of all preliminary activities |

For second semester program:

- | | |
|---------|--|
| Aug. 1 | Approval of program concept |
| Aug. 15 | Final approval of proposal |
| Dec. 15 | Completion of all preliminary activities |

Cost

The cost for the entire program, including regular tuition charges for the credit earned, is the responsibility of the student.

RESIDENCE REQUIREMENTS

To graduate from Andrews Academy a student must be enrolled for the last semester of his/her final academic year, completing a minimum of two units of academy course work the second semester.

DIPLOMAS OFFERED

Andrews Academy offers three types of secondary diplomas: a Basic Diploma, a General Curriculum Diploma, and a College Preparatory Diploma. A Vocational Endorsement is available for any of the three diplomas where students qualify.

REQUIREMENTS FOR GRADUATION

College Preparatory Diploma

The College Preparatory Diploma is granted to Andrews Academy graduates who have earned credit in the required curriculum areas as listed in this bulletin, and earned the minimum 22.5 credits, with a minimum 2.0 overall GPA, and a minimum 2.0 solid GPA.

The specified units of credit must be earned including the minimum of 11 credits in solid courses—English, social studies, foreign language, science, mathematics (except Introduction to Pre-algebra, and other general math or science courses). While a student may earn a college preparatory diploma by meeting the minimum requirements stated in the diploma section, students serious about continued education at college and even graduate levels are urged to exceed these minimums by taking courses and

earning credits in a broad and carefully selected manner.

Even though this diploma is the basis on which a student will seek enrollment in the college of his/her choice, it is necessary for the student to be fully aware of the specific entrance requirements for the institution selected. Entrance requirements vary with some more unique or rigorous than others. It is the student's responsibility to select the courses and earn the GPA that will support future educational choices. A college preparatory student should consider four years of English, two years of a foreign language, 2-3 credits of science, 2-3 credits of mathematics, and 2 or more credits of social studies.

To qualify for the College Preparatory Diploma, students whose native language is other than English, must earn a minimum score of 550 on the TOFEL language test or 80 of the AU Language Placement test.

Comprehensive Endorsement

An aggressive student may choose to qualify for a Comprehensive Endorsement to be added to the College Preparatory Diploma. This endorsement builds on the College Preparatory Diploma requirements and

requires a total of 14.5 solid credits as follows: English, 4.0; mathematics, 3.0; science, 3.0; social studies, 2.5; foreign language, 2.0. The rigor of this pursuit will be much more demanding, requiring additional personal commitment and homework time to accomplish the required assignments. Students and their parents will want to plan carefully together for the Comprehensive Endorsement program.

General Curriculum Diploma

A student qualifying for a General Curriculum Diploma will earn a minimum 21.5 credits and meet the stated course requirements for this diploma as listed in this bulletin.

Without regard to GPA or grades earned, Pre-algebra or similar course work as well as a minimum of 3.0 credits as identified in English, total solid credits and a more liberal allowance for fine arts credits contribute toward the General Curriculum diploma requirements. The General Curriculum diploma verifies the student's completion of his/her secondary experience without regard to eligibility for college acceptance.

Future employers, personal development initiatives, or even certain further educational programs will require an assessment of

a student's academic transcript to determine eligibility.

Basic Diploma

The Basic Diploma is granted to students who have completed a secondary course of studies based on the 21.5 credit requirements as listed for the general curriculum diploma.

The Basic Diploma is awarded to students who have successfully completed some or all of their course work through adjusted objectives to facilitate their unique learning styles. (See section on "Learning-Disabled Students.") Such courses are prefixed with the title "Introduction to..." This document is considered a terminal diploma recognizing the student's four years worth of study efforts and meeting the objectives as adjusted and prescribed.

If a student desires at a later time to qualify for a higher diploma he/she will be required to repeat courses completed under adjusted objectives or verify competency by successfully completing course or standardized testing.

American College Test and Michigan Educational Assessment Program Test

All students are scheduled to take the American College Test (ACT) during the second semester of the junior year or first semester of the senior year. Also, students are encouraged to take the Michigan Educational Assessment Program test (MEAP) as offered during their junior or senior year.

Exit Portfolio Requirement

Submission of an Exit Portfolio during the final year is a requirement for all seniors. The portfolio is an organized, purposeful collection of a student's work that exhibits the his/her effort, progress,



GRADUATION REQUIREMENTS

	College Preparatory Diploma ¹	General Curriculum Diploma ²
English ³	4.0 units <i>(including English I and II, .5 unit composition (ENGL 160, 161, 162, 163, 164, 166) and .5 unit literature)</i>	3.0 units <i>(Including English I and II, .5 unit speech and .5 unit literature)</i>
Mathematics	2.0 units <i>(not including Pre-Algebra)</i>	1.0 unit
Laboratory Science	2.0 units	1.0 unit
United States History	1.0 unit	1.0 unit
United States Government	0.5 unit	0.5 unit
Modern Language	(2.0 units)	(2.0 units)
<i>Two units may replace one unit of English. Two years required for Comprehensive Endorsement</i>		
Applied Arts	1.5 unit	1.5 unit
<i>(including two of the following three areas: business education, home economics, industrial arts)</i>		
Fine Arts <i>(a minimum of one semester)</i>	0.2 unit	0.2 unit
Health and Physical Education	2.0 units	2.0 units
<i>(one semester (.5 unit) of health education plus 5 additional semesters (1.5 units) of physical education)</i>		
Religion	4.0 units	4.0 units
<i>(0.5 unit for each semester in attendance at a Seventh-day Adventist secondary school)</i>		
Work Education	0.5 unit	0.5 unit
Electives	5.8 units <i>(enough elective units in social studies, English, modern language, mathematics, and science to total 11 units in those fields (solids); enough additional elective units to total 22.5 units)</i>	6.8 units <i>(enough elective units to total 21.5 units with a minimum of 6.5 solid credits)</i>
Exit Portfolio (see page 43)	0.0 unit	0.0 unit
TOTAL	22.5 units	21.5 units

¹ The COMPREHENSIVE ENDORSEMENT may be added to the College Preparatory Diploma and requires a total of 14.5 solid credits as follows: English, 4.0; mathematics, 3.0; science, 3.0; social studies, 2.5; modern language, 2.0; Total units, 24.0.

² BASIC DIPLOMA requirements are the same as General Curriculum Diploma requirements with the provision that adjusted objectives may be established to meet the individual student's needs based on his/her strengths, weaknesses and/or style of learning (see section on "Learning-Disabled Students"). Such courses with adjusted objectives are identified by the title prefix "Introduction to . . ." AAPT students specifically benefit from this provision.

³ Proficiency in the use of the English language must be demonstrated to qualify for the College Preparatory Diploma. Students whose native tongue is a language other than English must earn a satisfactory score (minimum of 80 on the internet-based test) on the selected English proficiency examination.

IMPORTANT NOTICE: To gain a thorough secondary education, one that will provide a strong foundation for college and advanced studies, each student should, while meeting the established graduation requirements, earn credit as follows: three mathematics credits, two to three science credits, two to three social studies credits, two modern language credits, two applied arts credits, plus additional electives to develop personal interests and talents.

Technology Endorsement: Provision is made for General Curriculum and Basic Diploma students to earn a Technology Endorsement of accomplishment to their diploma. Requirements include appropriate applied arts credits earned from the academy program plus three credits earned from arranged courses at the Andrews University College of Technology. College Preparatory students may request approval for an individually designed Technology Endorsement.

and achievement in a variety of areas. Pictures, documents, awards, term papers, projects, sample homework assignments, etc., are collected during the four years of high school and organized into a binder to attractively display skills and achievements. The “over-time” quality of the assessment demonstrated by a portfolio is well-suited to documenting a student’s development, growth, and improvement. Guidelines for developing the portfolio will be provided.

English Credit

Students pursuing a college preparatory diploma may elect to take two years of a foreign language and three years of English in lieu of the required four year English curriculum. If this privilege is selected by the student, the regular requirements of Literature and Composition must still be met.

Fine Arts Credit

A maximum of 2 *units* of fine arts credit (art, music) may be applied toward the College Preparatory Diploma requirements. A maximum of 4 *units* of fine arts credit may be applied toward the General Curriculum Diploma requirements.

Solid Credits

Solid credits are earned from those courses taken in the areas of English, science, mathematics, social studies, and foreign language. Exceptions to this statement are those courses that are of a general, preliminary, survey, or introductory nature, such as General Science, Pre-algebra, Survey of American History. Credit earned in these courses is recorded as Non-Solid Credit, contributing to a General Curriculum Diploma. Courses titled with the prefix “Introduction to. . .” have objectives adjusted

for the individual and credit is recorded for a Basic Diploma.

Course Work Deadline

All course work must be completed by the close of the last day of classes prior to graduation.

AUXILIARY PROGRAMS

Andrews Academy provides accelerated secondary programs for qualified academy students. There are three programs: the Fourth-Year Program, the College Enrichment Program, and the Vocational Studies Program.

Early Graduation

Provision is not made for early graduation from Andrews Academy. The expectations and requirements established to earn a quality secondary diploma are such that it is unwise for a student to consider graduating in less than the normal four years.

In place of such a program, Andrews Academy offers opportunities for qualified students to begin college studies during their senior year. Please see the description of

the College Enrichment Program adjacent to this statement.

College Enrichment Program

Because of the location of Andrews Academy on the University campus, the College of Arts and Sciences, the School of Business, the College of Technology and Andrews Academy have instituted a College Enrichment Program that authorizes qualified fourth-year students to take lower-division college classes to supplement their secondary program. Qualified students may accumulate 24 college-level semester credits between the end of their junior year and their academy graduation date.

To qualify a student must have completed a minimum of 16.5 of the required 22.5 units for Andrews Academy graduation, be enrolled with good and regular standing in class work leading to the college preparatory diploma and have and maintain a minimum cumulative and/or current 3.00 GPA.

The percentage of the student’s combined academy load and



college load may not exceed the normal full load as specified for that semester and it may be further restricted by the Academic Affairs Committee. The College Enrichment Program is an extension of the academy. A student approved to enter the program is primarily an academy student and continued participation is based on evaluation each semester. The evaluation includes the student's academic performance, citizenship status, attendance record, and participation in the academy program.

Application for the College Enrichment Program must be made during the final semester of the third year of secondary school.

See the financial section of this publication for financial information about the College Enrichment Program.

Academic Advancement

It is the desire of the faculty that each student finds success as he/she participates in the Academy school program. Occasionally a student struggles for success because he/she is scholastically immature, lacks study skills or personal motivation, has an insufficient academic foundation, or sees himself/herself as an indi-

vidual who is unable to achieve. This type of young person may become overwhelmed with the activities of the pursuit of a secondary diploma.

To meet the needs of these students, the Academy faculty and administration have established the Academic Advancement Program Team (AAPT). Working together with the student and parents, AAPT is dedicated to the student's success. If a student will put forth honest effort, AAPT will help him/her experience academic success.

This service is provided by the Guidance Director and a specially employed learning specialist, who is the AAPT counselor. A student who does not experience a reasonable level of success may contact the Guidance Director, or a teacher, advisor, or parent may make the initial contact.

Vocational Studies Program

The academy and Andrews University cooperate to offer a program by which a student may take courses offered by the appropriate university technology department or ground school and flight training from the college while enrolled as an academy student. As long as space is available, this program is open to any third or fourth year student who exhibits a serious interest in vocational training.

To qualify, a student must maintain a satisfactory attendance record at the academy and be in good and regular standing. The student's total study load may not exceed the normal full load as specified for that semester and it may be further restricted by the Academic Affairs Committee.

Application for the Vocational Studies Program must be made during the semester or summer

preceding the term in which the student plans to take the course work. Secondary credit is earned and recorded on the student's academy transcript. The regular tuition charges are made. Any special fees for materials or laboratory expenses which may be necessary are the responsibility of the student.

Academy Gifted Student Program

Andrews Academy gives recognition and encouragement to elementary students with unusual academic talent. One way this is done is through the Academy Gifted Student Program where qualified eighth grade students of Ruth Murdoch Elementary and Village Elementary SDA School may enroll in one appropriately selected academy course. The faculties of each school will make recommendations to the Andrews Academy Academic Affairs Committee.

To qualify, a student must exhibit an unusual affinity toward the subject material related to the selected class, exhibit an above-average sense of maturity and responsibility, and have earned standardized testing scores in the 95th percentile for composite and subject area requested. A tuition scholarship is granted by the academy with a one-time enrollment fee equal to ten percent of the regular tuition rate.

Initial and continued enrollment at Ruth Murdoch Elementary School, the Village SDA School, or other area SDA elementary schools is a prerequisite for program eligibility. This is an enrichment program, and is not designed to lead toward early graduation. If the course selected is Algebra I, the student is required to take at least one additional mathematics course to meet the requirements for secondary graduation. This program is provided on a space-available basis.



GRADUATION WITH ANDREWS ACADEMY HONORS

In an effort to foster an aggressive approach to learning among students, the academy offers the possibility of graduating with academic honors. One path to academic honors requires additional course work beyond that required for graduation; the other requires that the student delve deeply into researching a topic. Qualifying to graduate with honors by achieving a grade-point average of 3.50 or above is merely the minimum standard for applying to the program. The grade-point average does not entitle the student to graduate with academic honors.

Several important traits characterize an honor student, and any who apply might well consider whether the traits described below actually describe them:

1. An honors student has intellectual curiosity. That is, such a student is curious about and interested in a variety of subjects. She/he wants to discover more about science, history, languages, music, art, religion, and philosophy. To satisfy the curiosity, the student reads books and does not limit herself/himself to the textbooks required for a given course.
2. An honors student takes academic risks. That is, she/he does not limit herself/himself to subjects where she/he is certain of a high grade but is willing to stretch beyond the known and the comfortable and is willing to risk failure in areas where she/he is not strong and needs more practice.
3. An honors student does not shy away from writing. She/he takes writing courses that may challenge her/his current level of performance. The ability to write well certainly is a necessary skill

for anyone who considers herself/himself an honors student. Accordingly, an honors student enrolls in courses that are known to help hone this skill. An honors student, therefore, recognizes that writing is the currency of the academic realm. In other words, one cannot be considered an honors student if she/he cannot express thoughts clearly or if she/he avoids opportunities to improve her/his writing skills.

4. An honors student works with—not against—the school. If change is needed, she/he works in a positive way to effect change.
5. An honors student has integrity. She/he does not cheat, nor does she/he support or tolerate cheating in others because they may be friends. In general, an honors student is known for honesty and willingness to support efforts by the school to foster an open and honest atmosphere.
6. A minimum of one upper level composition class (0.5 credit) plus 1.0 additional credit of specified units must be earned at Andrews Academy.

There are 2 honors programs from which to choose:

Honors Program—0 Projects

- 3 specified units of credit (solids) from 3 separate academic departments
- 14.5 total solids
- 24 total credits
- Meets all College Prep Diploma course requirements

Honors Program—1 Project

- 2 specified units of credit (solids) from 2 separate academic departments
- 1 project from a third academic department
- 14 total solids

24 total credits
Meets all College Prep Diploma course requirements

Specified Solid Units

(please note the prerequisites for these classes when planning)

- Physics—science
- Chemistry—science
- Pre-Calculus—math
- Spanish II or German II—modern languages
- Honors Language and Composition—English
- Any other Honors class offered by the academy
- A student may apply to the Academic Affairs Committee to create specialized sequence from other disciplines such as the Applied Arts, Art, and Social Studies

Writing classes which count toward Graduation with Honors

- Honors Language and Composition
- Expository Composition
- Art of Biography
- Research Composition

Honors Projects or Specialized Sequences

All honors projects include the following:

- Planning and discussion between the student, the area teacher and advisor
- Approval granted through application (available in academy office) to the Academic Affairs Committee by the beginning of the senior year
- Research, writing, and production of a final product

Application for Graduation with Academic Honors must be submitted to the Academic Affairs Committee by the end of the junior year. The application form is available in the office.

This same policy applies to a transfer student whose transcript includes credit in courses comparable to those offered and required at Andrews Academy.

Any correspondence course work to be included in a student's honor program must be completed by the first day of school of the student's senior year.

See Awards section (page 98) in *Handbook* regarding appropriate graduation regalia.

GRADUATION IN ABSENTIA

Students must participate in the commencement services unless granted permission to graduate in absentia. Requests for such permission must be submitted to the Academic Affairs Committee at least one month in advance of graduation.

TRANSCRIPTS

The director of admissions and records issues transcripts of the student's academic record upon written request by the student. Requests for transcripts should reach the academy office at least ten days before they are needed.

The first transcript is issued without cost. Thereafter, a charge of \$2.00 is assessed for each additional transcript. A charge of \$3.00 is assessed for 48-hour service and \$5.00 for immediate service.

As agreed upon in the contract section of the application, transcripts, diplomas or other documents indicating academic achievement are not issued for students with unpaid accounts.

RESPONSIBILITY OF THE STUDENT-PARENT/GUARDIAN

The responsibility for meeting diploma requirements rests upon the student and parent/guardian who are expected to be

aware of the various requirements as published in the *Bulletin* under which the student proposes to graduate. The student may choose to meet the requirements of any *Bulletin* in force during the time of his residence. When a student discontinues enrollment or attendance for any one academic term, that student's established residency is broken. If or when re-enrollment takes place and residency is re-established, the student must follow a *Bulletin* in force during the re-established residency period.

Students are expected to be informed concerning the regulations governing academic matters. The *Bulletin* covers general questions relating to academic policies that are to be observed by the student. Unique problems are referred to the appropriate academic officer of Andrews Academy for consideration.

The provisions of this *Bulletin* are not to be regarded as an irrevocable contract between the student and Andrews Academy, for attendance at the academy is a privilege and not a right. The school reserves the right to change any provision or requirement at any time within the student's term of residence. All regulations adopted by the board of trustees or the faculty subsequent to the publication of this *Bulletin* have the same force as those published here.

POLICY RELATIVE TO STUDENT RECORDS

Student cumulative records are issued to another school at the request of the records clerk or principal of the school to which the records are to be sent or at the written request of the student's parent or legal guardian. Student records cannot be sent if the

student has an unpaid account.

Enrolled students of Andrews University and parents/guardians of non-collegiate students under 18 years of age may inspect their official records upon request to the appropriate offices below. The request must be granted within a period of 45 days from the time the request was made. The publication of the location of these records in Andrews Academy *Bulletin* and *Student Handbook* constitutes all notification required by law.

Office of Admissions and Records

Academic records (all schools)
Undergraduate admissions records

Office of Admissions

(School of Graduate Studies)
Admissions records

Office of Admissions

(Theological Seminary)
Admissions records

Office of Personnel and Student Finance

Student account records
Personnel records

Office of Student Affairs

Student personnel records
Student placement records

Counseling and Testing Center

Achievement test scores
Intelligence test scores
Interest Inventory scores
Personality test scores

Department of Instruction

Official folder of records, if one is kept

The University School

Admissions records (except medical records)
Academic records
Student personnel records

Only the student, parents (including legal guardian) of non-collegiate students under 18 years of age, officers of the university and its schools, those assigned the responsibility of keeping the records, administrators, teachers, and others whom the officers have determined have legitimate educational interests, may have the right of access to an official student record.

Those assigned the responsibility of keeping the records shall keep in the file a record showing who has seen the student's record other than officers of the University and its schools, the keeper of the record, chairmen of instructional departments, teachers, and others whom the officers have determined have legitimate educational interest in the records.

Students may sign a special release to send copies of grade reports to prospective employers and others whom they desire to have them. Information from educational records may be released to appropriate persons in connection with emergencies: e.g., protecting the health or safety of a student or other persons.

The University reserves the right to release directory information which includes the following: the student's name, names of parents, address, telephone listing, date and place of birth, gender, marital status, major field of study, participation in officially-recognized activities, dates of attendance, and degrees and awards received. The reproduction costs of copies of records for personal use will be the responsibility of the student or parent requesting a copy.

From time to time university officers may decide to destroy student records when the records no longer have particular value to the institution.

When a student or parents (including legal guardian) of non-collegiate students under 18 years of age wish to challenge any record, a committee of five will be appointed by the president, which shall include the student's adviser, the university officer in charge of the record, and three faculty members. The committee shall make a report in writing, including its recommendations, to the president, who shall make the final decisions concerning the expunging or correction of a record.

Limitations Imposed on Inspection of Student Records

Students or parents will not be permitted to see any recommendations concerning admission or placement which were written before January 1, 1975. Students or applicants for admission may waive the right to see confidential recommendations concerning them.

Students will not have access to their records in the University Counseling Center or the Andrews Academy Guidance Office (except for achievement, intelligence, interest, and personality test scores) or the University Medical Center. Students may request that a qualified physician review any personal medical records in the medical center and that a psychiatrist review any psychiatric records.

Students will not be permitted to see the financial records of parents or any information contained therein.

Statement Concerning Transfer of Student Records

The Lake Union Conference of Seventh-day Adventists has a K-12 educational system comprised of local conference church schools and local conference boarding and day academies. The Lake Union Conference also sponsors four undergraduate colleges at Andrews

University. Student records, including transcripts of credits, in any of the local conference church schools and local conference boarding and day academies may be transferred to the other schools in the system and to Andrews University on the request of the proper official of the requesting school for legitimate educational interests.

Copies of transcripts of seniors' credits are sent to Andrews University on request of the Director of Admissions and Records at the University.

Copies of transcripts of students' credits may be sent directly from the academy office to the identified school, scholarship, employment office, etc., upon appropriate student/parent/guardian's signed request. Transcripts carried from the academy office by the student or parent/guardian are identified as "Issued to the student or parent/guardian." Full payment of the student's financial account is required before transcripts can be released and sent. An exception to this policy is made where an application for scholarship monies requires a transcript. This is then identified as "For scholarship purposes only" and must be mailed directly from the academy office to the scholarship office.



COURSES OF INSTRUCTION

BUSINESS

BSED 011 Computer Skills I: Keyboarding5 unit

Computer Skills I is designed to prepare students for Computer Skills II by the development of touch typing proficiency with an introduction to document formatting. First semester.

BSED 012 Computer Skills II: Desktop Publishing5 unit

Desktop Publishing is designed to increase students' touch method proficiency to a marketable level and to develop production skills in creating a wide variety of documents including reports. Prerequisite: BSED 011 or permission of instructor based on proven keyboarding skill level of at least 30 wpm for 3 minutes with 85% accuracy. First & second semesters.

BSED 032 Personal Finance5 unit

Understanding how individuals and families can efficiently manage their money is the focus of this course. It fosters an awareness of special problems caused by changes in price levels. A simulation for personal record keeping is a part of the class. Second semester.

BSED 033 Marketing5 unit

A study of marketing concepts and activities emphasizing wise personal consumer practices, employee effectiveness, and current business strategies.

BSED 051, 052 Computer Applications I & II5 unit

A computer course of interest to all students regardless of their previous computer use. It covers common technical information with an emphasis on practical experience with the world wide web, spreadsheets, databases, and website creation. Prerequisite: Minimum data entry skill of 30 wpm with 90% accuracy. Offered: second semester.

ENGLISH AND MODERN LANGUAGES

***ENGL 101, 102 English I5, .5 unit**

Freshman English focuses on a study of selected works from young adult literature, as well as poetry, drama, and fiction from American and British literature. Writing is an essential component of the course. Instruction in standard English grammar also constitutes part of the subject matter. English I credit. First and second semesters.

ENGL 103, 104 Beginning English Composition and Literature 5, .5 unit

This course is designed to assist international students in learning the fundamental elements of literature and writing to prepare them for academy level English courses. It is highly recommended as the beginning course for international ESL students during their first year in the United States.

***ENGL 111, 112 English II5, .5 unit**

Sophomore English builds on the writing skills practiced in the freshman year and examines a selection of poetry, fiction, and essays from American and British literature. The course will also introduce the student to a discussion and critical analysis of television programming. The emphasis on writing initiated in the freshman year will continue during the sophomore year. Instruction in standard English grammar will build on the knowledge gained during the freshman year. English II credit. Prerequisite: English I.

*Freshmen and sophomores must enroll in these courses.

NOTE: Courses taught during "even" years are scheduled during academic school years which conclude in an "even" numbered year. Courses taught during "odd" years are scheduled during academic school years which conclude in an "odd" numbered year.

ENGL 127 Nautical Literature5 unit

The study of three or four substantive works of literature drawn from experiences on the sea. Emphasis is given to close textual reading, analysis and interpretation, study and evaluation of literary devices and techniques, as well as composition. Prerequisite: English I and II. Second Semester.

ENGL 128 Contemporary British Literature5 unit

This course emphasizes literary evaluation of a narrative work and three or four contemporary poems and or songs chosen from British writers. The course includes interpretive reading, discussion, and oral/written evaluations based on standards for artistic and moral excellence. Literature credit. Prerequisite: English I and II. Second semester, odd years.

ENGL 129 Poetry5 unit

The study and analysis of various forms of verse and poetry. Emphasis is given to interpretive reading, written analysis, and creative writing of poetry. Prerequisite: English I and II. Second semester, odd years.

ENGL 130 Children's Literature5 unit

This course involves "doing" literature. Students read classics of children's literature. They practice reading a work from children's literature interpretively, write a work of children's literature of their own with illustrations, and write at least one analytical report of a classic work of children's literature. Prerequisite: English I and II. First semester.

ENGL 131 American Classics I 5 unit

Emphasis will be on selections of poetry and narrative literature from Colonial times through the Civil War. Written analyses and oral interpretations are required. Literature credit. Prerequisite: English I and II. First semester, even years.

ENGL 132 American Classics II5 unit

Literary works chosen for study in this course come from such authors as Mark Twain, Edwin Arlington Robinson, Stephen Crane, Frank Norris and Willa Cather. The literature read may vary each time the course is offered, but they will be of equal rigor and depth. Written work and oral interpretation also constitute an integral part of the course. Literature credit. Prerequisite: English I and II. Second semester, even years.

ENGL 133 British Classics I5 unit

A course designed to immerse students in the study of British literature written in the periods between the end of the Roman occupation and the beginning of the Renaissance. Students will examine and discuss examples of literary genres common to this time period including Epic and Alliterative poetry, Morality Plays/Allegory, and quest narrative, as well as the history and formation of the English language during this time period. Prerequisite: English I and II. First semester, odd years.

ENGL 134 Shakespeare and Composition5 unit

Studying three genres – comedy, tragedy, and history – British Literature: Shakespeare explores history's most prolific playwright, his stage, theater, and historical context, concentrating on *A Midsummer Night's Dream*, *Richard III*, and *Macbeth*. The course emphasizes critical reading, textual analysis, and expository writing. Prerequisite: English I and II. First semester, odd years.

ENGL 135 British Classics II5 unit

An intensive study of George Orwell's *Animal Farm*, Alan Paton's *Cry, the Beloved Country*, and George Bernard Shaw's *Saint Joan*. Written work and oral interpretation constitute part of the course. Literature credit. Prerequisite: English I and II. Second semester, odd years.

ENGL 136 The American Frontier5 unit

The American Frontier is designed to provide students with insight into life on the frontier through the study of significant literary texts based upon the frontier experience and historical documents from the period. The course emphasizes close reading and interpretation, research and writing skills, and the history of American values, challenges, and advances relative to the frontier, all of which create the pioneer experience. May be taken for English, or History credit.

ENGL 137 Arts, Architecture and Ideas, 1400-17505 unit

ENGL 138 American Ethnic Literature5 unit

A study of selected works from African American, Native American, and Chicano authors. Emphasis is also placed on expository writing related to the material studied. Works examined may vary each time the course is offered. The purpose of the course is to introduce the student to topics, themes, and points of view which may differ from those commonly accepted in his/her family and social group. Prerequisite: English I and II. Second semester, even years.

ENGL 140 American Literature Tour.....5 unit

A directed study/travel course offered in conjunction with the History Department. Sites of literary and historical importance will be visited during the week-long tour. Students will read works relevant to the sites to be visited. Each student will research an author and one significant work (more if short works are involved) and make a five-minute summary presentation. Three 1,200-word essays will be an essential part of the class. Second semester.

ENGL 143 Literary Interpretation5 unit

Presentation of a dramatic work before an audience. Each student will have a role in the play or a supporting responsibility, such as light and sound operator, wardrobe manager, play bill and publicity director, or set carpenter. The work presented will vary each time the course is offered. The course requires attendance at the class period during the school day and regular attendance at evening rehearsals. First semester, even years. Does not fulfill the literature requirement.

ENGL 144 Conflict and Accord5 unit

An interdisciplinary approach to race relations and social interaction, *Conflict and Accord* explores the history of Buxton, Iowa, and the Tulsa Race Riot of 1921. The course emphasizes critical reading, research and composition skills, requiring essays, sustained writing assignments, and culminates in a research project. Open to Juniors/Seniors, the course may be taken for either English or history credit.

ENGL 145 Castle & Commons5 unit

An interdisciplinary approach to the study of medieval life, *Castle and Commons* studies the life and culture of 15th century England, focusing on social systems, economics, succession, and day-to-day living. The course emphasizes critical reading, reading and composition skills, requiring essays, paper-length writing assignments, and culminates in a research project. Open to Juniors/Seniors, the course may be taken for either English or history credit.

ENGL 146 Readings in Religious Liberty5 unit

May be taken for English, history or religion credit. Prerequisite: English I and II

ENGL 147 Martin Luther and the Reformation5units

The focus of the course will be a study of Medieval Catholic thought and Martin Luther's breakthrough gained through his study of Scripture. The course will give some attention to the ideas of John Wycliff and Jan Hus, predecessors of Luther. Student's will study and write about medieval religion and society and Luther's ideas as revealed in some of his writings. Students will also read relevant portions the *The Great Controversy*, a work that views the Reformation as a movement raised up under divine guidance. Students may opt for religion, history, or English credit.

ENGL 150 British Literature Tour5 unit

A course designed to give students the opportunity to study British literature both in the classroom and on location. Students will spend 10 days in England visiting sites associated with British literature, history, and culture and a number of British authors. In addition to site visitation during the tour, time will be reserved for class discussion, tests, reading, and written assignments.

ENGL 151 Old Testament Classics5 unit

Old Testament Classics examines the literary artistry of such selections as Genesis 1-11, the Joseph narrative, the story of David, the books of Amos, and Job. The purpose of the course is to discover how the central theme in each work develops from the literary structure. Written analyses and oral presentations are required. Literature or religion credit. Prerequisite: English I and II. Second semester, odd years.

ENGL 152 New Testament Classics5 unit

New Testament Classics draws its content from contrasting styles of Mark, John, and the Apocalypse. The idea that an author wrote the material and presented it in his own special way is central to the course. An examination of how the author presents his information leads to a study of what the author is trying to say. Written analyses and oral interpretations are a significant part of the course. Literature or religion credit. Prerequisite: English I and II. second semester, even years.

ENGL 153 Christian Authors 5 units



Because the ability to write clear English prose is the mark of the educated person, Andrews Academy requires that its students receive sufficient practice toward this end. The ability to write well is, in fact, the *sine qua non* of the educated person. The four years in high school are the time students should use to hone their writing skills, and the writing courses offered at Andrews Academy provide the opportunity for the student to become a practiced writer. Students and parents should note that the students must put forth honest effort and be willing to write and rewrite their assignments before handing them in. Students and parents should also note that the work meriting an "A" is work that is submitted on time. Handing in work that is days or even weeks late is not the mark of excellence in a student.

A College Preparatory diploma requires that a student take a semester-length composition course (chosen from ENGL160-169 below). Students planning for Graduation with Academic Honors or the Comprehensive Endorsement must choose ENGL 160 Research Composition, ENGL 161 Expository Writing, ENGL 162 The Art of Biography or ENGL 134 Shakespeare and Composition, ENGL 167, 168 Honors Language and Composition to meet the requirement for credit in composition. The other writing courses do not meet the requirement for Graduation with Academic Honors or for the Comprehensive Endorsement.

ENGL 160 Research Composition5 unit

This course informs the students about proper annotation, note taking, and bibliographic methods for writing a research or term paper, focusing on an appropriately narrowed topic. The subjects of research vary from time to time, but the class usually studies a particular area for research, and the students then select a narrowed topic relating to that area. The course fulfills the requirement for credit in writing and the more rigorous requirement for Graduation with Academic Honors or with the Comprehensive Endorsement. Composition credit. Prerequisite: English II with a minimum average grade of B or submission of a sample essay approved by the teacher. Second semester.

ENGL 161 Expository Composition.....5 unit

Expository writing focuses on the media and requires three essays of 1500 words on the hidden persuaders of magazine or television advertising, a six-page book review, and practice in writing précis or abstracts on current issues reported in magazine. The course will teach the students how to craft an introduction to an essay, how to develop paragraphs that begin with a focusing topic sentence, how to stay on the subject stated in the topic sentence, and how to develop coherence in the essay. The degree to which the student develops proficiency in the skills mentioned above determine his/her grade in the course. Another significant factor in determining grade is turning the assignments in on schedule. Composition credit. Prerequisite: English I and II. Second semester.

ENGL 162 The Art of Autobiography5 unit

The student will read and discuss two autobiographies and use the stories as models for writing autobiographical incidents from their lives and biographical anecdotes about members of their extended families. Everyone has a story to tell, and the course draws its material from that fact. In addition, the course teaches various sentence structures particularly suited to narrative writing. Students will write three autobiographical or biographical essays over the semester, as well as two or three shorter pieces. This course requires discussion, interpretative reading, and written analyses. This course may be offered in place of British or American Classics in the first semester. Literature or composition credit. Prerequisite: English I and II.

ENGL 163, 164 Newswriting I & II.....5, .5 unit

Newswriting introduces students to and requires practice in the various forms of journalistic writing. Student will examine models of the straight news story, editorials, feature articles, the sports story, and the human interest story. In addition, students will evaluate and edit articles considered for publication in the school newspaper, the *Sanjo*. In order to achieve a grade of "A," students must have an article published in the school paper. In other words, the work must be of sufficient quality to be presented to a wider audience than merely the class members. Composition credit. Prerequisite: English I and II. First and second semesters.

ENGL 165 Literary Composition5 unit

This course focuses on the structure and meaning of the literary essay. Student will read, discuss, and write analyses of essays. They will write précis and abstracts of essays and craft essays of their own.

ENGL 167, 168 Honors Language and Composition5, .5 unit

A course intended to prepare students to take the Advanced Placement test in Language and Composition given annually during the second week in May. Readings and assignments are what the student can expect at any college known for rigor. Readings deal with contemporary issues, such as education, politics, racial relations, constitutional liberties, sports, and historical events. Numerous writing assignments are required. No student is required to take the AP exam, but the student would be well advised to take the test. Research shows that even those who do not pass the test do better in college-level courses than others who have never taken the course. Note that the grades received in the course are separate from the grade received on the AP exam.

Composition credit. Permission of the instructor. First and second semesters.

ENGL 171, 172 Sanjo5, .5 unit

This course is a year-long course involving production of the Andrews Academy school newspaper the Sanjo. Student will be involved with writing, editing, and layout. Prerequisite: English I and II, Newswriting and permission of the instructor. First and second semesters.

NOTE: Adequate proficiency in the English language is essential for a successful academic experience at the academy; therefore, in cooperation with the English Language Institute of Andrews University and the Berrien Springs public school system, instruction is available for those who need to learn English as a second language.

GERM 181, 182 German I5, .5 unit

Introduction to the basic grammatical structures of German through the skills of listening, speaking, reading, and writing. Stresses historical and cultural aspects of German life. Prerequisite: Sophomore standing or permission of instructor. First and second semesters.

GERM 183, 184 German II5, .5 unit

Continued emphasis on listening, speaking, reading, and writing the German language. Focuses on some of the more complex grammatical structures. Examines the culture of contemporary Germany. Prerequisite: German I with a minimum grade of C. First and second semesters.

GERM 187 German Cultural History2 unit

A summer travel/study tour focusing on German culture, history, and language. The course examines the history of the German-speaking world as reflected in art and architecture from 1200 to 1800 and requires identification of Romanesque, Gothic, Renaissance, and Baroque art. A tour project is submitted upon return. Summer. Even years.

SPAN 191, 192 Spanish I5, .5 unit

An introduction to the Spanish language and culture. It provides the necessary skills to begin communicating in the language. Equal emphasis is placed on the fundamental skills of listening, speaking, reading and writing. The geography, history and cultural life of Spain, Latin America, and Hispanic-America are carefully incorporated into the lessons. Active participation in class is essential for student success. First and second semesters.

SPAN 193, 194 Spanish II5, .5 unit

A review and enhancement of the major grammatical structures in order to increase student's listening and speaking ability, and to expand reading and writing skills. New vocabulary will be introduced and practiced. Further study of the Spanish-speaking world is done through a balanced blend of cultural presentations including music, selected literary passages and art. Active participation in class is essential for student success. Pre-requisite: Spanish I with a minimum grade of C. Students wishing to pursue advanced Spanish studies are encouraged to enroll in the applicable Spanish courses offered in the International Language Studies Department at Andrews University.

SPAN 197 Spain's Cultural History2 unit

The Spain Educational Tour is a directed study, three-week long, summer travel/study course. Class members meet various times during second semester for preliminary studies and preparation for the touring weeks. The actual tour provides an opportunity for the student to experience the geography and rich history of Spain as reflected in its art, music, architecture, and contemporary daily life. While en route, students take notes and maintain a daily journal. A final pictorial and written tour project is submitted for credit upon return. Even years.

NOTE: Foreign language is taught as a second language and is not appropriate for those for whom it is their mother tongue.

FINE ARTS

NOTE: Art classes will include a lab fee.

FATS 201 Basic Art/Drawing I5 unit

Covers the basic elements and principles of design as a foundation for the beginning art student. Students will learn to actually "see" the beauty in the world around us and learn to get it down on paper. A variety of projects will be assigned to reinforce these concepts as well as give the beginning student a taste of the many areas available in art. Through daily practice in seeing as well as drawing he/she will gain confidence and skill to go on to tackle the more complex shapes of animals and people. First semester.

FATS 203 Painting I/Printmaking5 unit

Learning to see and mix colors, learning the differences between various media and their individual characteristics and techniques, and learning various techniques and brush strokes will give the beginning painting student a good foundation for a lifelong hobby or career. From creating simple rubber stamps and embossing projects to Linocuts and MonoPrints, the student will explore good design techniques as well as produce unique and interesting art. Prerequisite: Basic Art or permission of instructor. Second semester.

FATS 205 Ceramics/Sculpture5 unit

Concentration on the creation of the "vessel" through hand building methods: pinch pot, slab and coil; as well as working on the potter's wheel. Students will learn how to prepare clay for working, glazing and firing as well as take a look at the history of ceramics. Forming 3-dimensional forms from clay as well as from a variety of media (paper, wood, stone, wire, etc.), students will be asked to render/imitate from real life forms such as the human head and form, animals, etc. Second semester.

FATS 206, 207 Drawing II/Painting II5 unit

Advanced drawing and painting classes where the student will learn through practice as well as by exploring the techniques of the Master Artists and their works. Students work more intensely, yet at their own individual speed. Prerequisite: Drawing I/Painting I or permission of the instructor. Arranged.

**FATS 211 Concert Band.....3, .3 unit**

This course is designed to give each student the opportunity to develop better skills on his/her instrument through regular practice and performance. All students are obligated to attend scheduled rehearsals and any performance appointments. Prerequisite: Permission of the director. First and second semesters (year-long registration required).

FATS 213 Handbell Ensemble.....3, .3 unit

Basic performance skills are stressed along with the proper technique for ringing and care of the hand bells. A good rhythmic ability is a must. All students are obligated to attend all scheduled rehearsals, concerts and tours. Prerequisite: Elementary school bell choir or permission of the director. First and second semesters (year-long registration required).

FATS 216 Orchestra.....2, .2 unit

A twice a week specialized musical experience combining the talents of selected wind and string players and other qualified students emphasizing preparation for performances, tours, and other functions. Prerequisite: permission of the director. First and second semesters (year-long registration required).

FATS 221 Men's Chorus.....1 unit

This course is open to all male students. Sight-reading, basic vocal production, and part-singing are stressed in preparing for performances. All performances, tours and rehearsals are obligatory once accepted into the chorus. Prerequisite: permission of the director. First and second semesters (year-long registration required).

FATS 222 Ladies' Chorus.....1 unit

This course is open to all female students. Sight-reading, basic vocal production, and part-singing are stressed in preparing for performances. All performances, tours and rehearsals are obligatory once accepted into the course. Prerequisite: permission of the director. First and second semesters (year-long registration required).

FATS 229 Chorale.....2, .2 unit

This course is open to all students. Sight-reading, basic vocal production, and part-singing are stressed in preparing for performances. All performances, tours and rehearsals are obligatory once accepted. Prerequisite: Permission of the director. First and second semesters (year-long registration required).

FATS 231 Silhouettes.....3, .3 unit

A Cappella singing, advanced sight-reading and music terminology are used to learn all the music for performances. All performances, tours and rehearsals are obligatory once accepted. Prerequisite: Admission by audition and selection by the director. First and second semesters (year-long registration required).

241 FATS 242 Private Instrumental Lessons.....1 unit**FATS 243 Music and Worship......5 units****FATS 244 Music Theory......5units**

HEALTH AND PHYSICAL EDUCATION

HPED 301 Physical Education 1 (Co-ed)3 unit

This introductory class for freshmen emphasizes basic physical fitness with some team sports activities. Physical fitness and basic skills are parts of the program. Required for all freshmen.

HPED 329 Weight Training/Basketball (first semester)3 units

This course emphasizes weight training the first half of the semester and basketball the second half. Course includes instruction of knowledge for using weights as a means of improving and maintaining physical health as well as learning skills and concepts of basketball.

HPED 332 Weight Training/Volleyball.....3 unit

This course emphasizes weight training the first half of the semester and volleyball the second half. Course includes instruction of knowledge for using weights as a means of improving and maintaining physical health as well as learning skills and concepts of volleyball.

HPED 333 Badminton/Tennis.....3 unit

This course emphasizes the sports of badminton the first half of the semester and basketball the second half. Course includes instruction of rules, skills, and strategies of badminton and basketball. Physical fitness is also an important part of the class.

HPED 334 Flagball/Volleyball (Co-ed)3 unit

This course emphasizes the sports of flagball the first half of the semester and volleyball the second half. Course includes instruction of rules, skills, and strategies of flagball and volleyball. Physical fitness is also an important part of the class. Evaluation: Participation and sports emphasis.

HPED 335 Badminton/Softball (Co-ed).....3 unit

This course emphasizes the sports of badminton the first half of the semester and softball the second half. Course includes instruction of rules, skills, and strategies of badminton and softball. Physical fitness is also an important part of the class. Evaluation: Participation and sports emphasis.

HPED 336 Tennis/Rollerhockey.....3 unit

This course emphasizes the sports of tennis the first half of the semester and roller hockey the second half. Course includes instruction of rules, skills, and strategies of tennis and rollerhockey. Physical fitness is also an important part of the class.

HPED 337 Roller Hockey/Soccer (Co-ed).....3 unit

This course emphasizes the sports of floor hockey the first half of the semester and soccer the second half. Course includes instruction of rules, skills, and strategies of floor hockey and soccer. Physical fitness is also an important part of the class. Evaluation: Participation and sports emphasis.

HPED 338 Volleyball/Softball3 unit

This course emphasizes the sports of volleyball the first half of the semester and softball the second half. Course includes instruction of rules, skills, and strategies of volleyball and softball. Physical fitness is also an important part of the class.

HPED 339 Badminton/Basketball3 unit

This course emphasizes the sports of badminton the first half of the semester and basketball the second half. Course includes instruction of rules, skills, and strategies of badminton and basketball. Physical fitness is also an important part of the class.

HPED 340 Volleyball/Soccer3 unit

This course emphasizes the sports of volleyball the first half of the semester and soccer the second half. Course includes instruction of rules, skills, and strategies of volleyball and soccer. Physical fitness is also an important part of the class.

HPED 341 Basketball/Volleyball (Co-ed)3 unit

This course emphasizes the sports of basketball the first half of the semester and volleyball the second half. Course includes instruction of rules, skills, and strategies of basketball and volleyball. Physical fitness is also an important part of the class. Evaluation: Participation and sports emphasis.

HPED 343 Aerobics and fitness (Co-ed)3 unit

This course involves improving and maintaining fitness by means of using exercises that are cardiovascular. A variety of exercises will be used to maintain an elevated heart rate.

HPED 344 Fitness/Basketball3 unit

HPED 345 Independent P.E. (Co-ed).....3 unit

Students arrange with the instructor to participate in fitness activities on a regular basis. Students record exercises done outside of the normal school day. Regular interaction with the instructor is involved.

HPED 346 Soccer/Softball3 units

This course emphasizes the sports of softball and soccer. Course includes instruction of rules, skills, and strategies of softball and soccer. Physical fitness is also an important part of the class.

HPED 347 Weight Training/Basketball (second semester)3units

This course emphasizes weight training the first half of the semester and basketball the second half. Course includes instruction of knowledge for using weights as a means of improving and maintaining physical health as well as learning skills and concepts of basketball.

HPED 352 Lifeguarding3 unit

An activity course offered at the Andrews University pool. Permission of the instructor.

Outdoor Education

HPED 363 Mountain Bike Tour

HPED 388 Backpacking Tour) (Co-ed)3 unit

These courses are designed to give the student an awareness of God's second book of nature as a means of enjoyment. The students will learn how to plan for and participate in a strenuous week long trip. Prerequisite: Permission of the instructor. A fee is required for travel and expenses. Those on citizenship probation may not register for this class. Odd years - Backpacking, Even years - Mountain Biking.

HPED 389 Rollerblading/Circuit Training (Co-ed).....3 unit

This course emphasizes the rollerblading the first half of the semester and circuit training the second half. Course includes instruction of skills relating to rollerblading and weight training using a circuit system. Evaluation: Participation and fitness emphasis.

HPED 390 Health Education3 unit

This class includes principles of health, their meaning to the individual and the community; scientific counsel in the writings of Ellen G. White; acquaintance with current advances in health knowledge and healthful living. Prerequisite: Juniors and seniors only.

HISTORY AND SOCIAL STUDIES

HIST 401 World Civilizations I

Ancient and Classical.....5 unit

A survey of world history from the early civilizations of the Ancient Near East and the classical civilizations of Rome and Greece through early modern times. The course will include units on the Middle Ages, the Renaissance and Reformation, the Age of Discovery and Exploration and the Age of Absolutism. Elective social studies credit. Odd years.

HIST 404 World Civilizations II—Europe 1700-Present5 unit

A survey of Western civilization from the Enlightenment to present times. The course will include units on the French Revolution, the Industrial Revolution, Imperialism, and World Wars I and II. Elective social studies credit. Odd years.

HIST 408 World Geography I5 unit

A study of the earth's surface, physical and human characteristics of specific places, relationships within and between places, human movement within the environment, human activities, and historical, cultural, and natural characteristics of earth's major cultural realms. Emphasis is placed on North and South America. Elective social studies credit. Even years.

HIST 409 World Geography II5 unit

A study of the earth's surface, physical and human characteristics of specific places, relationships within and between places, human movement within the environment, human activities, and historical, cultural, and natural characteristics of earth's major cultural realms. Emphasis is placed on Europe, Africa, Asia, Australia, Oceania and Antarctica. . Elective social studies credit. Even years.

HIST 412 Faith and History5 unit

May be taken for history or religion credit.

HIST 413 Current Trends in Religion5 unit

May be taken for history or religion credit.

HIST 414 Early Church History.....5 units

May be taken for History or English credit.

HIST 415 Reformation History5 units

HIST 421 War and Non-violence5 unit

HIST 429 The American Frontier.....5 units

The American Frontier is designed to provide students with insight into life on the frontier through the study of significant literary texts based upon the frontier experience and historical documents from the period. The course emphasizes close reading and interpretation, research and writing skills, and the history of American values, challenges, and advances relative to the frontier, all of which create the pioneer experience. May be taken for History or English credit.

HIST 431, 432 Survey of U.S. History5, .5 unit

A study of the social, political, diplomatic, and constitutional history of the United States from the Age of Exploration to the present. This class is designed for General Curriculum students who request a survey approach to this course. It also is a General Curriculum option for non-American students who have no background in American history. Prerequisite: Juniors and seniors only and permission of the instructor. Credit in these courses apply toward a General Curriculum Diploma.



HIST 441 U.S. History 1492-18775 unit

A study of the social, political and diplomatic history of the United States from 1492 to the after the Civil War period of crisis in 1877. Prerequisite: Juniors/Seniors only.

HIST 442 U.S. History 1877 to the Present5 unit

A study of the social, political, and diplomatic history of the United States from 1877 to the present times. Prerequisite: HIST 442, Juniors/Seniors only.

HIST 451 United States Government5 unit

A study of the organization and function of the executive, legislative, and judicial branches of the federal government with emphasis on constitutional development, the presidency, the Congress, the judiciary, church-state relations, civil rights and foreign policy.

HIST 452 Current Events.....5, .5 unit

A one-semester class that covers events in the news. Elective social studies credit.

HIST 453 Readings in Religious Liberty5 unit

May be taken for English, history or religion credit. Prerequisite: English I and II

HIST 454 Reformation History Tour.....5 units

May be taken for History or English credit.

HIST 456 Educational Tours.....5 unit

Educational tours are directed study, week-long, travel/study courses conducted by the History/English Departments. These tours are planned to focus on specific historical themes, such as American Heritage, Washington, D.C., the New England area, Gettysburg, the New York area, Atlanta and the South, eastern Canada areas, etc. The courses meet throughout second semester with preliminary studies and preparation for the touring week. The courses continue to meet on return, completing the study objectives as identified in the course outline. The tours rotate on a four-year cycle. Prerequisite: permission of the instructor. Second semester.

HIST 458 Canadian Tour5 unit

RELIGION

0.5 unit of Religion is required each semester a student is registered.

RLGN 801 Personal Religion5 unit

A study of the purpose of the Bible as an inspired message from God, its history, its various versions, how it is organized and how to study it. It also covers the experiences of the families of Adam, Noah, and Abraham while also looking at God's love for all people. Required of all freshmen. First semester.

RLGN 802 Personal Religion5 unit

An introduction to the Gospel story and the years of Jesus' life, His earthly ministry and teachings, His temptations in the wilderness, the choosing of the twelve, and the proclamation of His new kingdom, through the final week of His life including the crucifixion, resurrection, and ascension.. Required of all freshmen. Second semester.

RLGN 812 Old Testament History5 unit

A study of Israel from the period from Moses through Malachi. Principles applicable to current life will be stressed.

RLGN 813 Corinthians.....5 unit

A study of the early Christian church through the Corinthian letters with applications to today's personal spiritual experience.

RLGN 814 Advent Movement.5 unit

A study of the development of the Seventh-day Adventist Church from William Miller to the present. Focuses on Adventism and the second coming: the gospel in final and full proclamation.

RLGN 817 Old Testament Biographies5 unit

A study of the lives and experiences of Old Testament personalities. Emphasis is placed on the way God worked out His will and mission through these individuals and how we can be instruments for Him.

RLGN 818 Studies in John.....5 unit

Using the book of John, this course is a devotional study of the life and teachings of Jesus that will provide impetus for spiritual growth and witnessing.

RLGN 819 Romans5 unit

A study of Christ's substitutionary sacrifice that provides the basis for pardon, reconciliation, and spiritual growth.

RLGN 821 Gospel of Mark5 unit

An in depth study of the gospel of Mark using Bible study tools to unlock this explosive gospel.

RLGN 822 Hebrews and the Sanctuary5 unit

A study of the Mosaic tabernacle and its services with emphasis on the parallel ministry of Christ in Heaven, this course upholds Jesus as the true High Priest who has fully identified with us and secured our salvation by His death on the cross and ministry in the heavenly sanctuary.

RLGN 823 Daniel and the Revelation5 unit

A course which focuses on Christ's redemptive role in contemporary life and in the broader prophetic events of the past, as well as those leading to His second coming.



RLGN 824 Fundamental Beliefs5 unit

A study of the basic Bible doctrines of the Seventh-day Adventist church, including the doctrines of law and grace, Sabbath and Sunday, death, hell, spiritualism, and the second advent.

RLGN 825 Studies in Acts5 unit

A study of the apostles and early Christians as portrayed in the book of Acts.

RLGN 828 Letters of Paul5 unit

A study centered around several of Paul's shorter letters to the early Christian churches.

RLGN 829 Friendship and Dating.....5 unit

A study of a Christian's understanding of self and the dynamics of friendship and dating.

RLGN 831 Christian Stewardship.....5 unit

A study of the Biblical approach to stewardship of time, talents, resources, and money. Practical projects will be a significant part of the course. Sophomore standing and above.

RLGN 832 Marriage and Family.....5 unit

A study of marriage and family relationships including dating, mate selection, engagement, home religion, parenting, and family finance. Open to Juniors and seniors only.

RLGN 833 Life Choices.....5 unit

A look at the "world of work" and career development from a Christian perspective including an assessment of personal interests, intelligence, aptitudes, achievement, personality traits, and the formulation of a career development plan. A charge is made for the administration of the Strong-Campbell Interest Inventory Test.



RLGN 834 Life Philosophy and Moral Issues5 unit

A survey designed to provide assistance in the development of a biblical philosophy of life, dealing with contemporary moral and ethical issues within the context of biblical principles.

RLGN 835 Ellen G. White5 unit

An examination of the life, times, and writings of Ellen G. White and their relevance to persons living in the twenty-first century.

RLGN 836 Steps to Christ5 unit

The E. G. White best seller Steps to Christ guides this course in a growing Christian experience for each student. How to enjoy living closer to Jesus will be the focus of the class. Maintaining a prayer request experience, writing, sharing, and questioning today's Christian struggles in light of someone's writing inspired by the Lord will be some of the activities of this course.

RLGN 838 Early Church History5 unit

A study of the prosperity and persecution of the infant Christian Church from A.D. 70 to the nineteenth century and Christianity's various attempts to evangelize the world.

RLGN 839 Reformation History5 unit

A study of individuals and theological issues that emerged during this period of religious awakening.

RLGN 842 Bible Marking for Bible Studies5 unit

Through the installation of comprehensive chain reference system, studying the twenty-eight fundamental beliefs of the Seventh-day Adventist church.

RLGN 843 Survey of Western Philosophers5 unit

Using the text book, Christianity and Western Thought, students will study at the development of western philosophy and its impact on Christian thought.

RLGN 844 Christian Leadership5units

RLGN 853 Christian Writers5 unit

An introduction to the life and works of Christian authors. Emphasis will be given to books that lend themselves to a devotional study.

RLGN 854 Faith and History5 unit

May be taken for history or religion credit.

RLGN 856 Worldviews and Religion5 unit

A study of worldviews, religious movements, contemporary denominations, cults, and world religions, as viewed from a biblical perspective.

RLGN 857 Readings in Religious Liberty5 unit

May be taken for English, history or religion credit. Prerequisite: English I and II

RLGN 866 Evangelism5 unit

A course intended to train students in various kinds of outreach to our community. Course content will vary depending on the teacher and the outreach opportunities available.

SCIENCE

SCIN 911 Earth Science: Geology5 unit

A study of the earth's structure, its composition, and the processes that shape and reshape it. Studies include minerals, rocks, weathering, erosion, glaciers, earthquakes, volcanoes, and plate techtronics. Open to all students. First semester.

SCIN 912 Earth Science:

Fossils, Meteorology, Oceanography, Astronomy, Ecology5 unit

Meteorology is the science that deals with the composition, structure and changes in the earth's atmosphere. Oceanography is the study of the properties and processes of the world's oceans. Astronomy is a study of the solar system and the universe. Study involving the environment will focus on current issues relating to resource utilization and pollution. Open to all students. Second semester.

NOTE: If a student plans to take two semesters of Earth Science, it is recommended that they be completed in sequence.

SCIN 927, 928 Biology5, .5 unit

A year-long study of the fundamental principles of plant and animal life including their general structures and functions, life history and ecology. Laboratory periods involving various techniques are included. First semester: molecular and cell biology, and genetics. Second semester: anatomy and physiology, microbiology, and health, plants, vertebrate and invertebrate animals, and ecology. Prerequisite: Sophomore standing or above.

SCIN 931, 932 Chemistry5, .5 unit

This year-long course is an introduction to the elements of the periodic table and their principle compounds. Among other topics, this study emphasizes certain fundamental laws, a knowledge of stoichiometry, the mole relationship, and chemical bonding. Prerequisite: Algebra I with a minimum grade of C and completion of the summer study guide.

SCIN 941, 942 Physics5, .5 unit

A sequential quarter study of matter and energy and their inter-actions. Topics include mechanics, heat, light, sound, magnetism, electronics, and nuclear physics. Use of a calculator is required. Prerequisites: Algebra I and Geometry with minimum grades of B. Algebra II recommended. Signature of instructor is required. Preference will be given to junior and senior status.



TECHNOLOGY EDUCATION

TECH 602 Fundamentals of Technology5 unit

A course designed to develop technological literacy. The systems approach is used in handling subject material and includes all five areas: transportation, manufacturing, construction, communication, and bio-technology. Hands-on activities involve the student in discovering, creating, problem-solving, and constructing. Activities include CO₂ dragsters and hydraulic robotic arms. Open to all students.

TECH 604 Manufacturing5 unit

A course designed to provide instruction in materials processing, managing production activities, the operation of a manufacturing enterprise. Practical experience is provided by establishing a student manufacturing enterprise and choosing, manufacturing, and marketing a product. This course is similar to Junior Achievement. Open to all students.

TECH 608 Graphic Arts5 unit

A beginning level course providing experience in rubber stamp making, screen printing, air brushing, and computer graphics. Open to all students.

TECH 611 Architectural Drafting5 unit

A beginning level course providing experience in designing and drawing residential floor plans. Also included is computer-aided drafting (CAD). Prerequisite: Sophomore standing or above.

TECH 612 Mechanical Drafting5 unit

A course covering drafting basics, geometric constructions, isometric drawings, sections, auxiliary views, charts, graphs, blueprint reading and computer-aided drafting (CAD). Prerequisite: Sophomore standing or above.

TECH 614 Basic Photography5 unit

A course designed to provide instruction and experience in black and white photography and darkroom work. Prerequisites: Sophomore class standing or above and permission of the instructor.

TECH 615 Video Imaging5 unit

Students will be involved in all aspects of video production including planning, shooting and editing. Each will work with a group to produce two videos, one with an assigned subject, and the other subject to be chosen by the groups. Additionally, the students will gain experience with image generation and manipulation on the computer. Elementary computer animation may be included as well. Open to all students.

TECH 617 Nautical Literature/Tech5 unit

TECH 621 Metals5 unit

A beginning level course in metalworking covering the following: bench metal, sheet metal, art metals, foundry, forging, arc welding, oxyacetylene torch, metal spinning and metal turning. Open to all students.

TECH 622 Mechanics: Bike Repair and Small Engines5 unit

A course designed to develop mechanical and repair skills working with bicycles and small engines as well as the construction, operation, maintenance, adjustment of both. Open to all students.

TECH 624 Woodworking5 unit

A beginning level course providing experience and instruction in bench and machine work, carving, turning, veneering, and laminating. Open to all students.

TECH 625 Construction5 unit

A course designed to help the student become technologically literate in the area of construction. It will include study of the history of construction; the relationship of construction to energy, transportation, communication and manufacturing; materials and methods; types of structures; and impacts, especially societal. Lab activities will be largely problem-solving which will include designing, building, testing, and analyzing structures or components. Open to all students.

TECH 627 Great Sofa Race5 unit

TECH 628 Transportation5 unit

A course designed to explore the technology of moving goods and people in history, in current applications, and in the future. Energy technology will explore the nature of energy, how it is harnessed, power and energy systems, available sources, impact and conservation strategies. Open to all students.

TECH 631 Personal Auto Care5 unit

An introductory course designed to develop a basic understanding of the automobile and to provide experience in routine automotive service and maintenance. Prerequisites: Sophomore class standing or above. Not open to those having had TECH 632 or 633.

TECH 633 Go-Kart Rebuild5 unit

Projects in Technology Education 1-5 unit

A student who desires to pursue a subject in greater depth and detail may enroll for project study in auto mechanics, bicycle repair, crafts, drafting, graphics, metals, photography, plastics, and woodworking. Arrangements for these courses are made directly with the teacher who will arrange the time schedule, specific course requirements and prepare a course outline. Prerequisites: The foundation course in the chosen subject area with a minimum grade of B and permission of the instructor.

VOED _____ Vocational Education

Each year the academy, in cooperation with the College of Technology, offers vocational courses available to junior and senior students. Typical offerings include courses in plumbing, carpentry, masonry, auto mechanics, aviation and others. A current listing of available courses can be obtained from the academy records office.



GENERAL EDUCATION

GNED 657 Silhouette Fine Arts Production.....5, .5 unit

A course covering the production of the academy's yearbook, the Silhouette, basic digital photography and photoshop. The duties of students are assigned according to the position and include experience in layout, copy, design, advertising, and photography. Prerequisite: Permission of the instructor. Sophomore standing and above. First and second semesters.

GNED 661 Work Experience 1-.5 unit

A credit procedure promoting active and responsible involvement in employment activities. The experience is intended to acquaint the student with the world of work, positive attitudes and work habits, the value and dignity of labor, interpersonal relationships and the skills that will help meet the practical duties of life.

This credit meets the work experience requirement for graduation. Registration for this credit takes place at the conclusion of the work program. The employer must fill out the work experience documentation and evaluation form and submit it to the Director of Admissions and Records to validate the student's experience and verify the credit earned.

Credit will then be registered in the computer and is normally granted based on the formula that .1 unit equals 36 hours of work. This procedure may be repeated until a maximum of .5 unit is accumulated.

GNED 662 Work Education Credit as arranged

A credit procedure to foster and document the student's personal participation in a meaningful, wage-earning, work education experience. To qualify for credit a student will negotiate a job offering experience and training in a vocational, trade, or professional activity. Such activity is to be arranged so the student will have the opportunity to study in greater depth selected aspects of the particular vocation, trade or profession involved. The procedures for application, evaluation, documentation and credit are under the direction of the Academic Affairs Committee as described at the end of this section.*

The committee must be convinced that the work study will be exceptionally education in nature, leading toward a salable skill, trade, or expertise for the student. Prerequisite: Application and approval.

GNED 663 Career Exploration Credit as arranged

A credit procedure to foster and document the student's personal involvement in a meaningful technical or professional observation and participation experience without remuneration.

To qualify for credit a student will negotiate an on-site activity offering observation and participation privileges. Such activity is to be arranged in a manner that the student will have the opportunity to study in some depth selected aspects of the particular technology or profession.

The procedures for application, evaluation, documentation, and credit assignment are under the direction of the Academic Affairs Committee as described at the end of this section.*

The committee must be convinced that the career exploration will be exceptionally educational in nature, leading toward an obvious understanding of the technology or profession selected. Prerequisite: Application and approval.

GNED 664 Community Service..... Credit as arranged

A credit procedure to foster and document the student's personal participation in a meaningful community service activity without remuneration. To qualify for credit, a student will negotiate an agreement with an established agency to provide a service or participate in a project for others. Such activity is to be arranged

so the student will experience the satisfaction of improving the quality of life for others. The procedures for application, evaluation, documentation, and credit are under the direction of the Academic Affairs Committee as described at the end of this section.* The committee must be convinced that the community service will be exceptionally educational in nature, leading toward a greater level of understanding and compassion of the needs of humanity. Prerequisite: Application and approval.

GNED 668 Kaleidoscope.....0, .3 unit

This course is a unique compilation of the activities encountered during the school year. The presentation is done with the aid of sophisticated audio-visual equipment. The student must have the instructor's permission and be enrolled the second semester to receive credit. Non-solid elective credit. First and second semesters

GNED 669 SOW Safari.....1 unit

A mission experience that requires sincere personal commitment to helping others and participating in public evangelism. The experience includes activities that develop an understanding of and an appreciation for mission service. Four preparatory orientation opportunities are scheduled to plan and prepare for the two week mission trip to a Spanish speaking Inter-American country. The purpose of the trip is to participate in the construction of a church, school, or clinic. The cost is substantial and should be planned carefully. Full information will be made available as plans are being made for each project. Prerequisite: Satisfactory citizenship status, permission of the project director, firm commitment to service, and financial resources to defray the cost of the trip. Odd years.



GNED 671-01 Learning Strategies1 unit

An individualized course designed to assist the student in developing stronger strategies toward successful learning. This course involves participation with the Academic Advanced Program Team (AAPT) counselor.

GNED 672-01 Study Skills1 unit

An course designed to help the student identify the skills already being used and build on those skills by adding new ones. Students are also encouraged to modify study skills as necessary to meet their individual needs. Students are required to give evidence of applying these skills in other classes or assignments. This course involves participation with the Academic Advanced Program Team (AAPT) counselor.

GNED 680-01 ESL Status.....0 unit

An enrollment status which is designed to allow time for an international student to learn English. This status focuses primarily on mastery of the English language and allows the student to attend class for up to two semesters without the frustration of earning satisfactory letter grades in a language which he/she does not understand. The grade report and transcript will show "Au" (audit-with no credit) in place of regular letter grades; however, if the student earns a legitimate grade that is satisfactory, he/she may earn the credit for the course. Regular tuition rates apply. Available for two semesters only.

GNED 681-01 ESL Study1 unit

A individualized course designed to assist the ESL (English as a Second Language) student in developing the necessary language skills to enable the student to complete assignments. Not intended to take the place of formal ESL courses offered by Andrews University or the Berrien County school system. This course involves participation with the Academic Advanced Program Team (AAPT) counselor.

GNED 691, 692 Pre-Algebra5, .5 unit

A foundation-building course in the fundamentals of arithmetic and algebra. A review of the basic arithmetic functions, fractions, percentages, decimals, positive and negative numbers and simple geometry will form the basis for algebra concepts. Introduction to Algebra will prepare the student for Algebra I. Non-solid credit. Does not count for Math credit for the College Preparatory diploma.

NOTE: To make application for approval to earn academic credit for Work Education, Career Exploration, or Community Service, a student must, in conjunction with a prospective employer, technician, professional, or project director, prepare a written proposal to the Academic Affairs Committee. All arrangements for academic credit must be made prior to the beginning of the selected experience.

The proposal is to state the time period during which the activity will take place, describe the types of supervised experiences in which the student will engage, and the amount of wages to be paid for Work Study. Signatures of the student, parent, and supervisor are required.

When the project is completed the supervisor must submit a written evaluation of the student's experience, including a statement of the number of hours of actual participation. The Academic Affairs Committee will then determine the amount of credit the student will receive, based on the formula that .1 unit equals 36 hours of experience.



FINANCES

Tuition 2011-2012

The total budgeted educational cost per student for the 2011-2012 school year is \$8,550. Subsidies from the Lake Union Conference, Michigan Conference, Andrews University, and constituent churches permit the actual charge per student to be \$7,950. The 2011-12 rate schedule is as follows, but please note that the tuition charges for students who withdraw early or for those who enroll late in the year will have their tuition charges pro-rated for the days they are enrolled:

TUITION

	CASH PAYMENT PLAN
Three to 6.1 Units (including General Fee of \$100)	\$ 7,950.00
Above 6.1 Units (excluding private music lessons), per unit	1,325.00
Less than 3 Units, per unit	1,590.00
College Enrichment, per college credit (50% AU per credit charge)	472.50

FEES

Application for Admission	10.00
Late Application for Admission—filed within 2 weeks of the first day of the semester	20.00
Student Lunch (subsidized rate per meal) (reduced or free lunch information available in office)	3.65
Adult Lunch	4.50
International Student Housing, (as negotiated with local host family)	Arranged
Overseas Student Insurance (approximate annual charge—AU)	950.00
Modern Language Credit by Exam (per unit of credit)	100.00
Driver Education	225.00
Late Registration	15.00
Schedule Change	5.00
Grade Change	5.00
Transcript Fee	10.00
Diploma	100.00
Change in Diploma	20.00
Failure to Follow Required Check-Out Procedure	15.00

TUITION CHARGES AND PAYMENT POLICY

Annual tuition will be charged in ten equal billings. The September statement will include tuition billings one and two, as well as the credit for billing one (paid at Registration in August). Tuition billings three through ten will appear on the statements received October through April. Except for the advance payment of billing one due on Registration Day, monthly debit balances are due by the 25th of the month in which the statement is received.

Miscellaneous charges and applicable discounts will be posted monthly.

*Annual Tuition	Due by Registration	Monthly Billings
\$7,950.00	\$795.00	\$795.00

**Does not include charges for overloads, program changes or other additional expenses.*

School Supplies

Students may purchase used and new textbooks, gym uniforms and gym locker padlocks at the Student Association-operated Textbook Services Center (TSC). These may be charged to the student's account during the first week of each semester.

Textbooks that are to be reused are repurchased and credited to the student's account at the end of the school year. Books are usually repurchased at 60% of the last price, or less if in poor condition.

Student Activities and Extra Charges

The school calendar includes activities, trips and tours that are planned as meaningful options in addition to the regular academy program. Because student involvement in these experiences is optional, the cost of each activity is borne by the student participants through function fees paid by check or in cash calculated for each activity. A list of approximate costs is published annually in the Co-curricular Planning Guide. A copy is mailed to students and is to be signed by each student and his/her parent acknowledging the charges. It is expected that each student will join with his/her parents to study and plan according to family objectives. Expenses for activities involving the entire student body are included in the academy operating budget and no additional charges are made. The additional fees referred to in this section are for activities where only a portion of the students participate.

Financial Aid Plan

Andrews Academy is pleased to present a new financial aid plan with the goal of removing finances as the primary impediment to enrollment. The plan has multiple components, including need-based aid and, for the first time, a comprehensive merit-based scholarship program. Andrews Academy values, and wishes to support, all young people and families who desire a high-quality Adventist Christian education. The Academy's Operating Board has adopted this plan as a one-year pilot program. It begins with the intention of continuing it (or something very similar) into future years; however, the plan represents a major financial investment and the feasibility of continuing it into future years depends on the plan's success in helping to increase Andrews Academy's enrollment. There are a small number of students who are excluded from participation in this program. Those & all other details are available at: http://www.andrews.edu/aa/admissions/paying_for_school/financial_aid.html

Miscellaneous Money Matters

A carrying charge of 1 percent per month is added to all unpaid balances while the student is enrolled. The carrying charge is based on the previous month's balance minus all credits applied to the account during the current month. A carrying charge of 1 percent per month is added to all unpaid balances beginning thirty days after the student discontinues school. There is a \$20.00 fee for each returned check.

Inter-Bank Direct Wire Money Transfer

It may be convenient for account payments to be made for overseas students through inter-bank direct wire transfers. To facilitate such a transaction, the routing information can be provided by contacting the academy office at (269) 471-3138.

Student Employment Payroll Deductions

The Andrews University Student Labor Office offers limited employment to academy students for the purpose of providing financial assistance in fulfilling financial obligations to Andrews Academy. To qualify for possible employment, a student must apply, be accepted, and demonstrate his/her intention to attend the academy.

Attendance at School Functions

Permission to attend classes, sit for examinations, participate in graduation exercises and receive student evaluation reports is based on meeting the above financial requirements.

Transcripts

Transcripts are issued and records released only when accounts are paid in full.

Late Registrants

Students who enroll late but receive full academic credit will be charged full tuition, unless they are transferring from another school.

Change in Charges

In case of unforeseen circumstances, changes in charges and labor plans may be necessary during the year. Actions voted by the university

board of trustees or duly authorized administrative officers at any time shall have equal force with or, if necessary, supersede statements published in this bulletin.

Withdrawing Students

Students who withdraw during the school year will be charged according to the number of days they were enrolled.

SPECIAL STUDENTS

A special student is defined as a person who is not working toward a secondary diploma. A student wishing to enroll for less than three units of credit for a school year is eligible for the pro-rated tuition rate published on the financial information page. This rate applies to students taking no more than two full time classes, plus selected physical education and music classes, not to exceed 2.9 credits for the school year.

COLLEGE ENRICHMENT PROGRAM STUDENTS

The following policy is applied in cases of senior students who are accepted into the College Enrichment Program and are approved to register for lower division undergraduate university courses to supplement their academy load and whose total year-long secondary credit is less than 5 credits.

1. The student is considered an academy student and is charged



the regular full-time academy tuition.

2. The academy determines what fraction of a normal load (five units) the student is required (or chooses) to take in the academy.
3. The academy sets aside for its own use that fraction of the tuition which corresponds to the fraction of a normal academy load for which the student is registered. The remaining fraction of the tuition is made available for the student to draw upon to apply toward the cost of the college courses the student is permitted to take.
4. The college is reimbursed in the amount indicated in the tuition section of the *Handbook* per college credit in which the student enrolls.
5. If the student is permitted to enroll in more college credits than is covered by the remainder of his or her academy tuition, the student will be

charged by the college at the rate indicated in the tuition section of the *Handbook* per credit for each additional credit. A financial accounting is made each semester at the time of college class registration. Additional appropriate charges or credits will appear on the student's next statement, with the balance to be paid by the 25th of the month.

6. The exact amount of credit that the student is authorized to take in the college during the school year is coordinated by the academy vice principal and Academic Affairs Committee.

FUND-RAISING PROGRAM

Student participation in fund-raising is a significant part of the academy's financial program. Financial support from the Michigan Conference, Andrews University, and local area constituent churches provides assistance for the operation of the academy.

Funds for equipment, financial aid scholarships, student activities, and special projects are generated through fund-raising and philanthropic gifts. Each student is expected to participate in fund-raising campaigns, both as part of the school-wide programs and the class- and organization-sponsored programs. The academy respects a family's choice to support these special needs of the school in some other manner.

The annual campaign invites relatives and friends of students as well as alumni and friends of the academy to invest in Andrews Academy through tax-deductible gifts. A variety of other campaigns gives supporters opportunities to invest in specific projects at the academy.

From November through April the academy serves as an agent for delivering and dispensing tree-ripened citrus fruit by personal order. This project supports miscellaneous class and organizational programs and activities.

GIFTS AND BEQUESTS FOR STUDENT AID, SCHOLARSHIPS AND ENDOWED FUNDS

The trustees of Andrews University invite you to join with them in providing an enlarged opportunity for training youth in the traditions of a Christian school. The president and administration welcome the privilege of furnishing basic information regarding suitable memorials, either by gift or bequest. Every year Andrews Academy has an increasingly urgent need for scholarship funds to aid worthy students to continue their education. Unrestricted gifts are most useful; however, it is possible to memorialize or designate at the pleasure of the donor(s).

Address correspondence relative to gifts to the following:

Development Director
Andrews Academy
Berrien Springs, Michigan
49104-0560

The legal title of the corporation is Andrews University.

Form of bequest: "To Andrews University in Berrien Springs, Michigan, I give and bequeath the sum of _____ dollars, to be applied to the uses and benefits of Andrews Academy."

ENDOWED FUNDS

The urgent need for funds to aid needy students increases every year. Support of Adventist Christian education in this vital way is greatly needed. Parties interested in investing in this important program are invited to contact the following:

The Principal/
Development Director
Andrews Academy
Berrien Springs, Michigan
49104-0560

The Andrews Academy Class of 1961 Endowment Fund was established in 2009 by class members of the Class of 1961. The fund provides funding of special faculty professional growth experiences and/or the purchase of instructional materials that will enhance the educational experience of students at Andrews Academy.

The Andrews Academy Endowed Fund for Worthy and Needy Students was established in 1982 with contributions from alumni, parents, present and former faculty and the student body. Income from the fund provides tuition grants for a few students who, without this assistance, would not be able to attend the academy.

The Arthur E. Axelson Memo-

rial Endowed Fund was established in August 1989 by Ida C. Axelson in memory of her husband, Arthur E. Axelson. Income from the investment provides assistance to needy students enrolled at Andrews Academy who are selected by academy administration.

The C. Randall Bauer Memorial Endowed Fund was established by Dr. and Mrs. David H. Bauer in association with the alumni of the classes of 1982 and 1983. The endowment was made in memory of Randy, the Bauer's son, an active, involved member of the class of 1982. Income from the investment provides tuition grants for students who, without this assistance, would be unable to attend Andrews Academy.

The Class of 2005 Spiritual Life Endowment Fund was established in May 2005 by the members of the Class of 2005 and parents. The income from this fund is designated August 5, 2008, to advance Andrews Academy spiritual life activities.

The Clementina S. Nicolas Davis Endowed Scholarship Fund was established by William H. and Karen Shea. Income from the investment is to provide scholarship assistance to needy, worthy students enrolled at Andrews Academy and who are of Latin American (Mexican, Central or South American), Spanish or Portuguese descent, to the extent that there are students who qualify for this scholarship.

The Helen Burbank Ipes Endowed Scholarship Fund was established in 1989 by Helen Burbank Ipes in memory of her late husband, Howard D. Burbank, and her parents, Cornell and Mary Greavu. The scholarship fund will benefit needy and worthy students who are attending Ruth Murdoch Elementary School on odd num-

bered years or Andrews Academy on even numbered years (2008, 2010, etc.) and who are the children of students who come from Third World countries to study at Andrews University.

The Kimberly K. Keller Memorial Endowed Fund was established by friends and family in memory of Kimberly Keller. Kimberly attended Andrews Academy from 1985 to 1987, was very active in the school co-curricular program and was Student Association Vice President-elect. The income from the investment provides tuition grants to some students who otherwise would not be able to attend Andrews Academy.

The Kenneth W. and Helen M. Kilgore Endowed Scholarship Fund was established on February 28, 2001, by Greg and Kaye Fenner. This scholarship is to be awarded annually to deserving student(s) enrolled at Andrews Academy with a diagnosed learning disability which requires the family to fund supplemental academic support while the student is attending Andrews Academy. If more than one student qualifies for the scholarship funds, the funds shall be divided equally among qualifying students so that each student receives no less than \$250, to the extent that there are students who qualify for this scholarship. In the event no student(s) qualify, funds are to be awarded to teachers to further their educational experience in regard to learning disabilities.

The Charles and Florence Mauro Endowed Scholarship Fund was established by Mrs. Florence Mauro, the mother of former Andrews Academy Principal C. Willard Mauro and the grandmother of alumni Dr. Steven D. Mauro and Dr. Nancy Mauro Gerard. The income from the investment provides tuition grants

for students who, without this assistance, would be unable to attend Andrews Academy.

The James R. Nash Andrews Academy Operating Endowment Fund was established in 2003 by friends and family to honor James R. Nash, Vice Principal of Andrews Academy from 1981-2002. The fund provides income for Andrews Academy's Operating Budget and will be awarded annually.

The Douglas R. Newberry Endowment Scholarship Fund was established by Jennifer Newberry Mueller and Bradley Newberry in 2007 in memory of their father who was a faculty member in the Physical Education department at Andrews Academy for over fifteen years. The income from this endowment will be awarded to some worthy and deserving student(s) enrolled at Andrews Academy who is/are, in alternating years, talented in physical education and art design, to the extent that there are students who qualify for the scholarship.

The Richard T. Orrison Endowed Scholarship Fund was established by Andrews Academy alumni and friends in recognition of the significant contributions made by Dr. Orrison as principal of Andrews Academy, 1972-1991. It was under his leadership that a new facility was designed and constructed; academic, co-curricular, and spiritual programs were reorganized, bringing the academy to a model school recognition during the 1984-85 and the 1990-91 school years. Income from the investment provides tuition grants to needy and worthy students enrolled at the academy.

The D. Paul Root Endowment was established by his family, including his daughter Rhonda Root, the art teacher at Andrews Academy and Ruth Murdoch El-

ementary School during the decade of the eighties. The income is to be awarded to student(s) who is/are attending Ruth Murdoch Elementary School on odd numbered years or Andrews Academy on even numbered years (2008, 2010, etc.).

The Smith-Vitrano Memorial Endowment Fund was established in memory of C. Roy Smith, a highly regarded teacher at Andrews Academy for more than thirty years, and his sister Charlene Smith Vitrano, who was associated with Andrews Academy for thirty-eight years in various positions such as business education teacher, registrar, alumni coordinator. The income from this endowment will be awarded to some worthy and deserving student(s) enrolled at Andrews Academy to the extent that there are students who qualify for this scholarship.

The Andrew J. and Julia T. Snyder Endowed Scholarship Fund was established by Andrew and Julia Snyder to be awarded annually to some needy and worthy student(s) enrolled at Andrews Academy who is/are not receiving other Academy Scholarships and who contribute financially toward their tuition through their own earnings to the extent that there are students who qualify for this scholarship. This is not to preclude those who receive scholarships through a church- or conference-based assistance program such as Project Assist.

The Luke Tkachuck Memorial Endowed Fund was established by Mrs. Lydia Tkachuck and her sons, Kenneth and Richard. The endowment was made in memory of Luke Tkachuck, Mrs. Tkachuck's late husband and the father of Kenneth and Richard. Income from the investment provides tuition grants for students who, without this assistance, would be unable to

attend Andrews Academy.

The Thomas A. and Eleanor G. Umek Memorial Endowment Fund was established November 20, 2007, in memory of the special contributions of the Thomas and Eleanor during the decade of the sixties when their children were students at Andrews Academy. The income from this endowment will be awarded to some worthy and deserving student(s) enrolled at Andrews Academy to the extent that there are students who qualify for this scholarship.

The Vitrano Alumni Advancement Endowed Fund was established through gifts from Mrs. Charlene Vitrano, veteran Andrews Academy business education teacher and coordinator of alumni affairs, and her children, alumni Joyce Vitrano Dirnberger, Edwin J. Vitrano and Roger Vitrano. The income from the investment provides assistance for administering the activities of the Andrews Academy Alumni Association.

The Londa Zimmerman-Sweezy Memorial Endowed Fund was established May 24, 1991, by Dr. and Mrs. Bruce Zimmerman, Dr. Devin Zimmerman, Mr. DaRon Zimmerman, and Mr. Edwin Sweezy in memory of Londa Zimmerman-Sweezy, who graduated from Andrews Academy in the class of 1975. Income from this endowment will be awarded to some needy and worthy student(s) enrolled at Andrews Academy.



DIRECTORIES

THE ANDREWS ACADEMY OPERATING BOARD

Chair: Brent Geraty
 Secretary: Robert Overstreet, Principal, Andrews Academy, *Ex Officio*

Membership of the Operating Board of Andrews Academy is composed of three categories: elected members, appointed members, and ex-officio members. Elected membership represents the following constituent groups: Seventh-day Adventist churches in southwestern Michigan encompassing the geographical territory designated by the Michigan Conference as District 9; pastors from the southwestern Michigan Adventist churches; the Andrews Academy Alumni Association, and the Andrews Academy Student Association. The appointed membership is composed of three members appointed each spring by the president of Andrews University. Two appointed members represent at large the parents of Andrews Academy students. The other appointed member is selected from among the faculty of the Andrews University School of Education. Ex-officio membership consists of the Andrews University vice president for academic administration, the director of the University School, the principal of Andrews Academy, the principal of Ruth Murdoch Elementary School, the director of education for the Lake Union, and superintendent for education for the Michigan Conference. Members of the Andrews Academy Operating Board for the 2011-2012 school year:

Appointed by Andrews University:
 Alger, Sallie
 Allen, Karen
 Bradfield, Martin
 Fisher, Judith

Appointed by Pioneer Memorial Church:
 Jardine, Tamara (2012)
 Erno Gyeresi (2012)
 Francisco, Joe (2011)
 Knott, Ronald (2012)
 Kosinski, Rick (2012)
 Ryan, Rob (2011)
 Terrell, Sharon (2011)

Appointed by Constituent District 9 Churches:
 Goetz, Michael (District 9 Pastor Representative)
 Baldwin, Wendy (VAES Principal)
 Segui-Weiss, Ivonne (B.S. SDA Spanish Church)
 Gray, James (Eau Claire Principal)
 Hamilton, Lloyd (All Nations)
 Curtis, Susan (Niles Westside SDA Church)
 Quion, Rudy (Michiana Fil-Am SDA Church)
 Regal, Darah (Buchanan SDA Church)
 Schmidt, Nancy (St. Joseph SDA Church)
 DeWind, Sally (Stevensville SDA Church)
 Smith, Greg (Village SDA)
 Zebron Ncube (Highland Ave SDA Church)
 To be determined (Andrews Korean SDA Church)
 To be determined (Chikaming SDA Church)
 To be determined (Dowagiac SDA Church)
 To be determined (Eau Claire SDA Church)
 To be determined (Fairplain SDA Church)
 To be determined (Glenwood SDA Church)

Academy Alumni:
 Academy Student Association:
 Academy Parent Representative (PPI):
 Umek, Dena
 Rorabeck, John Henri
 Weithers, R. Deborah

Ex Officio:
 Schalk, Lawrence (AU)
 Waller, David (RMES)
 Kulasekere, Sunimal (Michigan Conference)
 Martz, James (Lake Union Conference Education)
 Sudds, Garry (Lake Union Conference Education)

Invitee:
 Atkins, Steve
 Baker, Tom
 Wright, Rebecca

ADMINISTRATION

UNIVERSITY ADMINISTRATION

Niels-Erik A. Andreasen, PhD, President
 Andrea Luxton, PhD, Provost
 Glenn A. Meekman, BS, CPA, Controller
 Daniel Agnetta, MA, Director of Human Resources
 Merle E. Bascom, BA, Treasurer
 David A. Faehner, PhD, Vice President for University Advancement
 Lorena L. Bidwell, MBA, Chief Information Officer
 Stephen Payne, BA, Vice President for Enrollment Management
 Frances Faehner, MA, Vice President for Student Services
 Brent G. T. Geraty, JD, General Counsel
 Lawrence Schalk, MBA, Vice President for Financial Administration

THE UNIVERSITY SCHOOL ANDREWS ACADEMY ASSOCIATES IN ADMINISTRATION

Cleon E. White, MA, Principal of Andrews Academy, Director of Admissions and Records

ASSISTANTS IN ADMINISTRATION

Sari H. Butler, MA, Director of Student Services

FACULTY OF ANDREWS ACADEMY

Alan D. Anderson (1970)

Supervising Instructor
Technology Education
BS, Andrews University;
MA, Western Michigan University

Steven N. Atkins (1992)

Supervising Instructor
Biology & Earth Science
BS, MS, Andrews University

Thomas L. Baker (1976)

Supervising Instructor
English, German
BS, University of Minnesota;
MA, Rice University;
MA, Andrews University;
Study - Princeton University,
Middlebury College, Indiana
University, University of Nebraska

Patricia A. Banks (2003)

Supervising Instructor
Home Economics & Health
BA, Andrews University;
MA, Loma Linda University

Sari H. Butler (1998)

Director of Guidance
Supervising Instructor
BA, MA, Andrews University

Carrie Chao (2008)

Instructor
Chemistry & Mathematics
BS, Taiwan
MA, Andrews University
Study - Andrews University

Hector D. Flores (2011)

Instructor
Orchestra, Strings and Vocal Music
BA, Andrews University
MM, Andrews University

Alvin R. Glassford (2000)

Instructor
Religion
BA, Newbold College;
MDiv, Andrews University

Byron Graves (2011)

Instructor
Bells and Band
BMus, Andrews University
MMus, Central Michigan
University

Richard T. Orrison

Principal Emeritas
BA, James Madison University
MA, University of Redlands
EdD, University of
Northern Colorado

Robert Overstreet (2011)

Principal
BS Southern College
MA University of Tennessee

Gina Pellegrini (1998)

Instructor
AAPT & ESL
BA, Union College
MA, Andrews University

John T. Reichert (1987)

Instructor
Physical Education
BS, Andrews University;
Study - Western Michigan
University

Keila L. Sanchez (2005)

Instructor
Art and Spanish
BA, Andrews University

David Sherman (1999)

Instructor
History
BA, Andrews University
MA, Andrews University;
Study - Western Michigan
University

David A. Van Denburgh

Instructor (2001)
English
BA, Andrews University;
Study - Andrews University

Rebecca S. Wright (1997)

Supervising Instructor
English
BA, MA, Andrews University

Richard L. Wright (2005)

Instructor
Physics and Mathematics
BS, Andrews University
MA, Andrews University

