

Welcome

On behalf of the faculty and staff of the Community and International Development Program, I take this opportunity to extend you a warm welcome to the Class of 2013, or for those of you in the Advanced Standing track, welcome to the Class of 2012!

It is a privilege to present to you our comprehensive curriculum, which will provide you with a rounded theoretical education and opportunities for practice which will strengthen and enhance your capacity to achieve excellence in coursework and professional service, as well as continuous professional development.

The purpose of this handbook is to provide you with the necessary information and resources that ensure your successful completion of the curriculum in a timely manner. The procedures and protocols described here are adopted from the general policy for graduate studies at Andrews University. Besides the general policies regarding admissions requirements and various protocols to be followed at different stages of the program, the handbook contains regulations and guidance regarding research projects, thesis and portfolio development, as well as comprehensive examinations.

I wish you a successful and rewarding experience of learning and growth as you plan for a career of service and leadership. I look forward to working with you, and I pray that God will continue to bless you with wisdom and strength as you mark milestone upon milestone on your road to academic and professional excellence.

I wish you an enlightening and productive time at Andrews University.

Welcome!

Joel Raveloharimisy

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Community & International Development Program Faculty

Joel Raveloharimisy, Ph.D. Candidate, MBA

Assistant Professor of Behavioral Sciences

Director, Community & International Development Program

- Concepts of Community Development
- Needs Assessment, Capacity Mapping & Program Planning
- Ethics of Development
- Organization & Human Resources
- Social Policy
- Professional Development Seminar
- Portfolio Development Seminar
- Colloquium

Karl Bailey, PhD

Assistant Professor of Psychology

- Research Methods II – Introduction

Harvey Burnett, PhD

Assistant Professor of Psychology

- Emergency Preparedness

Ann Gibson, PhD

Professor of Accounting

- Survey of Accounting

José R. Goris, PhD

Professor of Management

- Management for Non Profit Organizations

Herb Helm, PhD

Professor of Psychology

- Research Methods III – Advanced Research Design: Experimental & Survey
- Research Methods IV – Advanced Statistical Analysis & SPSS

Øystein S. LaBianca, PhD

Professor of Anthropology

- Research Methods II
- Research Projects/ Master Thesis
- Development Anthropology

Lionel N. A. Matthews, PhD

Associate Professor of Sociology

- Organizational & Community Leadership

Duane C. McBride, PhD

Research Professor of Sociology

Chair, Behavioral Sciences Department

- Budgeting, Fundraising, & Grantsmanship
- Research Methods III – Advanced Research Design: Experimental & Survey

James Temple

- Survey of Economics—Macroeconomics

Carmelita Troy, PhD

Associate Professor of Accounting

- Survey of Accounting

Curtis J. VanderWaal, PhD

Research Professor of Social Work

Chair, Social Work Department

- Program Implementation & Evaluation

Every effort has been made to assure the accuracy of the information in this handbook. Information for this handbook has been compiled from different sources including but not limited to the Andrews University Bulletin 2011-2012 and the Andrews University website. Please refer to same for more detailed information. Students are advised that the provisions in this handbook do not constitute a contract between a student and Andrews University.



~ J. N. Andrews Benediction ~

And now, as we set forth, we commit ourselves to the merciful protection of God, and we especially ask the prayers of the people of God that His blessing may attend us in this sacred work.

—John Nevins Andrews

September 15, 1874

Mission Statements

~ Andrews University ~

Andrews University educates its students
for generous service to the church and society
in keeping with a faithful witness to Christ
and to the worldwide mission of the Seventh-day Adventist Church.

Accordingly, students are challenged

- to be inquisitive
- to think clearly and communicate effectively
- to explore the arts, letters, and sciences within the context of a Christian point of view
- to develop competencies in their chosen fields of study
- to prepare for a meaningful position in the work place
- to respect ethnic and cultural diversity
- to embrace a wholesome way of life
- to heed God's call to personal and moral integrity
- to nurture life in the Spirit, and
- to affirm their faith commitment.

~ Community and International Development Program ~

The Community and International Development Program is committed to
preparing individuals for excellence
during a lifetime of professional service
and compassion in action.

Contact Information

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Table of Contents

Welcome.....	1
Community & International Development Program Faculty	2
Mission Statements.....	5
Contact Information	6
Table of Contents.....	7
Andrews University.....	8
Admission/Enrollment Information.....	10
Program Details.....	15
Course Planner – Regular Standing.....	19
Course Planner – Advanced Standing	20
The Project Management Cycle and the MSCID: Curriculum	21
Core Course Descriptions.....	22
Concentration Profile.....	26
Internship Information	36
Possible Internship Sites	36
Project and Thesis Information	37
Comprehensive Examination.....	40
Colloquium	42
Professional Development Seminar.....	42
Portfolio Development Seminar	42
Graduate Research Assistantships	43
Graduation Requirements.....	43
Code of Academic Integrity	47
Andrews University Resources.....	50
Funding Options.....	58
Local Transportation Resources	60
Appendices.....	61
Learning Objectives for Internship/Field Practicum.....	Error! Bookmark not defined.
Internship Memorandum of Understanding	Error! Bookmark not defined.
Internship Hours Log.....	Error! Bookmark not defined.
Evaluation of Student Performance in Internship.....	Error! Bookmark not defined.
Internship Presentation Guidelines	Error! Bookmark not defined.
Graduate petition.....	Error! Bookmark not defined.
Transfer credit request	Error! Bookmark not defined.
Research Project Mentor	Error! Bookmark not defined.
Report of completion of project.....	Error! Bookmark not defined.
Advancement to candidacy.....	Error! Bookmark not defined.
Application for comprehensive examination.....	Error! Bookmark not defined.
Report of comprehensive examination result	Error! Bookmark not defined.
Graduate application for graduation	Error! Bookmark not defined.
Off-campus Semester Option	Error! Bookmark not defined.

Andrews University

Although located in a peaceful, rural part of Michigan, Andrews University embodies a global humanitarian mission. Founded in 1874 by Seventh-day Adventist pioneers as a small liberal arts college, the University has a current on-campus student body of about 3000 representing over 100 nationalities and nearly 80 major fields of study. It also offers off-campus programs to about 2,500 other students around the world.

Among its 25,000 alumni can be found members of national assemblies and congresses, governors, leaders of international humanitarian organizations, college and university presidents, captains of industry, business entrepreneurs, engineers, lawyers, medical doctors, ministers, teachers, and representatives of a host of other callings.

Andrews' campus environment gives the visitor compelling evidences of the Adventist worldview with its emphasis on stewardship of the earth, the mind, body, and spirit. Its beautiful grounds have been designated an arboretum with over 300 species of native and exotic trees and shrubs. Food served in campus dining halls is vegetarian, and faculty and students are expected to refrain from consumption of tobacco products and alcohol-containing beverages. The residential campus has separate dormitories for single men and women and a range of housing options for married couples and families. Religious services are central to the weekly rhythm of campus life.

Service is an integral part of a student's program. A focal point of Andrews' community interventions has been nearby Benton Harbor, one of America's most needy inner cities. Over the past 20 years, partnerships have been formed with dozens of organizations in this town, including city hall, the school system, local churches, and various community development agencies and projects.

These partnerships have enabled Andrews' students to contribute thousands of hours to help local organizations expand their humanitarian activities. In targeting agencies to be served through this capacity-building program, priority has been given to those that have emphasized education and employment training. Thus, the largest proportion of student service hours are devoted to tutoring and to initiatives that have helped provide employment skills and other training needed to enable local residents to attain economic independence.

Faculty and students in various departments and institutes are engaged in research related to Andrews' global humanitarian mission. Examples include the Department of Agriculture, which is studying the benefits of solar barns on bovine health. At the Institute for Prevention of Addiction, research is advancing on ways to motivate youth to stay away from addictive substances. The Department of Biology has made one of the foci of its research the campus environs, which it has developed into an arboretum. The Department of Nutrition has long researched the health benefits of various vegetarian diets.

The Department of Behavioral Sciences is involved in several international research projects studying AIDS risk behaviors and prevention. In cooperation with the Institute of Archaeology, it is researching long-term food system dynamics, focusing especially on ancient water and soil

management practices in Jordan and Palestine. These are all areas in which Community & International Development students may become involved while focusing on their chosen concentration area.

Because of its historic role as a private faith-based institution, Andrews University has, since its founding, sought to strengthen civil society. It has done so through its graduates, a large number of whom – working in their own home communities – are helping to create and sustain service clubs, youth organizations, and a host of private voluntary organizations and community service agencies. Generous giving to education and to international faith-based aid organizations is another notable attribute of Andrews University graduates.

Education at Andrews University has always been rooted in the concept of Christian service. Educators, administrators, nurses, agronomists, and various technicians have developed schools, hospitals, agricultural programs, and a host of other institutions and facilities that can improve the quality of life and empower people globally. The Master of Science in Community & International Development (MSCID) is led by the same principles of service. The main goal is provide students with the opportunity of a purposeful mission of service, either locally, through community development, or globally through international development work.

The Community & International Development program (CIDP) is housed in the College of Arts and Sciences. The policy governing and monitoring admission of students to the program, student academic progress and admission to candidacy status is in compliance with the Andrews University policy and is governed by the School of Graduate Studies. The implementation of new courses and curricula, as well as scheduling and content of concentration offerings is under direct coordination of the CIDP Director who works closely with the Curriculum Committee and the School of Graduate Studies.

Admission/Enrollment Information

To be admitted to regular standing in the Community and International Development Program for the MSCID degree, students must:

Qualify for general admission into graduate studies at Andrews University

Have completed an undergraduate course in statistics. Provisional acceptance is granted, with the undergraduate statistics course to be completed during the first semester in the program.

They must also meet the requirements outlined below.

MSCID—Regular Standing, Two-Year Program

Required:

The regular standing two-year program requires 45–51 credits of coursework and at least 300 hours of internship. Students in the regular two-year program complete the Social Science Foundation and research courses, as well as the advanced courses. Applicants to the regular two-year program must meet the following criteria, in addition to other general admission requirements of the Andrews University Graduate School:

- A bachelor's degree from an accredited college or university;
- An overall GPA of 3.00 in undergraduate course work, or 3.50 in 8 or more credits of previously taken graduate courses graded A–F. Students may be admitted provisionally with a GPA of 2.6 or higher. Such students must maintain a GPA of 3.0 or higher during their first 12 graduate credits to continue in the program.
- Satisfactory scores on the Graduate Record Exam (GRE) taken no more than 5 years prior to the intended admission date. Students may be admitted provisionally prior to taking the GRE. However, they must take the exam before enrolling in their second semester in the program.
- Completed Graduate Application packet.
- The director of the program may request a personal interview, an additional reference, and/or other information.

Recommended: A reading knowledge of a foreign language is strongly recommended for those planning on graduate work.

It is expected that all majors will present at least one paper at a professional conference and publish at least one article in a professional journal before graduation. This paper should be included in the student's portfolio and will be evaluated as part of SOCI632, Portfolio Development Seminar.

MSCID—Advanced Standing, One-Year Program

Required:

The advanced standing one-year program requires 30+ credits of coursework and at least 300 hours of internship. This alternative will allow students to finish their MSCID in one year, provided that they have taken the following courses (or their equivalents) during their junior and senior years in college: Social Policy, Emergency Preparedness, Anthropology, Macroeconomics, Organization and Human Resources, Survey/Fundamentals of Accounting, Research Methods II, III, & IV.

In addition to having completed the prerequisites listed above, applicants to the one-year Advanced Standing program should meet the requirements for the regular two-year program, including:

- A bachelor's degree from an accredited college or university;
- An overall GPA of 3.00 in undergraduate course work, or 3.50 in 8 or more credits of previously taken graduate courses graded A–F. Students may be admitted provisionally with a GPA of 2.6 or higher. Such students must maintain a GPA of 3.0 or higher during their first 12 graduate credits to continue in the program.
- Satisfactory scores on the Graduate Record Exam (GRE) taken no more than 5 years prior to the intended admission date. Students may be admitted provisionally prior to taking the GRE. However, they must take the exam before enrolling in their second semester in the program.
- Completed Graduate Application packet.

The director of the program may request a personal interview, an additional reference, and/or other information. Incoming graduate students who have finished their undergraduate degree in a relevant field or at a different university, but lack no more than 12 credits of the courses required for advanced standing in the MSCID program may be admitted into advanced standing but are required to take those twelve or fewer credits in addition to those required in the advanced standing program.

Recommended: A reading knowledge of a foreign language is strongly recommended for those planning on graduate work.

- It is expected that all majors will present at least one paper at a professional conference and publish at least one article in a professional journal before graduation.

Admission/Enrollment Categories

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

Regular Status

Students are admitted with regular status who meet:

- General admission requirements,
- Minimum academic standards for graduate programs at Andrews University,
- Specific admission requirements of the departments/programs in which they plan to enroll.

Provisional Status

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

At the time the provisional admission is granted, the student's deficiency is noted. A plan and a deadline to remove the deficiency is made clear. In any case, deficiencies **must** be removed and the regular status must be granted by the time the student completes 50% of the total requirements for the master's program. Students who fail to meet these requirements are dropped from the program in which they had provisional admission. Students who have not take the GRE prior to enrollment must do so before their second semester in the program.

Students enrolled on provisional status may not

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

Permission to Take Classes (PTC)

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

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

Enrollment on a PTC basis does not guarantee or imply future admission to a degree program. Normally, transcripts are not required for PTC enrollment. PTC enrollment must be requested at registration each semester that the student wishes to enroll in a course on PTC basis. Courses taken on a PTC basis generally do not count toward a graduate degree. However, up to 8 credits may be applied by petition after the student has applied for and been accepted into a

graduate degree program. The request should be filed during the first semester the student is enrolled in the graduate program. Petitions are evaluated on an individual basis. They are not automatically approved. Students registered on a PTC basis cannot have dual enrollment. When the department and school reach a decision in response to a student's request, they will inform the student in writing as to the status of his/her acceptance: regular, provisional, or denial.

Dual Enrollment Status

Dual enrollment is available to graduate students who want to get undergraduate credits toward an additional undergraduate degree while working at the same time on a graduate degree. This status is also available to graduate students who want to pursue two graduate degrees at the same time.

Graduate and Undergraduate Enrollment

The student must satisfy all of the following requirements:

- Have completed a four-year baccalaureate degree from an accredited American university or senior college, or its equivalent
- Be accepted on regular or provisional status in a graduate program at Andrews University
- Normally take no more than 16 credits combined graduate and undergraduate each semester.
- The limitations on the undergraduate credits taken are the following:
- Credits earned toward the additional baccalaureate degree may not be used also to count towards the total necessary for completion of the graduate program
- The GPA on undergraduate credit does not count toward the graduate GPA.

Graduate and Graduate Enrollment

The student must satisfy all of the following requirements:

- Have completed a four-year baccalaureate degree from an accredited American university or senior college, or its equivalent
- Be accepted on a regular or provisional basis into the two graduate programs in which enrollment is desired
- Submit a planned program for completion of the two graduate programs to advisors from both programs for their approval.

The advisors must meet with and counsel the student regarding the planned program prior to approval. Until such approval, the student is admitted to the dual enrollment status on a provisional basis only. When the planned program has been approved, the advisors communicate such approval to the appropriate school deans/graduate program coordinators and to the dean of the School of Graduate Studies. They, in turn, will clear the student for regular admission into the two programs. Advisors from both programs continue to approve course work on a semester to semester basis as the student continues on dual enrollment. Changes and exceptions related to the planned program must be approved through regular channels, including both schools, if more than one school is involved in the proposed graduate programs.

The limitations on the credits taken are the following:

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

International Student Admission – Special Admission Requirements

Before international students can be admitted, they must satisfy the university requirements regarding the following:

- The equivalency of their previous education to an American baccalaureate degree. To facilitate a fair evaluation of their previous education, prospective students must send a transcript or transcripts of all education completed. If the transcript(s) is/are not in English, a certified literal translation, not interpretation, is required to accompany the original document(s).
- The financial ability to undertake the proposed course of study. For more details, please see the Andrews University Bulletin.
- Visa for studying in the USA.

Graduate Scholarship Program

The university's Graduate Scholarship Program offers scholarships to eligible students in most entry-level graduate programs. The graduate scholarships will offer, for those who qualify, an overall percentage discount on the specific tuition for that student's program, based on the student's GRE scores.

Scholarships are calculated as a percent of tuition and are awarded as follows: Those with a GRE score of 1000 would receive a scholarship equal to 10% of tuition; those with 1200, 25% of tuition; and those with 1300, 50% of tuition. For students who have taken the exam more than once, the latest exam scores (prior to enrollment) will be considered. For more information, see <http://www.andrews.edu/grad/scholarship/index.html>.

Program Details

Regular Standing: 45-51 Credits

Social Science Foundations—8-9 cr.

SOCI520 (2cr) Concepts of Community Development

SOCI550 (2cr) Social Policy

OR

PLSC435 (3cr) Public Policy

SOCI508 (2cr) Emergency Preparedness

ANTH600 (2cr) Seminar in Cultural Anthropology or ANTH517 (2cr) Development Anthropology

Planning/Evaluation—6 cr.

SOCI530 (2cr) Needs Assessment, Capacity Mapping, & Program Planning

SOCI535 (2cr) Budgeting, Fundraising, & Grantsmanship

SOCI545 (2cr) Program Implementation & Evaluation

Economics—2 cr.

ECON500-002 (2cr) Survey of Economics—Macro

Management—5-6 cr.

PSYC515 (2cr) Organization & Human Resources*

* If PSYC515 is not available, a student may take BSAD515 (3cr) Organizational Behavior

BSAD530 (3cr) Management of NPO

Individual and Organizational Accountability—8-9 cr.

ACCT500 (2cr) Survey of Accounting*

*If student has ACCT500 or equivalent in last 2 years, take ACCT620 (3cr) Financial Statement Analysis

SOCI640 (2cr) Ethics in Development

SOCI638 (2cr) Organizational & Community Leadership

SOCI631 (1cr) Professional Development Seminar

SOCI632 (1cr) Portfolio Development Seminar

SOCI670 (0cr) Comprehensive Exam

SOCI677 (0cr) Colloquium

Research Requirements (Capstone Activities)—8-10 cr.

SOCI432 (2cr) Research Methods II: Introduction

Prerequisite: BHSC230 Research Methods I (or equivalent)

SOCI533 (2cr) Research Methods III: Advanced Research Design—Exp. And Survey

SOCI534 (2cr) Research Methods IV: Advanced Statistical Analysis & SPSS©

SOCI698 (2cr) Research Project

OR

SOCI699 (4cr) Master's Thesis

Practicum Requirements—2 cr.

SOCI680 (2cr) = 300 hours Field Practicum

Concentration Electives—6-9 cr.

Students must select a minimum of 3 elective classes

Advanced Standing: 30+ Credits

Social Science—2 cr.

SOCI520 (2cr) Concepts of Community Development

Planning/Evaluation—6 cr.

SOCI530 (2 cr) Needs Assessment, Capacity Mapping & Program Planning

SOCI535 (2 cr) Budgeting, Fundraising & Grantsmanship

SOCI545 (2 cr) Program Implementation & Evaluation

Management—3 cr.

BSAD530 (3 cr) Management of NPO

Individual and Organizational Accountability—6 cr.

SOCI640 (2 cr) Ethics in Development

SOCI638 (2 cr) Organizational & Community Leadership

SOCI631 (.5, .5cr) Professional Development Seminar

SOCI632 (1cr) Portfolio Development Seminar

SOCI670 (0cr) Comprehensive Exam

SOCI677 (0 cr) Colloquium

Research Requirements (Capstone Activities)—2-4 cr.

SOCI698 (2cr) Research Project

OR

SOCI699 (4cr) Master's Thesis

Practicum Requirements—2 cr.

SOCI680 (2 cr) = 300 hours Field Practicum

Concentration Electives—9-12 cr.

Student must select at least 4 classes in area of concentration

MSCID: COMMUNITY & INTERNATIONAL DEVELOPMENT
Course Schedule for Regular Standing 2-year Masters Degree (45-51 Credits)
2011 Cohort

Semester 1 (Fall) 8.5-11.5 Credits	Semester 2 (Spring) 10.5-11.5 Credits	Semester 3 (Summer) 2-9 Cr	Semester 4 (Fall) 10.5-11.5 Credits	Semester 5 (Spring) 11.5-12.5 Credits	Semester 6 (Summer) 2 Credits
** SOCI 532 - (2cr) Research Methods II (TR) 14:00-15:15	SOCI 533 - (2cr) Research Methods III (TR) 14:00-15:15	SOCI 640 - (2cr) Ethics in Development (May 7-11, 9:00-16:00)	BHSC 508 - (2cr) Emergency Prep. (W) 15:30-17:15	SOCI 698 - (2cr) Research Project (ARR)	SOCI 650 (0cr) Project Continuation
SOCI 520 - (2cr) Concepts of Community Development (M) 15:00-16:45	SOCI 534 - (2cr) Research Methods IV (MWF) 9:30-10:20	BHSC 578 - (4-7 cr) Study Tour (optional) *	SOCI 638 - (2cr) Organizational & Community Leadership (W) 15:30-17:20	ANTH 517 - (2cr) Development Anthropology (TR) 14:00-15:15	SOCI 680 - (2cr) Field Practicum (minimum 300hrs.)
SOCI 530 - (2cr) Needs Assmnt, Capacity Mapping, & Prog. Planning (T) 15:30-17:20	SOCI 535 - (2cr) Budgeting, Fund Raising, Grantsmanship (W) 12:30-14:20		SOCI 550 - (2cr) Social Policy (R) 10:00-11:50	SOCI 545 - (2cr) Program Implementation & Evaluation (M) 12:30-14:20	SOCI 670 (0cr) Comprehensive Exam
ACCT 500-002 - (2cr) Survey of Accounting (MWF) 10:30-11:20	PSYC 515 - (2cr) Organization & Human Resources (T) 15:30-17:15		ECON 500-002 - (2cr) Survey of Economics: Macroeconomics (MWF) 8:30-9:20	BSAD 530 - (3cr) Management of Not-for- Profit Organizations (W) 18:30-21:15	
	Concentration Elective #1 (2-3cr) *	Concentration Elective #2 (2-3cr) *	Concentration Elective #3 (2-3cr) *	Concentration Elective #4 (2-3cr) *	
SOCI631-001 - (.5cr) Professional Development Seminar (R) 17:00-18:15 (1x/mo)	SOCI631-002 - (.5cr) Professional Development Seminar (R) 17:00-18:15 (1x/mo)		SOCI 632-001 - (.5cr) Portfolio Development Seminar (R) 17:00-18:15 (1x/mo)	SOCI 632-001 - (.5cr) Portfolio Development Seminar (R) 17:00-18:15 (1x/mo)	
SOCI 677 - (0cr) Colloquium (1x/mo) (R) 17:00-18:15	SOCI 677 - (0cr) Colloquium (1x/mo) (R) 17:00-18:15		SOCI 677 - (0cr) Colloquium (1x/mo) (R) 17:00-18:15 (1x/mo)	SOCI 677 - (0cr) Colloquium (1x/mo) (R) 17:00-18:15	
Pre/Co-requisite (does not count toward MSA degree credits):					
BHSC 230 - (3cr) Research Methods I (MWF) 9:30-10:20					

*Students should take a minimum of 3 elective courses (at least 6 credits) in a chosen area of emphasis.

Course Schedule--Advanced Standing 1-year Master's Degree

(30+ Credits)

Semester 1 (Fall) 10.5-12.5 Credits	Semester 2 (Spring) 11.5 Credits	Semester 3 (Summer) 8-11 Credits
SOCI 520 - (2cr) Concepts of Community Development	BSAD 530 - (3cr) Management of not-for-profit Organizations	SOCI 640 - (2cr) Ethics in Development
SOCI 638 - (2cr) Organizational & Community Leadership	SOCI632 (1cr) Portfolio Development Seminar	SOCI 680 - (2cr) Field Practicum
SOCI 530 - (2cr) Community Needs Assessment, Capacity Mapping, & Program Planning	SOCI 535 - (2cr) Budgeting, Fund Raising & Grantsmanship	SOCI 670 (0cr) Comprehensive Exam
Concentration Elective#1 (2-3cr)	SOCI 545 - (2cr) Program Implementation & Evaluation	Concentration Elective#4 (2-3cr)
Concentration Elective#2 (2-3cr)	Concentration Elective#3 (2-3cr)	SOCI 650 (0cr) Project Continuation
SOCI631-001- (.5cr) Professional Development Seminar	SOCI631-002 - (.5cr) Professional Development Seminar	SOCI 698 - (2cr) Research Project OR SOCI 699 - (4cr) Thesis
SOCI 677 - (0cr) Colloquium	SOCI 677 - (0cr) Colloquium	

*Students should take a minimum of 4 elective courses (at least 9 credits) in a chosen area of emphasis.

Course Planner – Regular Standing

Semester 1—Fall (9.5-12.5 cr)

- 2cr – Research Methods II: Introduction (SOC1532)
 - Pre-requisite: Research Methods I (BHSC230) (3cr)
- 2cr – Concepts of Community Development (SOC1 520)
- 2cr – Needs Assmnt, Cap. Mapping & Prog. Planning (SOC1 530)
- 2cr – Survey of Accounting (ACCT 500)
 - If student has ACCT500 equivalent in last 2 years, take:
 - Financial Statement Analysis (ACCT620) (3cr)
- .5cr – Professional Development Seminar (SOC1631-001)
- 0cr – Colloquium (SOC1677)

Semester 2—Spring (11.5-12.5 cr)

- 2cr – Research Meth. III: Adv. Research Design–Exp. & Survey (SOC1533)
- 2cr – Research Methods IV: Adv. Statistical Analysis & SPSS© (SOC1534)
- 2cr – Budgeting, Fundraising & Grantsmanship (SOC1 535)
- 2cr – Organization & Human Resources (PSYC515)
- .5cr – Professional Development Seminar (SOC1631-002)
- 0cr – Colloquium (SOC1677)
- ___cr – Concentration Elective _____

Semester 3—Summer (2-8 cr)

- 2cr – Ethics in Development (SOC1 640)
- 4-6cr – Study Tour (BHSC578)
 - or
- ___cr – Concentration Elective _____

Semester 4—Fall (11.5-12.5 cr)

- 2cr – Survey of Economics (ECON 500-002) – Macro
- 2cr – Social Policy (SOC1550)
- 2cr – Emergency Preparedness (SOC1508)
- 2cr – Organizational & Community Leadership (SOC1 638)
- ___cr – Concentration Elective _____
- .5cr – Portfolio Development Seminar (SOC1632)
- 0cr – Colloquium (SOC1677)

Semester 5—Spring (11.5-12.5 cr)

- 3cr – Management of NPO (BSAD 530)
- 2cr – Program Implementation & Evaluation (SOC1 545)
- 2cr – Seminar in Cultural Anthropology (ANTH600)
 - or Cultural Anthropology (ANTH517)
- ___cr – Concentration Elective _____
- 2-4cr (choose one)
 - Research Project (SOC1698) (2cr)
 - Master's Thesis (SOC1699) (4cr)
- .5cr – Portfolio Development Seminar (SOC1632)
- 0cr – Colloquium (SOC1677)

Semester 6—Summer (2 cr)

- 2cr – Field Practicum (SOC1680) minimum 300 hours
- 0cr – Comprehensive Exam (SOC1670)
- 0cr – Project Continuation (SOC1650)

Course Planner – Advanced Standing

Semester 1—Fall (11.5 cr)

- 2cr – Concepts of Community Development (SOCl 520)
- 2cr – Organizational & Community Leadership (SOCl 638)
- 2cr – Ethics in Development (SOCl 640)
- 2cr – Concentration Elective _____
- 3cr – Concentration Elective _____
- .5cr – Professional Development Seminar (SOCl631)
- 0cr – Colloquium (SOCl677)

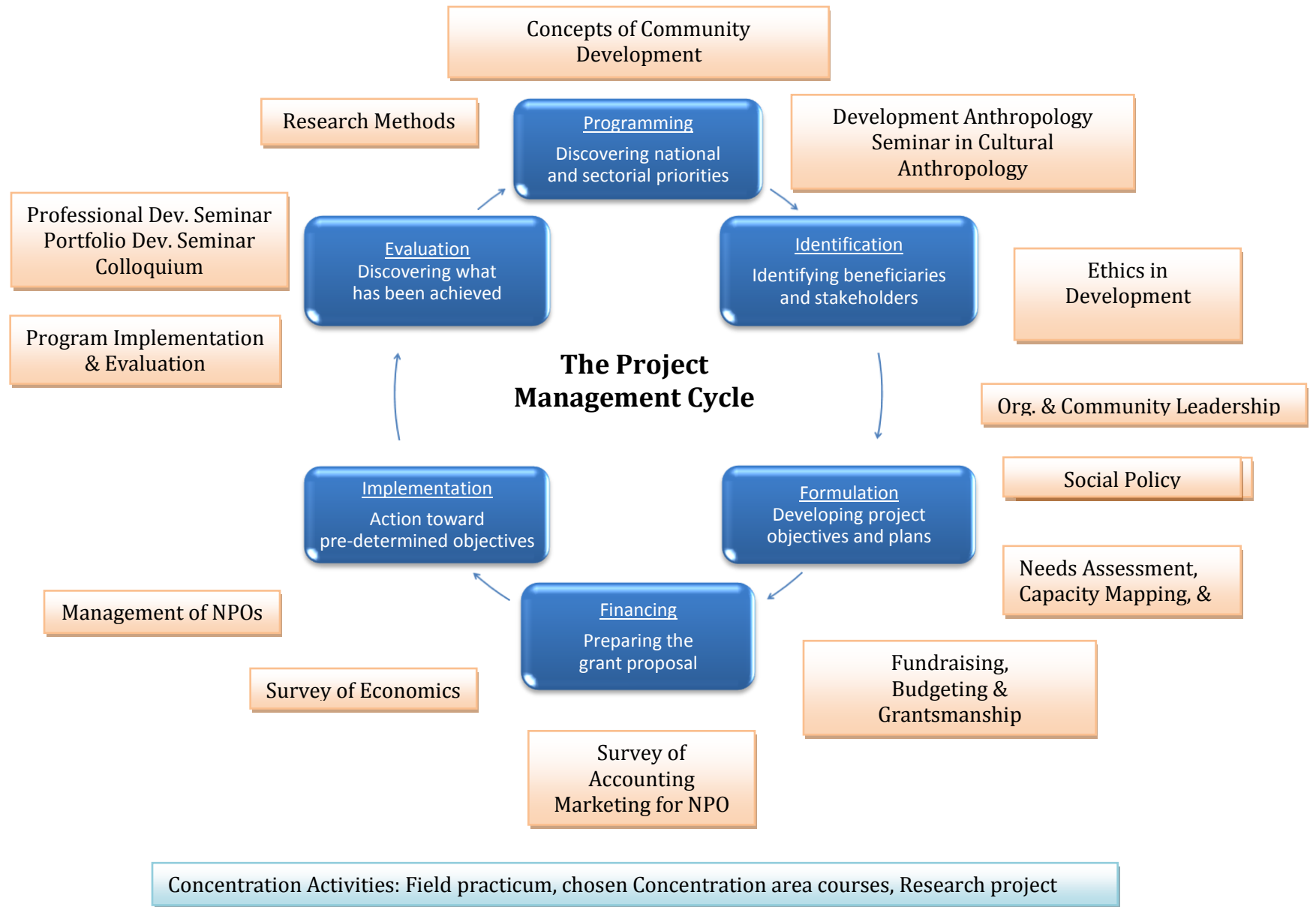
Semester 2—Spring (13.5-15.5 cr)

- 2-4cr (choose one)
 - Research Project (SOCl698) (2cr)
 - Master's Thesis (SOCl699) (4cr)
- 3cr – Management of NPO (BSAD 530)
- 2cr – Program Implementation & Evaluation (SOCl 545)
- 2cr – Concentration Elective _____
- 3cr – Concentration Elective _____
- .5cr – Professional Development Seminar (SOCl631)
- 1cr – Portfolio Development Seminar (SOCl632)
- 0cr – Colloquium (SOCl677)

Semester 3—Summer (10-12cr)

- 2cr – Needs Assessment, Capacity Mapping & Program Planning (SOCl 530)
- 2cr – Budgeting, Fundraising & Grantsmanship (SOCl 535)
- 2cr – Field Practicum (SOCl680)
- 4-6cr – Study Tour (BHSC578)
- or
- ___cr – Concentration Elective _____
- 0cr – Comprehensive Exam (SOCl670)
- 0cr – Project Continuation (SOCl650)

The Project Management Cycle and the MSCID: Community & International Development Curriculum



Core Course Descriptions

ACCT 500-002 - (2cr) Survey of Accounting

Studies fundamental concepts of financial accounting. Topics include the accounting cycle, financial statement preparation, content and analysis of financial statements.

ANTH 600 - (2cr) Seminar in Cultural Anthropology

The study of culture and cultural variation. The contemporary beliefs, values, institutions and material way of life of people in North America are contrasted with those of people living in other regions of the world today and in the past.

BHSC578 - (1-6cr) Study Tour

Travel to selected areas of anthropological, geographical, sociological and/or psychological interest combined with lectures, directed readings and assignments. The amount of credit and the geographic area are designated at the time a study tour is announced. A maximum of 6 credits may be applied to one of the majors in the Department of Behavioral Sciences.

BSAD 515 - (3cr) Organizational Behavior

Application of behavioral sciences to management. The examination of contemporary theories and principles of human behavior. Topics include perception, personality, attitudes, emotions, motivation, leadership, decision making, communication, group processes, diversity, organizational change, self-awareness, and stress management. A research paper and case analysis are required.

BSAD 530 - (3cr) Management of Not-for-Profit Organizations

Issues facing managers in third-sector organizations. Studies of the mission and objectives pursued, strategic leadership and board composition, organizational structure and operation, marketing and fund-raising, financial management, training and motivation of volunteers, assessment of stakeholder satisfaction and overall operating effectiveness. A major field project and a library research project are required.

ECON 500-002 - (2cr) Survey of Economics: Macroeconomics

An analysis of national income and expenditures according to current theories to understand how the overall economy works, as well as a study of theories currently used to explain how people choose what to consume and produce within the capitalistic system. Not available for MBA program.

PLSC 435 - (3cr) Public Policy

An introduction to the theories and methods used by comparativists to study public policies. Topics include policy variations and similarities in education, health, social security, economics, taxation and environmental policy. Examines the interaction between policy development and institutions and various theoretical models of policy making.

PSYC 515 - (2cr) Organizations & Human Resources

This course teaches students to apply psychological theories and principles to the inner workings of organizations. The following topics are discussed in detail: employee selection and training, small group behavior, leadership, attitudes and motivation, power and politics, and

strategies for fostering organizational change. Students will learn to interpret research findings accurately and responsibly, and there will be a special emphasis on learning to conduct empirical research in organizational settings.

SOCI 432 - (2cr) Research Methods II - Introduction

Asking researchable questions. Reviewing the literature. Hypothesis formulation. Research methodology emphasizes qualitative approaches but includes discussion of instrumentation, subject selection and data collection procedures. Andrews' human subject- research review process. Informed consent. Writing assignments include theoretical essay, pilot study, second pilot study, research journal. Lab schedule will be arranged. Prerequisite or Corequisite: BHSC230 or STAT285.

SOCI 508 - (2cr) Emergency Preparedness

Provides an introduction to basic philosophy and concepts of Emergency Preparedness as required by FEMA (Federal Emergency Management Agency) and most states which certify staff. Includes use of FEMA—provided modules in the Professional Development Series which are accepted prerequisites for advanced classroom courses. A passing grade is required on each module for a satisfactory grade and receipt of a Professional Development Series Certificate of Completion.

SOCI 520 - (2cr) Concepts of Community Development

Community development refers to the practice of planning and implementing projects to improve the quality of life for people living in poverty, both locally and internationally. Development will be presented as the building of social capital in our communities that enables them to function at a higher and more efficient level. Building on the core Christian principles that emphasize development, this course will provide students with a better understanding of community, while applying basic development concepts to local and international realities.

SOCI 530 - (1-2cr) Needs Assessment, Capacity Mapping, & Program Planning

An overview of various methods of assessing community needs, mapping community capacity, and program development. Includes damage assessment for emergency situations.

SOCI 533 - (2cr) Research Methods III - Advanced Research Design: Experimental & Survey

The principles of designing, administrating, interpreting, and writing experimental research, questionnaires and interview schedules. Survey also focuses on coding procedures and scale construction. Structured around a research project, and the interpretation of scientific reports and professional journals. Lab schedule will be arranged. Corequisite: SOCI 534. Prerequisites: BHSC230 or STAT285 and SOCI 532.

SOCI 534 - (2cr) Research Methods IV - Advanced Statistical Analysis & SPSS©

A study on advanced parametric and non-parametric techniques such as two-way ANOVA, regression and power. The utilization of SPSS© in the analysis and interpretation of statistical data. An analysis of professional journals and reports with an emphasis on the statistical reasoning. Corequisite: SOCI533. Prerequisites: BHSC230 or STAT285 and SOCI532.

SOCI 535 - (1-2cr) Budgeting, Fund Raising & Grantsmanship

Building on needs assessment, capacity mapping and program planning, the related topics of budgeting, fund raising and grant-writing are presented. Hands-on experience is sought, linking classroom instruction and real community situations.

SOCI 545 - (2cr) Program Implementation & Evaluation

Strategies for implementation. Review of various methods of evaluation with emphasis on measuring outcomes and assessing quality in community program development.

SOCI 550 - (2cr) Social Policy

Develops basic knowledge and skills for policy analysis, formulation and critical challenge within local and international contexts. Examines the determining factors affecting public policy in the United States as compared with other systems. Provides framework for analysis of social problems and policies, as they impact development and practice in human services.

SOCI 638 - (2cr) Organizational & Community Leadership

Focus on leadership theories and strategies. Students develop the capacity to apply these theories and strategies adaptively in leadership situations within organizational and community context. Students explore how leadership styles, communication, planning, organizing, decision making, and marketing impact organizational and community change.

SOCI631 - (.5-1) Professional Development Seminar

An overview of salient issues and problems related to the topic; an orientation to communities of researchers and professionals working on the topic; an inventory of baseline competencies of persons professing expertise on the topic; and a survey of the opportunities for professional involvement related to the concentration. To be taken during the first two semesters a student is in the program. Repeatable.

SOCI632 (1cr) Portfolio Development Seminar

Facilitates MS closure prior to graduation. Students prepare and defend their portfolios. Each student reviews and documents his/her learning and personal goal attainment. Exploration of issues related to career development and life-long learning. To be taken during a student's final year in the program. Pre/Corequisite: PSYC640.

SOCI 640 - (2cr) Ethics in Development

An ethical framework for the understanding of social transformation. Ethical paradigms are explored, as well as historical examples of how development interventions have generated social change. Focus on contemporary approaches to development, revolution and liberation.

SOCI 650 - (0cr) Project Continuation

Student may register for this title while clearing deferred grade (DG) and/or incomplete (I) courses with advisor approvals only. Registration for this title indicates full-time status.

SOCI 670 - (0cr) Comprehensive Exams

SOCI 677 - (0cr) Colloquium

This course provides a forum for development and peer review of research projects by CIDP graduate students. The course is to be taken each semester the student is enrolled in the Community & International Development Program. Repeatable. S/U Grade.

SOCI 680 - (1-2cr) Field Practicum

Students integrate course content and theory into practice during a 300-hour field practicum coordinated with each student's research project and/or concentration that is the concluding requirement for the concentration. 260 hours may be done with the student's primary employer, but all students must complete one week (40 hours) in an external organization. Students must submit a practicum proposal indicating approval from a sponsoring organization and learning objectives. Upon completion, the student submits a practicum portfolio. Prerequisite: 2 courses in concentration.

SOCI 698 - (2-3cr) Research Project

A research project is carried out by a master's degree candidate in which the student's mastery of the research process is demonstrated. A typical end product might be a community assessment study, a program evaluation study, a best practice benchmarking study, or a problem-solving study. Registration for this title indicates full-time status.

SOCI 699 - (4cr) Master's Thesis

Concentration Profile

Concentration Areas

The concentration area is selected by individual choice and will draw on Behavioral Sciences faculty strengths and utilize courses offered throughout the university. The program director/advisor, in consultation with the student, will select a minimum of 6–9 credits (regular standing) or 9-12 credits (advanced standing) of elective courses related to the chosen concentration to meet the student's career goals. Students interested in international exposure but who cannot afford an overseas internship may elect to take a Study Tour for 4 of the credits required for the concentration.

The tour should be relevant to the student's area of concentration. Students who decide to take the Study Tour will be required to take an additional 4 credits towards their area of concentration. The student will submit a plan and rationale for the concentration requirements to the program director/advisor for approval.

Suggested concentration areas include:

- Advocacy
- Community Education
- Community Health
- Disaster Preparedness
- Forced Migration
- Gender, Poverty and Microenterprise
- International Relations
- NGO Development and Operations
- Peace and Conflict Resolution

Suggested courses that may apply to a specific concentration are outlined below. The schools and departments regulate policies that govern the elective courses offered as part of the concentration package. Some elective courses may require pre-requisites and should be discussed in advance with the program director/advisor for guidance in completing the concentration. However, please note that the list contains suggested courses; it is not exhaustive. Students may suggest alternative courses, with proper argumentation, and discuss alternatives with the program director/advisor. See AU Bulletin for more information on alternative classes, transfer requirements, etc.

The Field Practicum and Research Project/Thesis will necessarily be related to the area of concentration in order to provide students with an in-depth understanding of the chosen area, and with the possibility of applying coursework in practice. Students are required to undertake a 300-hour internship through a field placement with a domestic, national, or international organization/project. Internships are based on prior approval and advice from the program director. Arrangements for the internship will be made by the program director/advisor pending availability and feasibility of the placement proposed by the student.

Planning your concentration

Concentrations are built in the program for enhancing the expertise of the student in a particular area, providing a multitude of flexible ways to complete them. Due to this flexibility, as well as to the various options available, students should start planning for their concentration from the very beginning of the program.

The key person assisting with this planning is the academic advisor. Students will be referred to a concentration advisor as they decide for a particular topic of interest.

Selecting a Concentration

A concentration is a centering of your program of study in one field of learning in which you expect to do work on advanced level. In selecting a field to concentrate in, you should be mindful of the following:

- Previous learning that could serve as a foundation for your concentration, such as a background in agriculture, social work, health, or engineering.
- Future plans that you may have with regard to work and study which you would like to begin to build toward.
- Current or emergent opportunities in your place of employment for which you would like to prepare yourself to be involved.
- Availability of training opportunities in a possible area of concentration through Andrews University, your employer, a local university, or a distance learning program of which you are aware.
- Recommendations of your academic advisor with regard to what is doable given the policies and requirements of the MSCID program.

Minimum Requirements for Concentrations

In building your concentration students should keep in mind the following minimum expectations of all concentrations:

- Must include a minimum of 3 courses of concentration coursework (at least 6 semester credits) for regular standing students, or a minimum of 4 courses (at least 9 semester credits) for advanced standing students, as presented in the bulletin.
- Must include a practicum component consisting of 300 hours of training directly related to the concentration. It is highly recommended that students will take their field practicum in concentration-related areas. The field practicum will count for an additional 2 credits beyond concentration coursework.
- Must include a research component carried out by the student under supervision by an expert in the student's field of choice.
- Must include a comprehensive exam component to be written by the student in connection with the general comprehensive exam.

- Must include a portfolio component to be assembled by the student over the course of the program, demonstrating the concept of project management.

Plan of Work for Concentrations

When planning for the concentration, students should be considering the following issues:

1. Core courses offer opportunities to work on assignments that might relate to the area of concentration.
2. The practicum requirement for the degree should be planned to include/relate to the practicum required for the concentration.
3. The research requirement for the degree should be planned to focus on a topic directly related to the concentration area.
4. Supervised independent study in a concentration area is an option that might be allowed for completing the concentration, once the main courses for that concentration are covered.
5. For concentration courses that have prerequisites, students should plan in advance with the academic advisor and the concentration advisor, to meet the requirements for registering for those classes.
6. If there is interest for more than one area of concentration, students should discuss this issue with the academic advisor. Students have the option of taking an extra graduate certificate in an area of interest, besides the 6 minimum credits for the concentration required for the degree. Also, for related areas, concentration could be planned to include broader students' interests.

Concentration Courses

Advocacy

PLSC420: (3cr) Human Rights, Violations and Reconciliations

An interdisciplinary approach to concepts of human rights within western and non-western traditions. The course will evaluate legal and political instruments that address human rights and examine the meaning and relevance of these rights to such contemporary issues as torture, political repression, war crimes, and genocide and refugees.

PREL510: (2cr) Advancement and Communication (Public Relations)

Developing communication skills necessary to the non-profit arena, including working with volunteers, promoting and positioning various service organizations. Communication with relevant publics.

PLSC230: (3cr) International Relations

This course provides a general introduction to the study and practice of international relations, including the roles played by nation states, international organizations, international law, power, morality, globalization, and terrorism. Special emphasis will be placed on alternative theories and models that have been employed in the study and practice of international relations from classical antiquity to the present.

SOCI425: (3cr) Racial and Ethnic Relations

A study of the distinctive racial and cultural minorities in American society with an emphasis on problems and adjustments within the larger society.

NOTES:

* For advanced Standing students, emphasis is offered in odd years (e.g. 2011-12, 2013-14, etc)

** For regular standing students, please choose 9 credits from the classes listed above.

Community Education

SOCI470: (3cr) Demography

Overview of the world's population; spatial dimensions of human populations; fertility concepts, measurements, trends, levels, and explanations; mortality and migration; population structures, life chances; population growth, economic development, and the environment.

COMM436: (3cr) Intercultural Communication

Students examine the relationship between culture and communication and the ways culture influences values and perceptions. Discussion and activities help students develop and apply analytic and communication skills which enable them to interact with cultural sensitivity and communicate more effectively in intercultural, interethnic, and cross-gender contexts. Particularly useful for students in business, behavioral sciences, education, and theology.

EDCI610: (3cr) Teaching the Adult Learner

Examines and applies educational theory to skills used by helping professionals in the classroom, community and clinical facility. Topics include the taxonomies of learning, learning styles, multiple intelligences, educational technology and application

NOTES:

*For advanced Standing students, the emphasis is offered in odd years (e.g.2011-12, 2013-14, etc)

**For regular standing students, please choose 9 credits from the classes listed above.

Community Health

SOCI415: (2cr) Substance Abuse in American Society

An overview of substance-use terminology, historical issues, definitions, epidemiology, consequences and drugs of abuse within an American cultural and historical framework. Normally offered odd years.

SOCI420: (3cr) Medical Sociology

Analysis of the relationship between social characteristics and the incidence and prevalence of disease, as well as geographical determinants of health and medical systems. Normally offered even years.

SOCI460: (2cr) Death and Grief in Contemporary Society

The study of cultural and societal perspectives on death and personal and interpersonal dynamics of death and dying.

BHSC450: (3cr) Community Health and Human Disease

Examines in-depth emerging issues in the behavioral sciences. May be repeated in different specialized areas.

NRSG517: (3cr) Health Care Systems

Examines the organizational structure of health-care systems in the United States and other countries. Alternative approaches for the delivery of health care are compared with consideration of quality-related, economical, and ethical concerns.

FDNT469: (2cr) International Nutrition

A study of world food production, supply, storage, and marketing. Causes and symptoms of nutritional deficiencies in the developing world. Diseases of the affluent. Effects of nutritional deprivation on health and productivity. Effects of social and cultural factors in nutrition.

* Students must choose 9 credits from the classes listed above.

Disaster Preparedness

BHSC425: (2cr) Emergency Planning

Principles of emergency planning used in any type of disaster. Includes working with volunteers, handling special events, evacuation, mass fatalities, planning for schools, and homeland security planning. Required course for Michigan professional Emergency Management (PEM) certification. Includes satisfactory completion of FEMA-provided modules in Professional Development Series. Prerequisite: BHSC/SOWK 408.

BHSC449: (2cr) Disaster Response and Emergency Operations

Study of the phases of disaster response and recovery with attention to local, state, and national roles and expectations. Models of emergency management operations including communication, coordination, and chief executive decision making under conditions of disaster response will be emphasized. Attention will be given to the problems and concerns of recovery of victims and communities and the implications of disaster recovery efforts. Required course for PEM certification. Evidence of Satisfactory completion of PDS modules, IS244 Developing and Managing Volunteers, IS 546-547 Continuity of Operations, and IS700 National Incident Management System.

BSAD526: (3cr) Emergency Management

Study of the ideas and concepts of emergency management. Expands basic principles covered in FEMA Independent Study (IS) modules, giving attention to leadership issues in managing change and making sound policy decisions and communicating during crisis incidents. Includes attention to specific hazards, laws, and standards of state government and federal requirements. Relationships between community preparedness and local emergency management programs will be emphasized. Emphasis will be given to the Integrated Command Systems (ICS) and Emergency Operations Center models of emergency management operations. Required course for Michigan PEM certification. Includes satisfactory completion of FEMA-provided modules in Professional Development Series. Prerequisites: BHSC/SOWK401 or IS modules IS-100 and IS-244.

COMM435: (3cr) Crisis Communications

Understanding communication during crisis conditions. Planning, preventing and anticipating Public Relations emergencies. Preparing a crisis communication's plan including internal and external consulting factors. Implementing Public Relations activities including understanding and handling the media and the press, explaining technical information, communicating about risks and responding to warnings. Notification priorities and protocols. Developing information centers and methods and tools for disseminating information during emergencies.

Forced Migration

EDPC755: (3cr) Refugee & Displaced Populations Clinical Interventions

A study of major contemporary theories and treatment modalities of crisis intervention for working with displaced diverse populations. The course provides students with opportunities to learn theory and practical skills in a variety of areas including crisis intervention, disaster relief training and PTSD.

*Note – Supplemental courses will be provided through consultation with the program director.

Gender, Poverty & Microenterprise

COMM446: (3cr) Gender Communication

The study of the interactive relationships between gender and communication as experienced in various contexts such as personal relationships, school and work settings (even years).

SOCI430: (3cr) Gender Roles in Contemporary Society

Significant issues related primarily to the concerns of women as members of American society,

but also in cross-cultural perspective. Includes such topics as socialization in sex roles, women in the professions, women in minority groups, the feminization of poverty, and women and substance abuse and crime.

BSAD410: (3cr) Entrepreneuring

A systematic study of entrepreneuring, with an emphasis on contemporary trends. The creation, assessment, development, and operation of new and emerging ventures, including home-based businesses, franchises, and existing business purchases. Addresses entrepreneurial profiles and elements required to write a business plan. Prerequisites: BSAD355 and MKTG310.

ECON427: (3cr) Economic Development

A study of the problem of poverty in the world and theories about the growth of developing countries. The effects of population growth, trade and aid, alternative strategies for expansion, and challenges facing these countries are evaluated. Prerequisites: ECON225, 226.

ACCT455: (3cr) Accounting for Not-for-Profit Organizations

The study of the fundamental accounting systems used by government, hospitals, schools, and other not-for-profit organizations. Topics include the budgeting process, and the analysis and interpretation of non-profit financial statements. Prerequisite: ACCT322.

BSAD545: (3cr) International Management

Understanding the global enterprise and how management concepts, principles, and practice transcend national boundaries. Focus on global strategies, the importance of cultural differences to organizational effectiveness, management of people in international organizations, personnel selection and repatriation, political risks, ethics and social responsibility.

*Students must choose 9 credits from the classes listed above.

International Relations

BSAD560: (3cr) Intercultural Business Relations

Study of the role of culture in business, aims to develop skills in cross-cultural communication and negotiations; and prepares the student for the increasing cultural diversity in the workplace. A research paper and a project are required.

BSAD545: (3cr) International Management

Understanding the global enterprise and how management concepts, principles, and practice transcend national boundaries. Focus on global strategies, the importance of cultural differences to organizational effectiveness, management of people in international organizations, personnel selection and repatriation, political risks, ethics and social responsibility.

SOCI470: (3cr) Demography

Overview of the world's population; spatial dimensions of human populations; fertility concepts, measurements, trends, levels, and explanations; mortality and migration; population

structures, life chances; population growth, economic development, and the environment.

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PLSC420: (3cr) Human Rights, Violations and Reconciliations

An interdisciplinary approach to concepts of human rights within western and non-western traditions. The course will evaluate legal and political instruments that address human rights and examine the meaning and relevance of these rights to such contemporary issues as torture, political repression, war crimes, and genocide and refugees.

PREL510: (2cr) Advancement and Communication

Developing communication skills necessary to the non-profit arena, including working with volunteers, promoting and positioning various service organizations. Communication with relevant publics. (Public Relations)

ECON427: (3cr) Economic Development

A study of the problem of poverty in the world and theories about the growth of developing countries. The effects of population growth, trade and aid, alternative strategies for expansion, and challenges facing these countries are evaluated. Prerequisites: ECON225, 226.

SOWK437: (2cr) International Social Work

This course reviews the concepts, issues and organizations related to the international social work. It gives students the historical perspective of the involvement of social workers in international action including both the development and human rights efforts. The course includes a discussion of international ethics, global policy and international exchange.

PLSC585: (3cr) Seminar in International Relations

An examination of the study and practice of international relations, including the roles played by nation states, international organizations, international law, power, morality, globalization and terrorism. Special emphasis will be placed on alternative theories and models that have been employed in the study and practice of international relations from classical antiquity to the present.

*For advanced Standing students, the emphasis is offered in odd years (e.g. 2011-12, 2013-14, etc)

**For regular standing students, please choose 9 credits from the classes listed above.

NGO Development & Operations

BSAD545: (3cr) International Management

Understanding the global enterprise and how management concepts, principles, and practice transcend national boundaries. Focus on global strategies, the importance of cultural differences to organizational effectiveness, management of people in international

organizations, personnel selection and repatriation, political risks, ethics and social responsibility.

PREL510: (2cr) Advancement and Communication

Developing communication skills necessary to the non-profit arena, including working with volunteers, promoting and positioning various service organizations. Communication with relevant publics. (Public Relations)

SOWK437: (2cr) International Social Work

This course reviews the concepts, issues and organizations related to the international social work. It gives students the historical perspective of the involvement of social workers in international action including both the development and human rights efforts. The course includes a discussion of international ethics, global policy and international exchange.

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ACCT455: (3cr) Accounting for Not-for-Profit Organizations

The study of the fundamental accounting systems used by government, hospitals, schools, and other not-for-profit organizations. Topics include the budgeting process, and the analysis and interpretation of non-profit financial statements. Prerequisite: ACCT322.

BSAD560: (3cr) Intercultural Business Relations

Study of the role of culture in business, aims to develop skills in cross-cultural communication and negotiations; and prepares the student for the increasing cultural diversity in the workplace. A research paper and a project are required.

PREL460: (3cr) Development

Provides student with an understanding of the facets of development intrinsic to a non-profit organization. Students work on team projects in local agencies and organization. They report to the class, write reflection papers, and give a final oral presentation about their experiences.

BSAD670: (3cr) Human Resources Seminar

Topics may include human resources planning, job analysis and design, recruitment, screening and selection, training and career development, performance evaluation, compensation and rewards, affirmative action, discipline, unions, grievances, and conflict resolution. Emphasis on cases, projects, and research. Prerequisite: BSAD515 or permission of instructor.

MKTG540: (3cr) Marketing for Non-Profit Organizations

The study of marketing concepts and tools for not-for-profit institutions. Topics include marketing research, conducting a marketing audit, communication strategy, publicity, development and philanthropy. A field project and case analyses are required. Prerequisite: MKTG310 or permission of instructor.

* Students must choose 9 credits from the classes listed above.

Peace & Conflict Resolution

SOCI470: (3cr) Demography

Overview of the world's population; spatial dimensions of human populations; fertility concepts, measurements, trends, levels, and explanations; mortality and migration; population structures, life chances; population growth, economic development, and the environment.

COMM435: (2cr) Crisis Communications

Understanding communication during crisis conditions. Planning, preventing and anticipating Public Relations emergencies. Preparing a crisis communication's plan including internal and external consulting factors. Implementing Public Relations activities including understanding and handling the media and the press, explaining technical information, communicating about risks and responding to warnings. Notification priorities and protocols. Developing information centers and methods and tools for disseminating information during emergencies.

COMM436: (3cr) Intercultural Communication

Students examine the relationship between culture and communication and the ways culture influences values and perceptions. Discussion and activities help students develop and apply analytic and communication skills which enable them to interact with cultural sensitivity and communicate more effectively in intercultural, interethnic, and cross-gender contexts. Particularly useful for students in business, behavioral sciences, education, and theology.

PLSC420: (3cr) Human Rights, Violations and Reconciliations

An interdisciplinary approach to concepts of human rights within western and non-western traditions. The course will evaluate legal and political instruments that address human rights and examine the meaning and relevance of these rights to such contemporary issues as torture, political repression, war crimes, and genocide and refugees.

COMM320: (3cr) Interpersonal Communication

Emphasis is placed on interpersonal skills for the workplace. Students examine components of interpersonal communication such as listening, perception, managing conflict, etc., and then apply specific strategies to build relationships.

*For advanced Standing students, the emphasis is offered in odd years (e.g. 2007-07, 2009-10, 2011-12, etc)

**For regular standing students, please choose 9 credits from the classes listed above.

***The Mennonite Seminary offers electives in this area. Please inquire at the CIDP office.

Internship Information

The CIDP's curriculum requires 6 – 9 credits of concentration courses. The Field Practicum is the concluding requirement for the concentration. The Field Practicum is one of the most critical elements of the CIDP curriculum. It assists students in the process of building expertise in the chosen area of concentration, by providing an applied practical component to the theoretical knowledge acquired in classes. The following are the CIDP's requirements for Field Practicum:

- It must be matched with the student's concentration, and research project;
- Prior starting the field practicum, students must submit for approval to the CIDP Director a practicum proposal including:
 - a. an approval form from a sponsoring organization;
 - b. a rationale for choosing this particular organization/country;
 - c. a statement on how this particular field of work ties with the concentration; and
 - d. a learning plan that includes student's goals and objectives for the chosen field practicum;
- The student must complete a minimum of 300 in-field hours;
- Students must have taken at least two courses in the chosen area of concentration.

Possible Internship Sites

ADRA - www.adra.org

Africare - www.africare.org

Amnesty International - www.amnesty.org

Care International - www.care.org

The International Fund for Agricultural Development - www.ifad.org

The Organization of American States - www.oas.org

The Pan American Health Organization - www.paho.org

The World Bank - www.worldbank.org

U.S. Agency for International Development - www.usaid.gov

United Nations - www.un.org

United Nations Development Programme (UNDP) - www.undp.org

UNESCO - www.unesco.org

UNICEF - www.unicef.org

United Nations World Food Programme (WFP) - www.wfp.org

World Vision - www.worldvision.org

This list is not exhaustive. Other options are available.

Project and Thesis Information

Student Supervisory Committees - Master's Degree Committee

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

Master's Project

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

Master's Thesis

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

Standards for Writing: Dissertation Secretary

The master's thesis must demonstrate the candidate's capacity for original and independent work, include a critical evaluation of previous research, and emphasize new conclusions. The format of the thesis also must conform to the guidelines found in the *Andrews University Standards for Written Work*. When, in the opinion of the student and his/her full committee, the thesis has been completed satisfactorily and a final draft has been submitted, the committee, by official action, declares it to be ready for the oral defense. Before a defense can take place, however, the candidate must submit the committee-approved thesis to the dissertation secretary who checks it for conformity to the *Andrews University Standards for Written Work*. After it is approved, a date for the defense may be set in consultation with the program director.

Defense of Thesis

The oral defense must be completed no later than four weeks before a candidate plans to graduate. A thesis is approved if no more than one negative vote is given. An abstention is recorded as a negative vote. The department chair or program director is responsible for notifying the appropriate dean or graduate program coordinator of the outcome of the defense. The decision of a student's examining committee is recorded and signed on the appropriate form and submitted to the appropriate dean or graduate program coordinator. A copy is sent to the Academic Records Office. A committee chair usually assists a student by way of a check sheet to ensure the prescribed deadlines are met. The thesis may be handed in at any time during the year, but the deadlines listed here determine the date of graduation.

After the Defense

After the defense,

- The student makes all corrections.
- As soon as possible, but no later than two weeks before graduation, the student submits a complete corrected copy of the thesis to the School of Graduate Studies via the dissertation secretary for approval to duplicate. At that time, any changes made after the defense should be pointed out.
- After the dissertation secretary gives approval to duplicate, the student has two options:
 - Option 1.* The dissertation secretary arranges for duplicating with Andrews University LithoTech, and the student's account is billed for duplicating three copies: two for the Library and one for the School involved. At this point, the dissertation secretary submits the Notification of Thesis Completion form to the Records Office and the student's dissertation process is complete.
 - Option 2.* The student personally arranges for duplicating the required three copies of the thesis. These are delivered to the dissertation secretary who then submits the Notification of Thesis Completion form to the Records Office. At this point the dissertation process is complete.
- Strict adherence to the deadline of 10 days before graduation is essential or graduation is postponed.

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

Grades for Thesis

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

Institutional Review Board

The Andrews University Institutional Review Board oversees research. They have tightened the expectations for proposed research involving human subjects and have focused more carefully on meeting federal regulations.

Without carefully meeting federal expectations, the university is seriously liable for any failures. Federal requirements will soon mandate that all faculty and graduate students must have specialized training in the ethical practice of research.

Any research involving people must be approved; consent forms and/or letters must be completed; and proper protocol must be observed. For more information, see <http://www.andrews.edu/grad/OSR/>.

Comprehensive Examination

Each student in the Community and International Development Program is required to pass a written Comprehensive Examination at the end of his/her studies. The Comprehensive Examination questions will be based on the concepts and principles taught in the core courses and from the concentration requirement the student has taken during the program.

Upon completion of 50% of course work, the student should apply for advancement to degree candidacy. This form should be completed by the student, approved by the CIDP Director, then submitted to the graduate office

Comprehensive Examination review questions will be provided to the CIDP Director by the course instructors at the conclusion of each course, and these will be given to the student once the following requirements are met.

An MSCID student is not permitted to sit for the Comprehensive Examination until s/he satisfies four criteria: 1) completion of all core course work; 2) completion of all concentration requirements except the final Research Project or Master's Thesis; 3) regular admission status in the program; 4) official advancement to degree candidacy.

Format of the Comprehensive Examination

The Comprehensive Examination will be given in a one-day session over eight hours.

A. Core Courses – 6 hours (morning)

Part A will consist of 24 essay type questions covering the topics of the core courses. Students are required to select 12 questions to answer. Each section has 4 questions, of which the student will be required to answer 2:

- Social Science Foundations
- Economics
- Accountability
- Planning and Evaluation
- Management

An average of 30 minutes should be allocated for each answer. Each of the twelve questions must be attempted. Failure to answer any question will constitute a “no pass” grade for the entire Comprehensive Exam.

B. Research and Concentration - 2 hours (afternoon)

One comprehensive essay question is intended to cover the student's area of specialization or concentration. Each student will identify in advance the area of Concentration to be covered on this portion of the Comprehensive Examination.

Evaluation of the Comprehensive Examination

A minimum of three faculty members will read and evaluate each Comprehensive Examination. Each section of the Comprehensive Exam will be graded by a professor familiar with the topic. If the answer is considered questionable, a second opinion will be obtained.

Each question will be evaluated according to the numerical scale below.

A	10 points	B-	6 points	D+	2 points
A-	9 points	C+	5 points	D	1 point
B+	8 points	C	4 points	F	0 points
B	7 points	C-	3 points		

Interpretation of the scores will be according to the following guidelines:

Part A – Core Courses (twelve questions) 120 points

If the final score is at least 84 points and:

No more than one score falls below 7

Two scores fall below 7

Three or more scores fall below 7

Then:

The student receives a passing grade.

The student may rewrite the examination in the two areas that fall below 7.

The student will have one opportunity to rewrite all of Part A of the examination.

If the final score is less than 84 points and:

One score falls below 7

Two or more scores fall below 7

Then:

The student may rewrite the examination in the area that falls below 7.

The student will have one opportunity to rewrite all of Part A of the examination.

Students who are required to re-take parts of the exam must answer previously-unanswered questions. Only one re-take opportunity will be granted.

Part B – Research and Concentration (one question) 30 points

This part of the Comprehensive Exam will constitute 40% of the final grade. A passing grade for this question will be a minimum of 20 points. If a student earns a score below 20, the student will have one opportunity to rewrite the Concentration question.

Notification of Exam Results

Official notification of the Comprehensive Exam results will be sent in writing to the student. A student will not receive the exam back. Student exams are kept in permanent file.

Colloquium

During each semester several colloquia will be organized to assist students in completing the CIDP requirements. The colloquium will be held on Thursdays, according to the following schedule. All CIDP students are required to attend these sessions.

The agenda will include, but is not limited to, the following topics: network between students according to their concentration emphasis to discuss research opportunities, internship procedures and planning issues, student field practicum report and presentations, and other relevant topics.

Fall semester	Spring semester
September 1	January 12
October 6	February 2
November 3	March 1
December 1	April 5

Professional Development Seminar

The Professional Development Seminar has been designed to assist you in preparation for professional excellence. The Professional Development Seminar will be held on Thursdays, according to the following schedule. All first-year CIDP students are required to attend these sessions. Students are required to meet with the instructor on an individual basis at least once a month to review student progress. Appointments should be made for the week following each Professional Development Seminar class.

Topics include but are not limited to: Curriculum Vitae / Résumé development, portfolio development, conference attendance and professional presentations, publications, job search.

Fall semester	Spring semester
August 25	
September 15	January 19
October 13	February 16
November 17	March 15
December 1	April 19

Portfolio Development Seminar

The Portfolio Development Seminar facilitates closure prior to graduation by guiding students through the preparation and defense of their portfolios, which reviews and documents learning and personal goal attainment throughout the program. The Portfolio Development Seminar will be held on Thursdays, according to the following schedule. All students in their final year of the program are required to attend this class.

Spring semester, 2012	
	January 26
February 9	February 23
March 8	March 29
April 12	April 26

Graduate Research Assistantships

The Department of Behavioral Sciences through the Community and International Development Program is making available a limited number of graduate research assistantships. In these assistantships, students will work directly with Behavioral Sciences faculty on research projects. In many cases, students are able to publish or present their findings. We will attempt to match student interests with the most appropriate faculty projects. While we make every effort to give assistantships to all students who are interested, both funds and faculty projects are limited. Therefore, there is no guarantee of assistantship prior to signing a contract.

As part of their work responsibilities, students working as graduate research assistants are required to submit time logs to the program Administrative Assistant each Monday before 12:00 noon.

Graduation Requirements

General Minimum Requirements for a Master's Degree – MSCID

The general minimum requirements for awarding master's degrees include the following:

- A student must satisfactorily fulfill a schedule of studies approved by the student's advisor and the graduate program coordinator or dean of the appropriate school.
 - The number of credits to be completed depends on the minimum requirements for the degree: regular standing 45-51 credits, and advanced standing 30+ credits.
 - The student's schedule of studies must include at least one-half of the required minimum credits in course work numbered 500 and above. Exceptions are made where a course of study specifically outlined in this bulletin makes provision for an adjustment to the required number of credits numbered 500 and above.
- The student must submit evidence of competence in conducting investigation in his/her field of study. A student may fulfill his requirement by one of the following:
 - A thesis
 - Written reports of one or two research projects
 - Research methods or other appropriate course work.
- Where required, and only after a student has been advanced to degree candidacy, he/she must successfully complete general written and/or oral comprehensive examination. Usually this is done within the last semester of a student's program. For an accurate schedule, please see the section on Comprehensive information.

Academic Standards

Candidates for MSCID degree are subject to the following standards of scholarship:

Minimum Standards of Scholarship

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

- A minimum GPA of 3.00 (4.00 system) is required in those courses that apply to the degree.
- No course with a grade of D or F (or U) may count toward a graduate degree.
- If a student receives an unsatisfactory grade as defined above, the course may be repeated once. The credits and quality points earned in the most recent course will be used to calculate the GPA.
- Credit by examination is not accepted toward a graduate degree.
- Candidates for a master's degree must pass comprehensive examinations and complete a research project or formally defend a master's thesis.

Standards for Progression

- The cumulative GPA must be at least 3.00 calculated using all graduate work taken at Andrews University including courses taken for other degrees, courses taken prior to the time limits for degrees, and courses taken PTC. Exceptions to this standard must be recommended by the dean/graduate program coordinator and approved by the dean of the School of Graduate Studies.
- A student whose cumulative GPA drops below 3.00 in any given semester is placed on academic probation. Such a student must work with the advisor to develop a schedule of courses that ensures the student will raise his/her cumulative GPA above the required 3.00 in a timely manner— normally, the following semester. The dean/graduate program coordinator of the school/college must approve such a plan. A student who does not meet such a plan may not continue except by the recommendation of the dean/graduate program coordinator and approval by the dean of the School of Graduate Studies.
- Normally, students who accumulate more than 12 semester credits below B- (including U) are not allowed to continue. Petitions for exceptions must include a plan to maintain the required GPA for the degree and be approved by the appropriate dean/graduate program coordinator of the college/school and the dean of the School of Graduate Studies.
- Students who have been accepted provisionally to a degree program must meet the planned schedule for removing any deficiencies or earning a minimum GPA.
 - English-language deficiencies must be met by the time the student has completed no more than 50% of his/her course work for a master's degree.
 - Undergraduate deficiencies should be met by the time the master's degree student has completed no more than 50% of his/her course work.

- A minimum GPA of 3.00 must be met by the time the student has completed 9 graduate credits.
- A student who does not meet this schedule is not allowed to continue except by the recommendation of the dean/graduate program coordinator and approval by the dean of the School of Graduate Studies.
- Students on academic probation or provisional status may not
 - Register for thesis, dissertation, or independent study
 - Register for project credit except by permission from the dean/graduate program coordinator of the college/school
 - Advance to degree candidacy or take comprehensive examinations.

Time Limits on the Master's Degree

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

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

Advancement To Candidacy - Master's Degree

Upon completion of 50% of course work, a student must apply for advancement to degree candidacy. Forms are available at the office of the dean or graduate program coordinator, or online at <http://www.andrews.edu/grad/resources/forms.html> (please see Appendix for a sample). The forms should be completed by the student, approved by the advisor and the department chair, and returned to the office of the dean or graduate program coordinator.

- At the time a student files an application for advancement to degree candidacy, he/she must have
 - Received regular admission status
 - Applied for graduation
 - Completed all curriculum and English-language deficiencies that may have existed
 - Demonstrated foreign-language proficiency where required.

- A student who has completed 75% of his/her program is not allowed to register for further course work until the advancement to degree candidacy forms have been filed with the appropriate dean or graduate program coordinator.
- After a student has been advanced to degree candidacy, he/she may then request to take the comprehensive examinations.
- An application form for the comprehensive examinations is sent to the student at the time of notification of advancement to degree candidacy.

Code of Academic Integrity

(http://www.andrews.edu/academics/academic_integrity.html)

In harmony with its mission statement, Andrews University expects students to demonstrate the ability to think clearly and exhibit personal moral integrity in every sphere of life. Honesty in all academic matters is a vital component of personal integrity, which explains why breaches in academic integrity principles are taken seriously by the University.

Scope of Academic Dishonesty

Academic dishonesty includes but is not limited to the following:

- A. Falsifying or presenting falsified documents
- B. Plagiarizing
- C. Misusing copyrighted material and/or violating licensing agreements
- D. Using media from any source or device, including the internet, in ways that mislead, deceive or defraud
- E. Presenting another person's work as one's own
- F. Using materials other than those specifically allowed by the teacher or program during a quiz or examination
- G. Stealing, accepting or studying from stolen quizzes or examination materials
- H. Obtaining information from another student or any other source during a regular or take-home test or quiz
- I. Assisting others in acts of academic dishonesty, such as falsifying attendance records or providing unauthorized course materials
- J. Acting deceitfully in any other academic matter

General Principles

The University is committed to principles of trust, accountability, clear expectations and consequences. It is also committed to redemptive efforts, which are meaningful only in light of these principles. Students will be granted due process and the opportunity for an appeal.

Academic dishonesty offenses generally are subject to incremental disciplinary actions. Some first offenses, however, receive severe penalties, including dismissal from the University or degree cancellation. Some offenses are subject to legal action, in addition to university disciplinary action.

Discipline may be retroactive if academic dishonesty becomes apparent after the student leaves a course, a program, or the University.

If evidence of academic dishonesty becomes apparent after a degree has been granted, the degree may be annulled and a notification affixed to the student's official transcript record.

General Disciplinary

The following is a non-comprehensive list of possible actions apart from dismissal from the University: denial or revocation of admission; warning from a teacher, a department chair, program director or academic dean; a lower or failing grade on an assignment, test or course; suspension or dismissal from the course; suspension or dismissal from the academic program.

Disciplinary Actions for Specific Offenses

Some academic dishonesty offenses call for specific disciplinary actions. The following have been identified:

- A. **Falsification of documents.** Students who falsify or present falsified documents may be dismissed. Prospective students who are discovered to have presented falsified admission documents prior to admission shall be denied admission to any of the programs of the University. Should it be discovered after admission that a student had presented falsified documents for admission, such admission may be annulled and the record of academic achievement removed from the academic record, with appropriate notations. Such annulments or denials may be reviewed after one year.
- B. **Dishonesty in course requirements.** Course work (a quiz, assignment, report, examination, research paper, etc.) in which a student has been dishonest generally will receive zero points towards the grade in fulfillment of a course requirement, and/or the student may receive a failing grade for the course. The professor of the course determines the appropriate consequence.
- C. **Final degree assignment.** When a student cheats in a major or final degree assignment such as a comprehensive examination or presents plagiarized material in a major or final degree assignment such as a senior project, honors thesis, master's thesis or doctoral dissertation/project, that student shall be dismissed and barred from completing or receiving the degree.

Committee on Academic Integrity

A standing committee on academic integrity appointed by the Vice President for Academic Administration shall consider and decide cases of repeated and/or more serious academic dishonesty.

This committee shall include faculty representatives from the schools of the University. The Vice President for Student Services or his/her appointee shall be a regular member of the committee, which shall also include student representation.

The committee on academic integrity shall develop and maintain a table of levels of infractions and potential penalties or a set of principles and guidelines to direct their work.

Faculty members who believe an act of dishonesty has taken place in one of their classes shall make all reasonable efforts to first address the situation with the student(s) in question.

Discussions with the relevant academic advisor, department chair(s)/program director(s) and/or dean(s) are also encouraged.

Faculty members are advised to keep written records of such discussions and copies of relevant documents. If evidence confirms that a significant infraction indeed occurred, the faculty member shall write a report of the incident which is signed by the chair and dean and file it with the office of the Vice President for Academic Administration.

When an academic dishonesty report is received in the office of the Vice President for Academic Administration, a file shall be created and a case number assigned. A letter of censure signed by the Vice President for Academic Administration shall be sent to graduate and undergraduate upper division students upon the first offense and to undergraduate lower division students upon the second offense. When a graduate or an undergraduate upper division student incurs a second offense or an undergraduate lower division student incurs a third offense, the committee on academic integrity shall be called to consider the matter. When an infraction is serious enough to require it, the case shall be immediately sent to the committee.

All cases sent to the committee on academic integrity shall be identified by case number. The student's name shall not be provided to committee members, to provide confidentiality and facilitate objective decisions.

When the committee determines that suspension or dismissal from the University is appropriate, such recommendation shall be forwarded to the Vice President for Academic Administration. Upon examination of the relevant evidence and the committee action, and in consultation with the Vice President for Student Services and the appropriate academic dean(s), the Vice President for Academic Administration shall make a decision and proceed with implementation.

Andrews University Resources

Andrews Community Counseling Center

Bell Hall, Room 159 471-6238

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

Andrews University Bookstore

Campus Plaza 471-3287

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

Andrews University Press

aupress@andrews.edu

Sutherland House 471-6134

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

Center for Adventist Research

car@andrews.edu

James White Library, Lower Level 471-3209

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

Adventist Heritage Center

Located within the Center for Adventist Research, the Adventist Heritage Center contains material on the history and development of the Millerite Movement and the Seventh-day

Adventist Church since the 1840s. Among the materials preserved at the Center are over 50,000 books and pamphlets, 20,000 periodical volumes, 12,500 microforms, 4,300 sound recordings and 1,300 video tapes. A sizeable number of the periodicals are non-English and represent the finest collection of its kind in the world including many one-of-a-kind titles. The Center holds over 200 collections (800 linear feet) of personal papers of notable church figures such as pioneers, administrators, teachers, ministers and missionaries. These collections provide a wide range of primary source documents. The center's archives contain 30,000 photographs of denominational and campus interest, an obituary file of nearly 200,000 names, and the records of early Adventist congregations. The SDA Periodical Index is edited at the Center. Special collections of the Heritage Center include the Advent Source and the Conditional Immortality Source Collections which document the origins of Seventh-day Adventists, the development of prophetic interpretation and the history of the doctrine of conditional immortality. The George B. Suhrie Bible Collection features an extensive collection of Bibles. Rare materials include books dating as early as the 15th century and several original editions of Martin Luther and other Reformer's pamphlets. In 2005, the Review and Herald Publishing Association donated their rare book library (approximately 2,500 volumes) to the Center. The Voice of Prophecy and Faith for Today historical archives also are located at the Center.

University Archives

The Andrews University Archives and Records Center is an independent university-wide entity under the leadership of the Office of the Vice President for Academic Administration. It functions as one of the entities of the Center for Adventist Research. The Archives, formally established in 1999, is the official repository for non-current University administrative records of historical, fiscal, legal, or administrative value. Records held in the Archives date from the beginning of the University as Battle Creek College to the present. The over 300 cubic feet of records maintained at the Archives include the correspondence of the presidents, vice presidents, and deans; minutes of the Board of Trustees, administrative and faculty committees; and other records of the central administrative offices, student services, the various schools, departments, institutes and other entities of the University. The Archives has established an archival program which includes policies, a manual, retention schedules, guidelines and forms for identifying those records/items which can be destroyed and those which must be kept and properly transferred to the Archives. The goal of the Archives is to standardize procedures for proper record management across campus.

Center for Statistical Services

Bell Hall (Education), Room 151 471-3478

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

Christian Leadership Center

Seminary Hall 471-8332

The Christian Leadership Center is an interdisciplinary organization of Andrews University providing inspiration, ongoing leadership development, coaching, consultation and research for a network of church and community leadership throughout the world. The Center's office is

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

Employment Office

employment@andrews.edu

Administration Building, Main Floor 471-3570

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

English Language Intensive Programs

Nethery Hall 471-2260

The Intensive English Language Program offers a courtesy placement test for incoming students to assess language proficiency using the Michigan English Language Assessment Battery (MELAB). Classes are offered in writing, grammar, reading, listening and speaking for students whose first language is not English and who do not meet English proficiency requirements as listed in the Bulletin. Language classes include the skill areas and preparation for the Test of English as a Foreign Language (TOEFL). Tutorial services are available for a fee. Short-term intensive language study sessions, combined with cultural and professional experiences and travel, are offered concurrently with the fall and winter semesters and at specified times during the summer. Customized sessions can be arranged for groups of twelve or more. The fees vary according to the specifications of the session, activities and length of time. See Action America for additional information.

Howard Performing Arts Center

hpac@andrews.edu

Box Office 471-3560

Fax 471-3565

The Howard Performing Arts Center officially opened in October 2003 and serves as a premiere performance hall—which seats up to 850—for the region. The walls and ceiling have been "tuned" by Kirkegaard Associates of Chicago (who have also tuned Carnegie Hall) to reflect sound evenly, resulting in accurate acoustics which require no amplification system. In addition to showcasing music performers from the University, surrounding community, and beyond, the Howard Performing Arts Center is also the home for Andrews University's classical music radio station, WAUS 90.7 FM. The center was funded in part by a significant gift from John and Dede Howard, longtime members of the St. Joseph community, who now reside in Holland, Michigan.

Information Technology Services

Information Services Building 471-6016

Information Technology Services (ITS) provides a variety of services for faculty, staff and students. These services include support of administrative records systems, networking infrastructure, telecommunications and support for faculty, staff and student computer use including email, email forwarding and personal web space. Internet access is available on campus for all faculty, staff and students. A wireless network is available in all academic buildings, allowing faculty, staff and students to connect to the Internet with an 802.11b/g wireless enabled device. Campus residence halls have Ethernet network connections in each room allowing students to connect to the Internet. High speed Internet access is available in the Beechwood, Garland and Maplewood apartments. Dial-up modem access to the Internet is available to faculty, staff and students residing off-campus. The ITS Computer Store provides certain hardware and software resources at educational pricing. The Microsoft Office Suite and latest Microsoft operating system are available through a Microsoft Campus License Agreement for the cost of the media. Anti-virus software from Trend Micro is available for faculty, staff and student-owned Windows-based computers for the cost of the media. ITS also maintains a limited phone assistance service for hardware or software questions. Telecommunications services provided by ITS in residence hall or apartment packages are caller ID, call waiting and basic CATV service. Services provided with additional fees include long distance telephone services, voice mail and Premium CATV. (For more information call 471-3455). A general purpose computer lab is available for use by any student, faculty or staff member. The computing lab, located in Bell Hall Room 182, may also be reserved for instructional use. The lab contains Microsoft Windows based systems with a variety of software. Laser printing is available for a fee. Additional computer labs exist in various schools and departments.

Institute for Diversity and Multiculturalism

Nethery Hall 471-3174

The Institute for Diversity and Multiculturalism (IDM) fosters understanding and inclusiveness in matters of race, ethnicity, culture, mental and physical abilities, age and gender in several ways. 1) The IDM provides assistance and training through lectures, workshops and seminars for Andrews University administration, faculty, staff and students. 2) It conducts workshops, seminars and conferences on diversity for a variety of other audiences. 3) The Institute provides consultation and training services to businesses, church organizations, law enforcement agencies, human resource professionals and educational entities. 4) The IDM is a resource for the world church in dealing with the increasing multicultural and diverse nature of its membership and its mission. 5) The Faculty Research Forum, a unit within the Institute, researches issues of diversity and multiculturalism and disseminates its findings.

Institute for Prevention of Addictions

ipa@andrews.edu

Adjacent to the Sutherland House 471-3558

The Institute for Prevention of Addictions fosters educational programs, performs research and provides specialized resource services and consultation about the use and abuse of alcohol and drugs as well as other addictions and risk behaviors. It is affiliated with the Department of Health Ministries of the General Conference of the Seventh-day Adventist Church and the International Commission for the Prevention of Alcoholism & Drug Dependency (ICPA). It works through program centers for prevention, policy, education, and research and evaluation.

James White Library

471-3275

The James White Library holds print books, bound periodical volumes and multimedia materials totaling more than 1.2 million items and provides study and research facilities. Its strongest collections are in religion, education, architecture and Seventhday Adventist publications and resources. Periodical resources in print and electronic formats total over 16,000 titles. The library's computerized catalog, JeWeL, can be accessed through the campus electronic network as well as globally through the Internet. Eighty-one major electronic databases are available through the Internet. Through the Michigan Library Consortium, the library has access to MeLCat, a state-wide union catalog, patron-initiated inter-library loan service and book delivery system. Students and faculty can access over nine million books and other materials through MeLCat. The library also has access through the Michigan Library Consortium to the Online Computer Library Center for cataloging, interlibrary loan information and other services based on data from over 54 million entries. The Seminary Library, the Center for Adventist Research and the Mary Jane Mitchell Multimedia Center are located in the main library. An Architecture Resource Center and a Music Materials Center are located in their respective buildings on campus.

LithoTech

litho@andrews.edu

Harrigan Hall (main floor across from sliding doors) 471-6027

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

Mary Jane Mitchell Multimedia Center

James White Library, Top Level 471-3272

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

Office of the Ombudspersons

471-3244

The Ombudspersons Office is a confidential, independent and neutral dispute resolution service for the University community. It facilitates understanding, communication and resolution of conflict among students, faculty and staff. The office serves as an impartial and confidential means of facilitating dialogue between parties on campus and as a means, apart from formal grievance procedures, of resolving differences. It was established as part of the University's Christian commitment to foster a courteous and considerate climate conducive to productivity and well-being for the University community. The Ombudsperson works independently from University administrative offices. Discussing a matter with an ombudsperson is confidential to the extent allowed by law and does not constitute notice to the university.

Radio Station WAUS 90.7 FM

waus@andrews.edu

Howard Performing Arts Center 471-3400

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

Screen Graphics

Harrigan Hall, Room 206 471-6989

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

Student Insurance Office

stuins@andrews.edu

Administration Building, Main Floor 471-3097

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

Student Success Center

success@andrews.edu

Nethery Hall, Room 204 471-6096

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

The Student Success Center

- facilitates academic advising
- provides guidance and advising for students who are undecided as to major
- maintains on-campus referral and academic support information
- effects major and advisor changes for undergraduate students
- manages the Academic Skills Program, a campus-wide tutoring service
- provides training for SSC individual and group tutors
- facilitates accommodations for students with documented disabilities
- provides guidance for students who need to have a disability documented
- coordinates student intervention programs, providing follow-up as needed
- oversees the General Studies degree program
- facilitates Prior Learning Assessment
- offers placement services to potential employers and students
- assists students with job search strategies, résumé and cover letter writing and interview preparation.

ADA Services for Students with Disabilities

471-6096

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

University Center for Reading, Learning and Assessment

Bell Hall, Room 013 471-3480

The University Center for Reading, Learning and Assessment addresses learning and reading-skill needs through classes and tutoring. It helps students to strengthen their God-given abilities and natural gifts. Academic assessment and tutoring services of the center are available to Andrews students, faculty, staff and community for a fee. Students with learning problems are nurtured towards the goal of successful course work. The Center also offers Orton-Gillingham based, multisensory intervention for those who have dyslexia. Reading skills developed in the center include speed-reading, study reading, vocabulary, word recognition or decoding skills, spelling and handwriting. Students, faculty and staff may use equipment and materials for personal reading improvement on a self-help basis for a fee. Average to excellent readers as well as those having difficulty with reading are served. The center offers a class that covers memory, learning styles, time management, temperament, mind style and emotional condition. A follow-up class includes coordination with advisors, teachers and staff to help the student and provide individualized and small-group support.

Writing Center

Nethery Hall, Room 203 471-3358

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

Funding Options

Armenia

- Armenian General Benevolent Union GBU – New York Summer Intern Program <http://www.agbu.org/nysip/>

Czechoslovakia

- American Fund for Czechoslovak Relief. <http://prf.osu.cz/veda/amer.pdf>

France

- Région “Rhone-Alpes” http://www.cr-rhone-alpes.fr/default_f.cfm?cd=1131&depth=2&dept0=1028&dept1=1131&dept2=1131

Germany

- DAAD (German Academic Exchange Service) <http://www.daad.de/ausland/praktika/00656.de.html>
- Fritz Thyssen Foundation <http://www.fritz-thyssen-stiftung.de/>
- HANIEL Foundation <http://www.haniel-stiftung.de/index.htm>
- DFG, German Research Foundation <http://www.dfg.de/forschungsfoerderung/index.html>

India

- The following link provides a constantly updated information for Indian students about scholarship programs <http://www.educationobserver.com/scholarships.htm>

Republic of Korea

- Ministry of Gender Equality <http://www.mogef.go.kr/>

Spain

- Generalitat de Catalunya , Secreteria de Cooperacio Exterior <http://www10.gencat.net/drep/AppJava/cat/index.jsp>

Sweden

- SIDA, Swedish International Development Agency <http://www.sida.se>

USA - Government

- US Department of State <http://www.state.gov/>

International/Worldwide Scholarship Programmes

- IEE, International Institute for Education <http://www.iiie.org/>
- Muskie Fellowship <http://www.muskieonline.org/>

Patrick Stewart Human Rights Scholarships

- The Patrick Stewart Human Rights Scholarship offers a unique opportunity for students to gain direct, hands-on experience in the field of human rights. Amnesty International USA awards these scholarships to student activists for summer internships or other individually planned human rights projects. Ranging from \$600 to \$1,800, scholarships

are used for travel, materials, and other expenses. Projects typically last from four weeks to four months. <http://www.amnestyusa.org/patrickstewart/>

American Women for International Understanding (AWIU)

- American Women for International Understanding (AWIU) is a non-profit, non-governmental organization. Members seek to acquire knowledge through study, travel, and symposia designed to develop international understanding, especially among women. The principal educational purposes of AWIU are accomplished through a grant program offered worldwide to women who speak English, are ambitious and enterprising in their home and communities, and who could even be considered as future leaders in their communities. <http://www.awiu.org/grant-program.html>

West African Research Center Travel Grant

- The West African Research Center in Dakar, Senegal is offering travel bursaries to scholars and graduate students of West African nationality. The sojourns should be connected with a research interest. <http://www.africanconservation.org/dcforum/DCForumID28/65.html>

Ford Foundation

- The Ford Foundation is a resource for innovative people and institutions worldwide. Its priorities are to strengthen democratic values, reduce poverty and injustice, promote international cooperation, and advance human achievement. The site provides information and guidelines for grant seekers, including instructions about how to apply for a grant, and frequently asked questions about the Foundation. <http://www.fordfound.org/about/guideline.cfm>

Useful information about scholarships and funding in general:

- <http://www.assr.org/resources/4.html>
- <http://www.altillo.com/becas/index.asp> (scholarships for students from Argentina, Chile, Columbia, Spain, Mexico, Peru, Uruguay, Venezuela)
- <http://www.iefaf.org/> (International Financial Aid and College Scholarship Search)
- <http://www.grants.gov/>
- <http://sciencecareers.sciencemag.org/funding?CFID=100835&CFTOKEN=54064761>
- <http://www.internationalstudent.com/scholarships/>
- <http://www.varsityadmission.com/> (A good information-source for Bangladeshi students.)
- World Bank Scholarship - <http://www.worldbank.org/wbi/scholarships/>
- William J. Fulbright Scholarship - <http://www.iie.org/TemplateFulbright.cfm?section=Fulbright1>
- Rotary Ambassadorial Scholarship - http://www.rotary.org/foundation/educational/amb_scho/prospect/award_donated.html

Local Transportation Resources

- **Benton Harbor Dial-A-Ride**

Benton Harbor Dial-A-Ride is a small urban/rural para-transit provider that serves Benton Harbor, parts of Benton Charter Township, St. Joseph Charter Township and the City of St. Joseph. They are a curb-to-curb service that requires a one-hour advance reservation.

Days/Hours of Operation:

M-F 6:00am-6:00pm

SAT 8:00am-4:30pm

Contact information:

275 East Wall St.

Benton Harbor, MI 49022

Phone: (269) 927-4461

- **Berrien Bus**

Berrien Bus is a non-urban, countywide transit provider that serves Berrien County outside Dial-A-Ride service areas. The service includes both semi-fixed route service and demand-response service.

Days/Hours of Operation:

M-F 5:00am-5:00pm

Contact information:

Berrien Bus

PO BOX 186

Berrien Springs, MI 49103

Phone: (269) 471-1100

- **Buchanan Dial-A-Ride**

Buchanan Dial-A-Ride serves all of the City of Buchanan and Buchannan Twp.

Days/Hours of Operation:

M-F 7:00am-5:30pm

SAT 9:00am-3:30pm

Contact Information:

P.O. Box 186

Berrien Springs, MI 49103

Phone: (269) 697-0600

- **Niles Dial-A-Ride**

Niles Dial-A-Ride serves all of the City of Niles. The service consists of both demand response service and one line-haul route provided with a trolley styles vehicle.

Days/Hours of Operation:

M-TH 6:00am-11:00pm

FRI 6:00am-6:00pm

SAT 8:00am-11:00pm

Contact information:

623 N. Second St.

Niles, MI 49120

Phone: (269) 684-5150

- **Berrien County Veterans Services**

Provides free rides to VA outpatients – please call for more information:

Contact information:

St. Joseph: (269) 983-7111 ext. 822

Appendices

Learning Objectives for Internship/Field Practicum

Internship Memorandum of Understanding

Internship Hours Log

Evaluation of Student Performance in Internship

Internship Presentation Guidelines

Graduate petition

Transfer credit request

Research Project Mentor

Report of completion of project

Advancement to candidacy

Application for comprehensive examination

Report of comprehensive examination result

Graduate application for graduation

Off-campus semester option