

OFF-CAMPUS PROGRAMS

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With authorization from the North Central Association of Colleges and Schools and other controlling organizations, the various schools of the university have entered into official academic affiliation/extension arrangements with certain educational institutions in North America and abroad. The programs range from academic monitoring of existing institutional programs to using institutions as extension campuses or examination centers for graduate and undergraduate education, with degrees being conferred upon students at the next official Andrews University graduation at the main campus and after completion and verification by the Records Office of all degree requirements. The affiliation/extension programs vary from courses offered in a variety of disciplines to full degree programs. Details of specific courses, approved curricula and programs are available from the Office of Affiliation and Extension Programs.

The Affiliation and Extension Programs Committee authorizes and reviews all University policies related to such affiliations and extensions. The administrative and academic committees charged with academic quality control and relevant policy development also govern the extension programs. Financial policies as described in this bulletin are applicable to extension programs in North America. All credits earned in Andrews extension programs are valid on the Andrews campus or any accredited extension campus. Once accepted into an Andrews program, students may transfer between home and extension campuses.

Affiliation/Extension Programs

Undergraduate

Undergraduate affiliation and extension programs are offered at Columbia Union College, Maryland; Hong Kong Adventist College, Hong Kong; Newbold College, England; Tyrifjord Vidergaende Skole, Norway; and University of the Southern Caribbean, Trinidad. Andrews University confers approved associate and baccalaureate degrees on those students who have fulfilled admission, academic and program requirements at these centers.

Graduate

Graduate affiliation and extension programs are offered in a number of disciplines by the various schools of the University.

The School of Business offers the MBA degree in Trinidad and Portland. The School of Business is a unit of Andrews University and is authorized by the State of Oregon to offer and confer the Master of Business Administration degree described in this bulletin, following a determination that State academic standards will be satisfied under OAR 583-030. Inquiries concerning the standards or school compliance may be directed to the Office of Degree Authorization, 1500 Valley River Dr, Suite 100, Eugene, OR 97401.

The School of Education offers the MA Education and the MEd degrees at Spicer Memorial College, India. It also offers the MA in Educational Psychology and Counseling and the MA in Educational Administration at University of the Southern Caribbean, Trinidad.

The Seventh-day Adventist Theological Seminary offers the MA (Religion) at Babcock University, Nigeria; Romanian Adventist

Theological Institute, Romania; Spicer Memorial College, India; and Zaoski Adventist Seminary, Russia. It offers the MA in Pastoral Ministry and the Doctor of Ministry at Babcock University, Nigeria. In North America, the Seminary offers the MA in Pastoral Ministry degree and courses toward the Master of Divinity and Doctor of Ministry degrees at several locations.

In addition, the University offers the interdisciplinary, inter-school MSA degree (International Development) at two sites: Italy and Kenya.

Other International Educational Opportunities

Andrews University co-sponsors Adventist Colleges Abroad—a program in which qualified students study overseas while completing requirements for graduation at Andrews. This language and cultural immersion is available in nine locations: Argentina, Austria, Brazil, France, Greece, Italy, Singapore, Spain and Taiwan. Participation is not limited to language majors. Contact the chair of the Department of International Language Studies for further information.

Undergraduate students may study abroad in the Andrews University Year in England at Newbold College program. The purpose of this program is to allow students to participate in a culturally enriching academic experience. Information about this program can be secured by writing Newbold College or contacting the Director of Affiliation and Extension Programs at Andrews University. Students should make application directly to the Admissions Office, Newbold College, Binfield, Bracknell, Berkshire, England RG42 4AN.

STUDENT LIFE

Office of Student Life

Campus Center, Main Floor	471-3215
Campus Ministries	
Campus Center, Main Floor	471-3211
Campus Safety	
Seminary Drive	471-3321
Counseling and Testing Center	
Bell Hall (Education Building)	471-3470
Employment Office	
Administration Building, Main Floor	471-3570
Graduate Student Association	
Bell Hall (Education Building)	471-6606
Housing	
Apartments & Houses—Garland Apts., Bldg. G	471-6979
Men's Residence Halls—Meier/Burman	471-3390
Women's Residence Hall—Lamson	471-3446
International Student Services	
Campus Center, Main Floor	471-6395
Intramurals	
Campus Center, Main Floor	471-3615
Social Recreation	
Campus Center, Main Floor	471-3615
Student Health and Counseling Office	
University Medical Specialties	473-2222
Student Insurance Office	
Administration Building, Main Floor	471-3097
Student Success Center	
Nethery Hall, Second Floor	471-6096
Undergraduate Student Association	
Campus Center, Ground Floor	471-3250

Our Values, Your Choice

Andrews University is a Christian community where Christ is celebrated and reflected in the academic, social, physical, and spiritual experiences of its members. As a Seventh-day Adventist institution, we seek to integrate faith, learning, and living, while each of us matures in our relationship to God and each other.

By choosing to attend Andrews University, students choose to be part of this uniquely Christian atmosphere. Every enrolled student signs a **Community Values Agreement** in which they affirm their decision:

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

A Faith-Based University

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

Campus Ministries. Located in the Campus Center, Campus Ministries exists to help you experience your God-given purpose and accomplishes this mission in three ways: Inreach (on-campus ministry), Outreach (local off-campus ministry) and Student Missions. Recently Campus Ministries has been privileged to take steps to raise the level of support for ministry on campus, including a recently renovated space that's difficult to miss! It serves as a place for the planning of improvements to existing ministries such as Fusion Vespers, Outreach in the local communities, and short-term mission trips to places like Honduras and Peru. Out of this station, Campus Ministries also leads worships in both dorms weekly, mentors students, and preparing engaged couples for marriage. Every year, Campus Ministries helps sponsor the Easter Passion Play, a walking depiction of Christ's last moments on this earth with a climatic concluding scene, the resurrection of Christ. Campus Ministries encourages new ministry growth—students make ministry happen! Realizing that we are all given different gifts, they invite students to seek God's plan for their lives through ministry involvement.

A Gathered Community

Andrews University offers a rich learning environment both inside and outside the classroom. Classes required for a student's chosen academic curriculum are complemented by a number of required co-curricular experiences each semester. Curricular and co-curricular requirements work together to deliver the unique whole-person education that lies at the heart of Andrews University's mission.

There are two types of co-curricular programs offered:

Chapels and Forums. Chapel programs are designed to gather the university family together once a week for corporate worship, spiritual inspiration and biblical instruction. Forums, often presented by noted leaders, focus on major issues of concern to Christians as they live and work in the world. These will occur approximately once a month.

Co-Curricular Choices. A wide variety of programs will gather smaller groups of students together each week and focus on their intellectual, spiritual and leadership development. These choices will be presented at different times throughout the week in the residence halls and across campus.

Both types of programs are integral to the Andrews University educational experience, connecting faith, living and learning, and fostering the building of community

Required Attendance. All undergraduate students are required to attend 33 programs a semester, including Chapels, Forums, and Co-Curricular Choices. Non-traditional undergraduate students, defined as students 25 years and older or parents with a pre-school child(ren), are required to attend only 15 programs a semester (these may be drawn from any of the offered programs). Undergraduate students registered for fewer than seven credits or those pursuing a second bachelor's degree are welcome but not required to attend any programs.

Chapel/Forum Minimum. Of the 33 required programs, students must attend a minimum of 15 Chapel/Forum programs each semester. These are held every Thursday at 10:30 a.m.

Co-Curricular Choices Minimum. The remainder of the 33 required programs can be selected from the Co-curricular Choices offered throughout each week. These programs will be offered in the residence halls and across campus. Undergraduates living in residence halls must attend a minimum of nine (9) Co-Curricular Choices each semester offered in their residence hall as part of their 33 required programs.

Accountability. Students who choose to attend Andrews University not only make a commitment to be part of a gathered community, but agree to be held accountable for honoring that commitment. A \$25 charge will be assessed for the first absence resulting in a failure to meet the requirements described above. A \$10 charge will be assessed for EACH absence thereafter. A pattern of failure to meet these requirements will also result in appropriate citizenship consequences, i.e., probation, suspension, dismissal.

Excused absences due to illness or emergency with verification are granted by the Student Life Office. Absences must be cleared within one week of the absence.

You may check your attendance record on the Andrews web site, www.andrews.edu.

A Residential Campus

Residential Living Policy. Andrews University is operated as a residential college on the undergraduate level. This means that the residential environment plays a significant role in the mission of the University and its efforts to foster the wholistic development of each student.

Therefore, all single undergraduate students under 22 years of age who are 1) taking seven or more credits or 2) enrolled in full-time language study must live in one of the University residence halls and participate in a meal plan at the University's cafeteria. Single undergraduate students are eligible for community living at the beginning of the semester in which they turn 22 years of age.

Costs associated with residence hall living are part of the investment in an Andrews University education, thus the Student Life Office does not make exceptions on the basis of financial need.

The ONLY alternatives to residence hall living are:

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

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

Please note the additional conditions of this policy:

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

7. False statements made to the University on a Community Residential Agreement will jeopardize an applicant's student status and/or ability to reside in the community.

Residence Halls. The university maintains two men's residence halls (Meier Hall and Burman Hall) and one women's residence hall (Lamson Hall). Double-occupancy rooms are standard. Private occupancy is permitted by special request, if space allows, for an additional fee.

Apartments and Houses for Rent. The university owns approximately 300 apartments and 37 houses. These are available to married students and single-parent students. Efficiency apartments in the Garland complex are available to single graduates or single undergraduates who are 22 years of age or older. Accommodations are available only to those who have been officially accepted as university students. Since apartments are limited, applicants are advised to apply six to nine months before their first semester of studies.

Most apartments are furnished. Tenants must supply their own linen, draperies, and kitchen utensils. Unfurnished apartments have a stove and refrigerator. Heavy furniture and pianos may be placed in the apartments only by prior arrangement with the Family and Graduate Housing director. Pets are not allowed in university apartments or houses. The apartment descriptions, rental rates, and application forms are available upon request. Further information on university housing may be obtained through the *Family & Graduate Housing Handbook* available from the Family & Graduate Housing office. Please visit the web site at www.andrews.edu/housing for applications and further information.

Other Accommodations. Some area landlords have their names and phone numbers on record at the Family & Graduate Housing office. Students may consult or copy this list.

A Wholesome Lifestyle

Core Christian Values. When choosing to attend Andrews University, students agree to adopt a wholesome lifestyle and to maintain high standards of conduct. These standards are part of the unique mission and spiritual heritage of Andrews University, and reflect core values that are grounded in biblical principles. These values include honesty, modesty, sexual purity, respect for others, and healthful living.

Admission to the University is a privilege that entails acceptance of individual responsibility for honor, integrity and self-discipline. Attendance at the University is also a privilege, and not a right. The University can ask any student to leave whose presence seems to damage the mission and function of the institution, or who persists in violation of established regulations.

Code of Student Conduct. The list that follows is not comprehensive, but provides examples of matters that will result in serious consequences:

The use or possession of tobacco, alcoholic beverages, illegal drugs or dishonestly acquired or misused prescription drugs; indulging in dishonesty; sexual immorality, physical and sexual assault; theft, vandalism; patronizing night clubs, dances, bars, taverns, gambling places, parties/places of residence where alcohol is served, and other places of questionable entertainment; profanity or vulgarity; possessing lewd or obscene materials or firearms; disrespect or slander; engaging in improper associations—participating in unauthorized organizations is not allowed and may be cause for suspension or dismissal.

The expected standard of conduct is described in the *Student Handbook* and in the *Community Values Agreement* which must be signed by each student prior to registration. Students may obtain a copy of the handbook at the Student Life office (or online at www.andrews.edu/SL). Any regulation adopted and published by the administration and announced to the students has the same force as regulations printed in official publications.

Student Activities and Organizations

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

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

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

Andrews University Graduate Student Association. All graduate students enrolled with regular or provisional status in a degree program in all schools and colleges at the Berrien Springs campus of Andrews University are automatically members of the Andrews University Graduate Student Association (AUGSA). The AUGSA assembly includes all AUGSA members and is governed by elected officers who meet regularly and report to the assembly.

The AUGSA sponsors social, spiritual, and scholarly activities during the school year. It may also be involved in university policy development that affects graduate students. Details about AUGSA are found in the *Constitution of the Andrews University Graduate Student Association*.

Student Clubs and Organizations. Numerous campus organizations serve the social, spiritual, academic, and leisure interests of students. Kappa Phi Gamma and Sigma Phi Delta include all women and men, respectively, who reside in college residence halls. Clubs for international and cultural groups, as well as those for commonly held pursuits and causes, provide for the diverse interests of students. Student organizations must be overseen by a full-time staff or faculty sponsor, led by at least three student officers, and guided by an official constitution. Organizations must register each year with the Student Life office in order to function on campus.

Student Rights

Student Records. Within certain limitations, enrolled students of Andrews University may inspect their official records upon request at the following offices: Academic Records, Human

Resources, Student Financial Services, Student Life, Counseling and Testing Center, departments of instruction, and the University School. The full policy that governs student records and access to them is available in the *Student Handbook*.

Student Review of Educational Records. It is the policy of the university that students may inspect and review their educational records and may, if they believe the records are incorrect, seek to have the records corrected through appropriate review procedures. Students who wish to review their academic records should set up an appointment through the Academic Records Office. Students wishing to review their student life records should make an appointment with the Student Life Office.

Releases to Third Parties. In accordance with the Family Educational Rights and Privacy Act, Andrews University limits disclosure of educational records or personally identifiable information without the student's written consent, except to agencies having a recognized legal need for the information.

The Family Educational Rights and Privacy Act (FERPA) gives institutions the right to define certain classes of information as directory information. The institution does not have to obtain consent from the student to release this information. Therefore, Andrews University has classified the following as directory information: name, local address, local phone number, major field of study, year in college, E-mail address, dates of attendance, degrees or certificates (with dates), scholarships, honors received, awards received.

Students may restrict the release of all items of directory information. A FERPA form for requesting such restriction is available at the Academic Records Office.

Andrews University reserves the right to determine the manner in which directory information may be released or to whom it may be released without the consent of the student.

Safety Regulations. Andrews University expects students to develop safe working habits. Students who participate in classes, laboratories, or activities involving situations considered hazardous, as specified by the state or national standards, must provide and wear any such required personal safety equipment.

Motor Vehicles

Any student who is not on citizenship probation and who meets the requirements for vehicle registration, licensing, and insurance as outlined below and as specified in the motor-vehicle regulations is allowed to own and operate a motor vehicle.

Vehicle Registration. All motor vehicles must be registered with the Public Safety Department within two weeks after the vehicle is brought to the campus or after it is acquired. Decals, issued when a vehicle is registered, must be affixed within 24 hours after being issued. Failure to register a motor vehicle within the specified two weeks and failure to properly display the decal after it has been issued may result in a fine.

Auto Licensing. An understanding exists between most state governments to the effect that bona fide students, not locally employed, attending an out-of-state accredited or recognized school may use their home state license plates and operating license during the period of their attendance at such an institution. State license plates and operating licenses may be renewed during attendance if necessary.

Auto Insurance. All vehicles must be covered with public liability and property damage insurance. The insurance must remain in effect as long as the vehicle is in the university community. Expiration or cancellation of insurance automatically revokes motor-vehicle registration and privileges. All vehicles must be maintained in legal operating condition at all times. Regulations governing the use of motor vehicles are described in the brochure, *Student Right-to-Know Report*, available from the Public Safety Office.

Students who receive any pay from local employers must register their motor vehicles and obtain a Michigan driver's license and license plates.

Food Service

Food service facilities are located in the Student Center. The Terrace Café (cafeteria on the upper level) has three dining rooms—Badger, Lincoln, and Wolverine—which seat approximately 600 people. The Gazebo (snack bar on main level) provides fountain grill service. All food in the Gazebo and Terrace Café is vegetarian.

Medical Services

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

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

Physician appointments and nurse visits, as well as most short-term medications, are available to residence-hall students. These services are included in the rent/health plan and are not charged separately to the student. However, charges are made for lab work, X-rays, and accident cases involving third-party liability.

Non-residence-hall students living in the apartments or off-campus housing may also use University Medical Specialties for a fee.

For emergencies outside of regularly scheduled office hours, students may reach a physician at 473-2222.

Health-related Concerns

Insurance—Sickness/Accident. Every international student in “student status” and every other student registered for 6 or more credit hours is automatically covered by an Accident and Sickness insurance plan by filling out an enrollment card. The payment for this coverage is charged to the student's account the same as tuition and is non-refundable. Students who have proof of the same kind of insurance coverage elsewhere may waive the university plan by presenting a copy of their insurance card or a letter from an employer verifying coverage, and by signing a waiver card at registration. Coverage for a student's spouse and dependent children is also available for an additional fee. All students from outside of the United States must cover dependents who accompany the student to the States. A brochure describing the insurance coverage is available at the Student Insurance Office in the Administration Building. **Students will note that**

this is minimal coverage and may not cover some pre-existing conditions. Consequently, some students may want to consider purchasing additional personal coverage.

Counseling and Testing Center. The Counseling Center is the primary mental health care facility for the university, serving as a supportive medium aimed at enhancing the positive and learning university environment, as it provides timely and comprehensive short-term counseling to university students and their spouses. Its staff is committed to utilizing all available resources in the delivery of services which include personal, group, premarital, and marital counseling, career development, outreach and consultation, teaching and research, training and supervision. The center endorses a wholistic approach in working with students, by facilitating the integration of the emotional, spiritual, physical, and social qualities of the individual.

The Counseling Center is fully accredited by the International Association of Counseling Services (IACS), and serves as a training facility for graduate counseling interns and advanced doctoral students. Career exploration and counseling services are offered to enrolled students at no charge. Psychological testing and career assessment are provided for a nominal fee.

National standardized testing, including the ACT, SAT, GRE, LSAT, DAT, GMAT, PRAXIS, MELAB, TOEFL, CLEP, and other academic tests needed at both the undergraduate and graduate levels, are offered at the Counseling and Testing Center.

Student Employment

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

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

List A

Documents That Establish Both Identity and Employment Eligibility:

- U.S. Passport (unexpired or expired)
- Certificate of U.S. Citizenship (INS Form N-560 or N-561)
- Certificate of Naturalization (INS Form N-550 or N-570)
- Unexpired foreign passport with I-551 stamp or attached INS Form I-94 indicating unexpired employment authorization
- Alien Registration Receipt Card with photograph (INS Form I-151 or I-551), also known as Green Card or Permanent Residency Card
- Unexpired Temporary Resident Card (INS Form I-688)
- Unexpired Employment Authorization Card (INS Form I-688A)
- Unexpired Reentry Permit (INS Form I-327)
- Unexpired Refugee Travel Document (INS Form I-571)

- Unexpired Employment Authorization Document issued by the INS which contains a photograph (INS Form I-688B)

List B

Documents That Establish Identity:

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

List C

Documents That Establish Employment Eligibility:

- U.S. Social Security card issued by the Social Security Administration (other than a card stating it is not valid for employment)
- Certification of Birth Abroad issued by the Department of State (Form FS-545 or Form DS-1350)
- Original or certified copy of a birth certificate issued by a state, county, municipal authority or outlying possession of the United States bearing an official seal
- Native American tribal document
- U.S. Citizen ID Card (INS Form I-197)
- Unexpired employment authorization document issued by the INS (other than those listed under LIST A)

All documents presented must be original.

Persons not having the required document(s) may have the option of submitting a receipt from an application for a missing document. The applied-for document must be submitted within the stated amount of time. Failure to do so results in immediate suspension from work.

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

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

Employment

Telephone: 269-471-3570

Fax: 269-471-6293

Email: Employment@andrews.edu

Website: www.andrews.edu/HR

Students desiring part-time employment must be enrolled full-time (12 undergraduate credits, eight graduate credits, or nine Master of Divinity credits) and they must complete the necessary paperwork at the Employment Office.

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

Employment (International Students). An international student on a non-immigrant F-1 visa is permitted to work on-campus a maximum of 20 hours per week during the school year and full-time during school breaks and vacations. F-1 students can only work off-campus with permission from the United States Citizen and Immigration Services (USCIS). Dependents with F-2 visa status can't work on- or off-campus under any circumstances.

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

Other Campus Services

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

Immigration Information for International Students

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

The personnel at International Student Services (ISS) consists of the director called the Principle Designated School Official (PDSO) and two other Designated School Officials (DSO). They are appointed by Andrews University and authorized by United States Citizen and Immigration Services (USCIS) to issue and sign legal students' documents. They are also required to advise international students in areas related to student life on campus such as study, work and travel, etc.

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

General requirements for maintaining status as international students:

1. Have at all times a valid passport (except Canadians who travel by land).
2. Come directly to Andrews University and attend the school that issued the I-20 for at least one complete semester.
3. Continue to carry a full course of study.
4. Leave the United States once the courses for the academic program are completed.
5. Apply through the International Student Services office for a new I-20 if it is desired to change programs or to continue for another academic level within the same school.
6. Keep the I-20 (F-1) or DS2019 (J-1) updated at all times.
7. Maintain a legal work permit (on- or off-campus according to USCIS regulations).

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

Attendance at Another School

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

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

Transfer to Another School in the U.S.

J-1 students who want to change schools or their academic program must first check with their sponsoring organizations. F-1 students who used an I-20 from Andrews University upon initial entrance to the U.S. as a student are required to attend Andrews full-time for a semester before being eligible to transfer to another school. If a student intends to change schools for any reason during the program, or after receiving a degree, he/she must initiate a transfer and obtain a new I-20 from the new school. The transfer instructions that need to be followed are normally given by the new school. Once the receiving school is ready to make the new I-20, the student should inform the ISS office so that the student's current legal file can be transferred electronically to the new school.

Full Course of Study

INS requires every student on an F-1 or DS2019 student visa to enroll full-time every semester at the school they are authorized to attend beginning immediately after the report date on the I-20 or IAP-66. Full-time class enrollment is as follows:

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

Audited credits do not count.

Summer semester is a vacation semester for those who start a normal school year. International students do not have to enroll for a lesser course load during summer except if the initial attendance reporting date on the I-20 or IAP-66 is dated for the summer semester. If so, the student must enroll for a full study load during the summer. Additional information is available in the International Student Services office.

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

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

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

Employment For J-1 and F-1 Students

Immigration laws are very strict about employment. International students desiring to work must be sure to comply with these laws. UNAUTHORIZED OFF-CAMPUS EMPLOYMENT CAN LEAD TO DEPORTATION.

J-1 students may engage in two kinds of employment: 1) academic training related to the course of study, or 2) work on-campus or off-campus for a maximum of twenty hours per week while school is in session and full-time during vacation. J-1 students must obtain a letter from the Treasurer's Office of the General Conference authorizing employment before beginning work.

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

F-1 students may work on campus up to 20 hours per week while school is in session and full-time during vacations, breaks, and holidays. The student can work off campus only with permis-

sion from the USCIS. Permission for off-campus employment is given for 1) economic hardship, 2) curricular practical training, and 3) optional practical training.

F-2 dependents cannot work under any circumstances while they are in the country.

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

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

Optional Practical Training (OPT). Optional Practical Training is an optional work benefit for F-1 students, intended for practical work experience in their major field of study. Upon USCIS approval, a student receives work authorization to do OPT anywhere in the United States for a total of 12 months. International students must apply for OPT before they finish their course work. They could apply three months before finishing their course work and no later than two weeks prior to completion of course work.

Accepting Public Benefits is Illegal

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

Tracking System

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

GENERAL ACADEMIC INFORMATION

Students are expected to know the rules that govern academic matters. This bulletin presents answers to general questions regarding academic policies. Students with special problems and circumstances should consult the dean or program coordinator of the school that interests them. Responsibility for meeting degree requirements rests upon the student. Each student is expected to be aware of all relevant requirements published in the bulletin under which he/she plans to graduate. The bulletin in force when one first registers is the binding document between the student and the university. However, a student may request permission to meet the requirements of another bulletin in force during his/her years at the university. The student's freedom to choose the bulletin under which he/she will graduate is limited. Undergraduates should see the section "Student's Governing Bulletin" (p. 35). Graduate students should see "Residency Requirements and Time Limits" (p. 48).

Attendance at the University

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

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

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

Changes in Bulletin Requirements

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

Registration

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

Orientation for First-year Students. Students attending Andrews for the first time are expected to participate in orientation activities held approximately one week before Fall semester classes begin. All new students will be charged a general, one-time Orientation Fee of \$52 during their first semester on campus.

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

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

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

Grading System and Grade-point Averages

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

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

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

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

Other Grade Report Entries

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

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

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

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

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

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

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

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

I—Incomplete. An Incomplete (I) indicates that the student's work is incomplete because of illness or unavoidable circumstances and not because of negligence or inferior performance.

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

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

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

R—Reregistered. Assigned only for designated remedial courses. Students who obtain this grade are required to reregister for the course in question.

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

By definition, independent/individual study/reading/research courses imply potentially a different set of purposes, goals, objectives, activities and outcomes for each student. They are

not intended to serve as a substitute for a required class or for canceled classes, and they must have an evaluation plan. All students taking one of these courses with the same acronym, course number and section number under the same instructor are typically listed on the same grade sheet, and therefore mixing grading patterns for these courses in a given term is permitted.

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

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

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

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

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

Transcripts

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

Student Responsibilities

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

Class Attendance. Regular attendance at all classes, laboratories and other academic appointments is required of each student.

Faculty members are expected to keep regular attendance records. The syllabus notifies students of the attendance requirements.

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

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

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

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

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

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

Academic Integrity. In harmony with the mission statement (p. 10), Andrews University expects that students will demonstrate the ability to think clearly for themselves and exhibit personal and moral integrity in every sphere of life. Thus, students are expected to display honesty in all academic matters.

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

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

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

Full details of the academic integrity policy and the procedures for implementation and due process are published in the *Student Handbook*. Students may ask for copies in Academic or Student Life offices. Departments and faculty members may publish additional, perhaps more stringent, penalties for academic dishonesty in specific programs or courses.

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

Graduation Procedures and Degree Conferral

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

Participation without completion applies only to students on the Andrews University main campus. Candidates from affiliation and extension sites must complete all degree requirements and obtain clearance through the Affiliation and Extension Programs Office to participate in main campus graduation ceremonies.

Candidates must meet the following Applications and Final Clearances guidelines for graduation or participation:

Applications and Final Clearances

- Students must file an Application for Graduation/Marching form. Graduation/marching application forms from graduate students will be accepted only when their Advancement to Candidacy form has been submitted. (Graduation/marching application forms are available at and must be returned to the Academic Records Office.) All students filing for December conferral and undergraduate students applying for graduation/marching in May must complete the graduation/marching application no later than the October date specified in the academic calendar. All graduate students applying for graduation/marching in May must complete the graduation/marching application no later than the January date specified in the academic calendar.
- Transcripts for transfer credit must reach the Academic Records Office a minimum of 15 days before graduation/degree conferral.
- All Incompletes and Deferred Grades in classes needed to complete degree requirements must be changed to a satisfactory grade in the Academic Records Office a minimum of 15 days before graduation/degree conferral.

- Students must receive financial clearance from the Student Financial Services Office to participate in graduation ceremonies or to receive a diploma.
- Diplomas will be ready for distribution beginning two weeks after commencement/degree conferral.

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

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

Participation In Graduation Ceremonies

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

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

1. Following registration for the term culminating in a Spring or Summer graduation ceremony, they fall within one of the following categories:
 - a. Undergraduate students who lack no more than 6 semester credits for degree completion and meet both overall and major GPA requirements. Credits lacking include I's, DG's and unregistered work.
 - or**
 - b. Graduate or undergraduate students who lack only completion of an unregistered practicum or internship or student teaching requirement which could be expected to be completed before the next graduation event.
 - or**
 - c. Master of Divinity students who lack no more than 6 semester credits for degree completion, including practical field work courses. Credits lacking include I's, DG's and unregistered work.
2. Master or Specialist students without a thesis or project option who have been advanced to degree candidacy, lack no more than 4 semester credits for completion and by the official deadlines have met all other graduate degree requirements, including passing comprehensive exams (if required in the program). Credits lacking include I's, DG's and unregistered work.
3. Master or Specialist students with a thesis or project option who have completed all coursework, passed comprehensive exams (if required), and obtained approval of their thesis/project by the appropriate graduate committee, but have yet to file the thesis/project, as required. Notification of thesis/project approval must reach the Academic Records Office no later than 11:30 a.m. on Friday, one week before graduation.
4. Doctoral students who have completed all coursework, have met all graduate degree requirements, including passing

comprehensive exams, and no later than four weeks before the graduation ceremony obtain approval of the appropriate graduate committee following successful defense of their dissertation/project (if required in the program), with one of the following results: "Accept the dissertation/project as defended" or "Accept the dissertation/project with minor revisions." For candidates whose result is "Accept the dissertation/project with major revisions," written notification from their committee that they have made satisfactory revisions as required must reach the Academic Records Office no later than 11:30 a.m. on Friday, one week before graduation.

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

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

UNDERGRADUATE PROGRAMS

Admission

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

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

How To Apply

- Request application materials
Telephone: 800-253-2874 toll free
Web site: <http://connect.andrews.edu>
Postal Address:
Undergraduate Admissions Office
Andrews University
Berrien Springs, MI 49104-0740
- Return a completed Undergraduate Application form with the \$30 fee.
- Use a Transcript Request form(s) to request official transcript(s) to be sent directly to Andrews University from the secondary school and/or any college attended.
- Complete a citizenship agreement and short essay form.
- Take the ACT or SAT test and arrange to have the results sent directly to Andrews.

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

Freshman students are encouraged to apply before their final secondary-school transcript is available. A preliminary transcript, GPA, and available test scores are used by the Undergraduate Admissions Office for admission. All students must submit a final secondary-school transcript and ACT or SAT scores before they complete their first registration.

General Admission Standards and Requirements

All undergraduate students must meet minimum general admission standards. Individual schools or departments may set additional standards for entry into particular programs. These standards are often higher than those listed in the Undergraduate General Admission Standards chart.

Undergraduate General Admission Standards
Official documentation of completion of secondary-school studies from <ul style="list-style-type: none"> • an accredited secondary school • or an equivalent overseas school (to be assessed by AACRAO guidelines) • or GED certification with a minimum average score of 60 on five sections of the test with no section lower than 50.
A minimum high school GPA of 2.25 overall and ACT/SAT composite scores at the 50th percentile (currently, these scores are 20 ACT and 970 SAT; but are subject to adjustment annually) is required for good and regular admission. Transfer students must have a minimum college GPA of 2.25 (and ACT/SAT scores are recommended, but not required). Students who do NOT meet these requirements will be reviewed by the Undergraduate Admissions Committee, no later than July 15 for fall semester enrollment or November 15 for spring semester enrollment, for possible conditional admission.
The individual admissions status of each applicant (including good and regular, conditional and denied admission) is subject to the review and final decision of the Undergraduate Admissions Committee on the Andrews University campus.
A signed citizenship agreement and a written essay on the importance and impact of a Christian university education.
For high school students, reference evaluations will be conducted with the student's guidance counselor and/or principal. Transfer students will be required to submit two recommendations.

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

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

- ACT (or SAT) test results (best if taken early in the senior year of high school since these scores are also used, along with GPAs, to determine significant AU scholarship awards).
 - One of the following:
 1. Detailed transcript* with a cumulative GPA and accompanying list of course descriptions
 2. GED certificate.
 3. Portfolio* including course descriptions, resources used, time spent, and samples of best work for each course.
 - An essay by the student reflecting on the value of the home-school experience or the essay requested in the application.
- * Should be completed by the person who directed the program, along with the help of the student where appropriate.
Call 269-471-6200 or 269-471-6346 for more information.

Note: Griggs University (GU) offers a secondary education program and will work with homeschool students who take a minimum of their last three high school courses through HSI to develop and grant a high school diploma. Contact GU at 800-782-4769.

Commitment to Abide by Rules and Standards. Each prospective student must sign a statement on the Undergraduate Application form agreeing to respect and abide by the rules and standards of the university.

English Proficiency Requirement. All students whose first language is not English must demonstrate that they can read, speak, and understand English. A minimum score of 550* on the paper TOEFL exam, 213* on the TOEFL computer version, or 80* on the MELAB exam demonstrates such proficiency. Students who score below these levels may complete language requirements by enrolling in Intensive English Program courses (ENSL) on campus and passing the exit exam for English as a Second Language.

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

These test results will not be required when the applicant has completed all education from at least the ninth through the twelfth grades or equivalent in a country where English is the spoken language and medium of instruction.

* Some programs require higher scores.

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

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

Measles, Mumps, and Rubella (German Measles) (MMR) Immunization. Each student born after December 31, 1956, must show proof of immunity to the diseases by one of the following means:

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

Admission of Transfer Students

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

Transfer students who have earned at least 24 semester credits before applying to Andrews are evaluated on the basis of their college GPA and not their secondary-school GPA.

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

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

- Complete official transcripts are submitted from each institution where work was done. (Registrars of these institutions should send transcripts directly to the Undergraduate Admissions Office of Andrews University.)
- The credits presented for transfer are for college level courses in which the student has earned a grade of C- or higher.
- All credits presented for transfer come directly from accredited institutions.

Requests for transfer of credits may be made only at the time of admission to the university, at the time when a change of program is approved, or if a petition to accept the course is approved and on file before the course is taken. The approving officer may specify conditions that must be fulfilled for the acceptance of the course.

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

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

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

Dual Enrollment Status

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

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

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

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

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

Permission to Take Classes (PTC) Status

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

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

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

Secondary Students Taking College Classes on a PTC Basis.

Several programs are available to high school students for taking classes at Andrews University through direct arrangements with school offices such as Andrews Academy and the Berrien County Intermediate School District. Students who are interested in these programs should check with these offices to determine courses available and the payment program. These offices then communicate enrollment lists to the office manager in the Andrews University Enrollment Services office.

For high school students, including homeschool students, who are interested in taking classes not arranged through the process mentioned above, the student should initiate the registration process through the office manager in the AU Enrollment Services office. This is done on a Permission to Take Class(es) (PTC) form. 300+ level courses require approval from the teacher of the course. These courses are offered at 50% off tuition of the "per credit under 12 credit hours rate." If a student selects a class, or set of classes, equaling 5 credits or more they are charged the General fee for the semester as well. This fee is also discounted at 50%. There is no discount on lab/class fees. Once the PTC form is completed, the student then makes a payment for their 50% portion plus applicable lab/class fees at Student Financial Services after which they are financially cleared, shown as registered, and ready to start classes.

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

Admission to the Gifted Scholars Program

Gifted scholars who have not graduated from secondary school may be admitted to the Gifted Scholars Program on the basis of current exceptional achievement. Such students are admitted on a regular admission basis only.

Admission Requirements. The requirements considered for gifted-scholar admission include

- A transcript showing a consistently maintained GPA of 3.75 or above in all secondary-school work with at least 13 solids (no fewer than four solids each year) and a college-bound percentile rank of 90 or above on the ACT/SAT.
- Evidence of English capability as noted in general-admission requirements.
- Recommendations from the principal and guidance counselor of the secondary school where the student is presently enrolled.
- Completion of the required tests in math and reading prior to enrollment.

The Gifted Scholars Admission Committee requires an interview with the student seeking admission and with his/her parents/legal guardians.

Admission of International Students

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

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

Refusal or Annulment of Admission

Applicants may be refused admission

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

ACADEMIC INFORMATION

Planning Programs

Advisors. Students are assigned academic advisors based on the major chosen. Advisors function as academic guidance counselors to help students to schedule their courses, to learn how to follow academic rules and regulations, and to make decisions regarding their future.

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

- ACT or SAT
The ACT or SAT is required for admission and should be taken before arriving on campus.
- Mathematics Placement Test
The Mathematics Placement Test is given on campus.

Direct questions concerning advising, tutoring and student success to the Student Success Center. (phone 269-472-6096, email: success@andrews.edu).

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

Class Standing

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

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

Areas of Study

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

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

Honor Lists

Dean's List. Students with a minimum semester GPA of 3.50 are eligible to be on the Andrews University Dean's List. They must carry a load of at least 12 letter-graded credits, have no letter grades below a B (3.00), and have no incompletes. Receipt of a DG does not affect eligibility for the Dean's List. Each semester this list may be published or posted.

Study-Work Loads

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

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

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

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

Satisfactory Academic Progress

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

- Successfully complete at least 60% of all courses attempted following initial enrollment.
- Maintain an overall GPA of at least 2.00 (average grade of C). If a student fails to maintain an overall GPA of 2.00 (on a 4.00 system), his/her enrollment category is changed to probationary.

Academic Probation Procedures

Academic Probation. Students whose overall GPA for previous course work is below C (2.00) or who earn a GPA of 1.75 or less in any term are placed on academic probation for the following term. Students on academic probation are removed from probation when they successfully complete the requirements of their academic probation plan as prescribed by their dean.

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

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

- EDPC115 Academic Learning Assessment—individual guidance to help students succeed at Andrews University. Instructors use comprehensive evaluations and individualized plans to help students break patterns of failure and to achieve success.
- EDPC116 Academic Development—to help students clarify personal goals and values and improve their study skills.
- ENGL110 Beginning Composition—to help students learn to write clear, effective sentences and paragraphs with few mechanical errors.
- EDTE140 Reading Vocabulary Development and EDTE160 College Reading Efficiency—to improve the skills of those with reading problems.
- MATH091 & 092 Arithmetic and Algebra Review—to help students with poor mathematical backgrounds.

Further information is available from the dean of each school offering undergraduate programs.

Students Accepted on a Conditional Basis

Some freshmen who do not meet regular admissions standards but whose high school performance or test scores indicate a possibility of success may be accepted on a conditional basis. They are required to attend a pre-college session in the summer and are advised through the Student Success office. They will receive skills assessments and will be placed in classes selectively to enhance their chances of academic success. Many will be required to take skills building classes. Students accepted conditionally must improve any skills deficits and achieve satisfactory academic progress by the end of their second semester in order to transfer into the regular academic program.

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

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

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

Advanced Placement Opportunities

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

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

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

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

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

A score of 4 or 5 on the Advanced Placement test in Language and Composition may provide the student with 3 credits for ENGL115 (English Composition 1). A score of 4 or 5 on the Advancement Placement test in Literature and Composition may provide the student with one of the following: 3 credits for ENGL115 OR 3 credits for ENGL255 (Studies in Literature).

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

All CLEP and DANTES examinations must be taken during the student's first year in residence. No credit by examination of any type may be taken during the last semester immediately preceding graduation.

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

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

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

challenge exams administered within individual university departments should be sought directly from the respective department(s).

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

Special Learning Experiences

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

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

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

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

Baccalaureate Degree Requirements

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

Credit Requirement

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

Course Requirements

- Bachelor of Arts or Bachelor of Science degrees. Students must complete required courses including the following: General

Education requirements plus the requirements for a major, a minor (if required), and specified cognates (or related courses).

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

Residence Requirements

- A minimum of 30 of the last 36 semester credits applied to a baccalaureate degree must be earned on campus. Before a student takes non-Andrews University courses for any part of the other 6 semester credits, the dean of the college/ school in which the student is enrolled must approve.
- A minimum of one-third of the credits required for a major, and 3 credits required for a minor must be earned on campus and in courses numbered 300 or above.
- School of Business students seeking a BBA must complete at least 50% of the core and major (33 of the total 66 credits) in residence.

Grade Requirements

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

Multiple Majors. Students may earn more than one major for a single degree. All requirements for each major must be met including cognates. If the majors are offered for different degrees, students must specify which degree they wish to receive and complete the General Education requirements for that degree.

A course may be used to fulfill the requirements for more than one major or minor if at least 75% of the credits are not also counted for another major or minor. A course may not be used to fulfill the requirements of more than one major or minor used for teacher certification.

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

Request for Graduation. Degree candidates must file a request for graduation with approval of the advisor and Academic Records.

Second Baccalaureate Degree Requirements

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

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

Associate Degree Requirements

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

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

Residence Requirements

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

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

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

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

Student's Governing Bulletin

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

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

GENERAL EDUCATION

Philosophy of General Education

The rapid expansion of knowledge in a multi-cultural world requires those who would be truly educated to adopt a philosophy of life-long learning. One must engage the mind in the study of many fields, from the fine arts to the empirical and social sciences. This broad encounter with varied perspectives and the exposure to knowledge gained from many disciplines forms the domain of General Education, one of the two pillars of American higher education. By contrast, the other pillar is one's chosen major, usually a focused study of a specific discipline and the development of required skills.

Thus, the General Education program encourages students to reach beyond the mere exercise of certain skills and the accumulation of present knowledge. Although the faculty deeply respects learning, it considers another goal equally essential—that of producing Christian alumni notable for their culture, character, civility, and intellect. Thus, the faculty seeks to prepare graduates who possess the ethical values, interests, abilities, and analytical thinking for both leadership and service, so that they may contribute effectively to their homes, companies, communities, and churches. Transmitting this common yet distinctive heritage—along with an appropriate level of knowledge and skills—forms the essential purpose of General Education at Andrews.

General Education is more than simply completing a specified list of courses. The faculty desires that undergraduates go beyond the mere study of their chosen disciplines to focus on developing spiritual strength, Christian values, and social abilities. As a result, the General Education program strives to foster an atmosphere in which each student is encouraged to

- Construct a thoughtfully conceived world view that recognizes the roles of Scripture, nature, and human discovery as sources of truth. Moreover, living from this perspective means consciously making Christian convictions explicit and applying them ethically, as well as articulating individual values from the viewpoint of one's chosen profession.
- Understand the heritage and mission of Andrews University in furthering the cause of Christ within the context of Seventh-day Adventist faith and practice. Thus, one is to affirm in mind and practice the importance of the Christian way of life as revealed in Scripture. This implies compassionate behavior toward other individuals as well as respect for the dignity of all peoples, recognizing their creation in the image of God.
- Enjoy camaraderie with many individuals, form enduring friendships within the diverse campus community, and esteem the sacred nature of marriage.
- Evaluate one's interpersonal effectiveness, including the ability to work in groups while maintaining the ability to think for oneself, and strive to enlarge the scope of all personal abilities.
- Understand one's role and responsibilities as a citizen in a secular society and as a member of a religious community; and then, beyond understanding, to respond with thoughts, with emotion, and with action to the needs of one's wider community.
- Strengthen the ability to judge clearly, observe accurately, draw reasonable inferences, perceive relationships, and to show the ability to discriminate among alternatives and design creative strategies to solve problems.
- Enjoy the cultural achievements of humanity and foster participation in creative and aesthetic activity.

General Education Goals

To be well-informed, participating members of society, graduates must be knowledgeable in many areas. Andrews University considers the following areas to be important and designs its curriculum to help students meet the goals.

Religion—From a study of faith, ethics, and doctrine, students will gain an experiential understanding of God's divine plan for their lives.

Language and Communication—Through practice, students will develop strategies for effective oral and written English communication. A Bachelor of Arts student will learn to communicate in a foreign language at the intermediate level.

Arts and Humanities—As students study and experience literature, ideas, and the performing and visual arts, they will come to understand how civilization expresses itself.

Social Science—Students will come to understand human-behavioral theories and perspectives as manifested in social, geographic, political, and economic relationships.

Service—Students will apply their knowledge and skills to the benefit of others by identifying with and serving in a selected community.

Physical/Natural Science—Students will experience the scientific method of studying the natural universe and the current way of understanding it.

Wellness—Students will study and apply the principles of health and fitness to their own lives.

Mathematics and Computer Science—Students will develop the logical, mathematical, and computer skills essential in modern technological society.

Multiculturalism/Diversity—Students will understand how people of various groups and cultures are shaped by their heritages and how the oneness in Christ of all believers impacts communication with and service to others regardless of cultural background, gender, disability, religious beliefs, or ideological differences.

Honors General Education (SAGES)

The Andrews Honors Program offers a series of interdisciplinary courses which apply to the General Education requirement. Scholars Alternative General Education Studies (SAGES) is described on p. 84.

General Education Mathematics

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

The Andrews Mathematics Placement Examination (MPE) provides information essential to planning the college career. Subject to exceptions listed below, all new students, including transfer students, must take the MPE during the first semester of residence and before taking any mathematics courses.

The MPE takes one hour, no calculators are allowed, and there is a fee which may be charged to the student's account. (See Fee Schedule on p. 60.) It is given during Orientation Week, at other convenient times throughout the year, and each spring at participating Adventist academies. Three months must normally elapse between tests. Similar tests taken elsewhere are not recognized. The MPE score is valid as a prerequisite for mathematics courses for three years after it is earned.

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

At a minimum, the entering student should be proficient in addition, subtraction, multiplication and division of whole numbers, fractions, and decimals, and should be able to handle

percentage problems. The student should not need a calculator to find answers to problems no more difficult than $9 \times 6 = 54$, $13 - 21 = -8$, $2(3/14) = 3/7$, or $4/0.02 = 200$.

Any student with an ACT math score of 17 or below, or an SAT math 450 or below, and many higher scoring students will need to do serious study and review to achieve a score of P2 on the MPE. Students should do everything possible to improve mathematics performance before coming to campus. A thorough review of algebra the summer before enrolling in college will pay great dividends even if the student places into the skill course.

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

The skill course, MATH091 and 092. Students with MPE scores of E0, E1, M0, M1, P0, or P1 at the time of enrollment must enroll in MATH091 Arithmetic and Algebra Review, or engage in other study to achieve a score of P2. **Many students, including all who score E0 or M0, should plan to enroll first in MATH091 and then in MATH092 (for two successive semesters) to bring their skills up to the required level.** Completion of the MATH 091/092 Arithmetic and Algebra Review sequence fulfills the skill requirement and awards a P2 score.

The principal means of instruction in MATH 091/092 is ALEKS, an on-line tutorial system developed at the University of California. Instruction is entirely individualized and students can advance as rapidly as their capacity will allow. The faculty instructor consults with students, tracks the student progress and is available for individual assistance. Each student is assigned to a cluster of about 15 students supervised by a lab instructor, who provides one-on-one assistance during class time. At other times the student can work on any computer with a web connection, or use a computer in the Mathematics Tutoring Center and receive help from a tutor. See MATH091/092 course descriptions, p. 151.

The reasoning course, MATH 145. MATH 145 Reasoning with Functions is the course which most non-science students will find most appropriate for meeting the reasoning requirement. See course description on p.152. MATH 166, 167, 168, 182, and 141 also meet the reasoning requirement.

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

Exceptions

1. Students who at admission transfer College Algebra, College Algebra with Trigonometry, Precalculus, Precalculus Algebra, Precalculus Trigonometry, Calculus, a Cambridge "A Level" pass in Mathematics, or AP Calculus fulfill the mathematics reasoning requirement. They do not have to take the MPE and the math skill requirement is waived.
2. Some courses other than those listed in 1. above may be accepted for the reasoning requirement, provided they are presented at admission and the skill requirement is separately fulfilled. Current criteria will be applied case-by-case. Students wishing to have a course evaluated should bring a description to the Mathematics Department.

3. Students who transfer from a four-year college into Physical Therapy or Clinical Laboratory Science and are classified as Seniors in their first year at Andrews are deemed to have met the mathematics requirement of the college or university from which they are transferring. The Andrews mathematics requirement is waived and these students do not have to take the MPE.
4. Students enrolled in the English Language Institute are not required to take the MPE until the first semester of enrollment in regular college level courses.

symbol “S” in the *Bulletin*), or by waiving the requirement based on the steps outlined in the “Service Learning Packet,” available in the Behavioral Science Department. Larry Utery supervises the waiver process for the fieldwork requirement.

* Transfer students with two years of course work elsewhere choose to take either BHSC100 or Fieldwork.

Religion Course Requirements

Students transferring from a Seventh-day Adventist college/university must take a combined total of four religion courses.

Students transferring from a non-Seventh-day Adventist college/university must take one course per year of residency at Andrews University (see schedule below).

Credits in Residence to Complete Degree	Religion Courses Required
30–39	one course
40–67	two courses
68–95	three courses
96–124	four courses

Multiculturalism/Diversity in the General Education Curriculum

Beginning with the *2005–2006 Bulletin*, General Education at Andrews University includes an explicit emphasis on multiculturalism and diversity. This emphasis recognizes the historical development of various cultures and groups in the United States, the global nature and mission of the Seventh-day Adventist Church, and the diverse student body and faculty of the university with more than ninety countries from around the world represented on campus. The focus on multiculturalism and diversity includes specific emphasis in the following courses: COMM104 Communication Skills, BHSC100 Philosophy of Service, ENGL115 English Composition I, RELT100 God and Human Life, and HIST117 & 118 Civilization and Ideas I & II. With the *2006–2007 Bulletin*, all graduates also will be required to take an “M/D” (Multiculturalism/ Diversity) course in the major, in the minor, or from among the General Education courses according to established guidelines for the content of such courses.

Professional-Degree, General Education Requirement Adjustments

Requirements may vary slightly for professional degrees. The General Education tables summarize these adjustments.

Service-Learning Requirements

Service to others is a central emphasis of the Andrews University Mission Statement. The General Education curriculum, therefore, includes an emphasis on service so that all graduates will understand the importance and rewards of service activities. The service-learning component consists of two requirements: (1) BHSC100 Philosophy of Service (2 credits), and (2) Fieldwork (0–2 credits).* The fieldwork requirement can be met in three ways: by registering for BHSC300 Philosophy of Service Fieldwork (2 credits), by taking an “S” course (service-learning course) in the student’s major or minor (such courses are marked with the

TABLE 1
GENERAL EDUCATION: B.A. AND B.S. DEGREES

<p><u>SEMESTER CREDITS</u></p> <p>RELIGION 12 RELT100 God and Human Life 3</p> <p>Choose 9 credits from the following:</p> RELB210 Jesus in His Time and Ours 3 RELT225 Doctrines of Adventist Faith 3 RELT250 Personal Spirituality and Faith 3 RELT340 Religion and Ethics in Modern Society 3 RELP400 Senior Seminar: Health Professionals* 3 <i>* Intended for Nursing majors</i> <hr/> <p>LANGUAGE/COMMUNICATION 9–13</p> COMM104 Communication Skills 3 ENGL115 English Composition I 3 ENGL215 English Composition II 3 Intermediate Language (For BA only)* 4 <p><i>* Students whose first language is not English may waive this requirement by scoring 550 on the paper TOEFL or 213 on the computer TOEFL or a minimum score of 80 on the MELAB. Students whose language is not English may also fulfill this requirement by completing the Advanced English courses and passing the Exit Exam offered by the Center for Intensive English Programs.</i></p> <hr/> <p>ARTS/HUMANITIES 12–13</p> HIST117 Civilizations and Ideas I 3 HIST118 Civilizations and Ideas II 3 IDSC211 Creativity and the Arts 3 <p>Choose 3 credits from the following:</p> ARTH220 Language of Art 3 ENGL255 Studies in Literature 3 MUHL214 Enjoyment of Music 3 PHIL224 Intro to Philosophy 3 PHTO210 History of Photography 3 PHTO115 Introduction to Photography 4 or 3 credits of Studio Art/Ensemble Music 3 <hr/> <p>LIFE/PHYSICAL SCIENCES* 8 Students must take one Life Science AND one Physical Science</p> <p>Life Science:</p> BIOL 100 (Human Biology) 4 BIOL 208 (Principles of Environmental Science) 4 BIOL 330 (History of Earth and Life) 4 **FDNT230 (Nutrition) 3 FDNT240 (Nutrition Lab) 1 <p>Physical Science:</p> CHEM100 (Consumer Chemistry) 4 PHYS110 (Astronomy) 4 PHYS115 (Concepts of Physics) 4 PHYS205 (Sound and Waves) 4 <p><i>*Science majors and majors requiring science cognates take a minimum of 8 credits of science lab courses from two areas of science. **Students must take FDNT230 (Nutrition) and FDNT240 (Nutrition Lab) to count toward General Education credit.</i></p>	<p>MATHEMATICS 2–4</p> <p>Skills—Mathematics Placement Examination score of at least P2. Reasoning—MATH145 Reasoning with Functions*, or MATH141, 166, 167, 168 or 182</p> <p>For more information, see the previous page.</p> <p><i>* BS majors in Speech-Language Pathology and Audiology, BA majors in History or Political Science, and BS majors in Political Science or Social Studies take STAT285.</i></p> <hr/> <p>COMPUTER TOOLS 0 or 3</p> <p>Pass competency exam or take INFS110 Computer Tools.</p> <hr/> <p>SOCIAL SCIENCES 6</p> <p>Take one foundation course from the following:</p> ANTH200 Cultural Anthropology 3 ECON225 Macroeconomics 3 GEOG110 Survey of Geography 3 PLSC104 American Government 3 PSYC101 Introduction to Psychology 3 SOC119 Principles of Sociology 3 <p>Take one of the following:</p> BHSC220 Contemporary Social Issues 3 BHSC235 Culture, Place and Interdependence 3 IDSC237 The Individual, State, and Marketplace 3 PSYC180 Dealing with Your Mind 3 <hr/> <p>PE/WELLNESS 3</p> <p>HLED120 Fit for Life and two activity courses (each 1 credit)</p> <hr/> <p>SERVICE 2+</p> BHSC100 Philosophy of Service 2 BHSC300 Fieldwork ("S" designated major course or service plan or 2 credits of fieldwork) 0–2 <hr/> <p>BS TOTAL 54–60+ BA TOTAL 58–64+</p>
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TABLE 2
GENERAL EDUCATION: PROFESSIONAL DEGREE REQUIREMENTS

BACHELOR OF SCIENCE IN ARCHITECTURE		
Religion	12	Same as BS requirements
Language/Communication	9	Same as BS requirements
Arts/Humanities	6	Take HIST117, 118
Life/Physical Sciences	4	Take PHYS141
Mathematics	4	Take MATH168
Computer Tools	0 or 3	Same as BS requirements
Social Sciences	3	Take ARCH370
PE/Wellness	3	Same as BS requirements
Service	<u>2+</u>	Same as BS requirements
TOTAL	43–46+	
BACHELOR OF BUSINESS ADMINISTRATION		
Religion	12	Take RELT100, either RELT340 or 390, and choose two courses from RELB210, RELT225, 250, or RELP400.
Language/Communication	9	Same as BS requirements
Arts/Humanities	6	Take HIST118 and one of ENGL255, MUHL214, ARTH220, PHIL224
Life/Physical Sciences	8	Same as BS requirements
Mathematics	3	Take MATH166
Computer Tools	0	See major
Social Sciences	6	Take PSYC101 and SOCI119
PE/Wellness	3	Same as BS requirements
Service	<u>2+</u>	Same as BS requirements
TOTAL	49+	
BACHELOR OF FINE ARTS		
Religion	12	Same as BS requirements
Language/Communication	9	Same as BS requirements
Arts/Humanities	9	Take HIST117, 118 and IDSC211
Life/Physical Sciences	4	Take one of PHYS110, CHEM110, BIOL208 or 330
Mathematics	2–4	Same as BS requirements
Computer Tools	0	See major
Social Sciences	3	Take foundation course or interdisciplinary course
PE/Wellness	3	Same as BS requirements
Service	<u>2+</u>	Same as BS requirements
TOTAL	44–46+	

BACHELOR OF HEALTH SCIENCE (Physical Therapy Department)		
Religion	9	See major. One religion course per year in an SDA school. PTH460 Topics: Comparative Religions is taken in the professional program
Language/Communication	9	See major
Arts/Humanities	4	Fine Arts—An appreciation theory or introductory/history course in music, art, photography, etc. or 1 year of ensemble music (private music lessons do not apply) Humanities—One course from the following options: ethics, cultural perspectives, literature, philosophy, critical thinking, second language, world history, western civilization, U.S. history, American history, Canadian history
Life/Physical Sciences	Major	See major
Mathematics	3	STAT285
Computer Tools	0 or 3	A PT-department-approved computer course which includes word processing and spreadsheets. Applicants with a bachelor's degree may document proficiency on the Computer Literacy form found in the application packet.
Social Sciences	8	Psychology—An introductory psychology course Human Development—A course which covers physical, social, and psychological development beginning with conception Social Science—One course from the following options: sociology, geography, anthropology, minority groups, diversity, economics, American government
PE/Wellness	1	Physical Fitness—a physical fitness/wellness theory course
Service	0	See major
Total	34 or 37	
BACHELOR OF MUSIC		
Religion	12	Same as BS requirements
Language/Communication	9	Same as BS requirements
Arts/Humanities	9	Take HIST117, 118 and IDSC211
Life/Physical Sciences	4	Take one of PHYS110, 405, BIOL208 or 330
Mathematics	2–4	Same as BS requirements
Computer Tools	0 or 3	Same as BS requirements
Social Sciences	3	Take foundation course or interdisciplinary course
PE/Wellness	3	Same as BS requirements
Service	2+	Same as BS requirements
Total	44–49+	
BACHELOR OF SCIENCE: ALLIED HEALTH ADMINISTRATION		
Religion	12	Same as BS requirements (one per year for transfer students)
Language/Communication	9	Same as BS requirements
Arts/Humanities	12–13	Same as BS requirements
Life/Physical Sciences	Major	See major
Mathematics	2–4	Same as BS requirements
Computer Tools	0 or 3	Same as BS requirements
Social Sciences	6	Take PSYC101 and one of BHSC220 or 235
PE/Wellness	3	Same as BS requirements
Service	2+	Same as BS requirements
Total	46–52+	

BACHELOR OF SCIENCE IN CLINICAL LABORATORY SCIENCE		
Religion	12	Same as BS requirements (one per year for transfer students)
Language/Communication	9	Same as BS requirements
Arts/Humanities	3	Choose with advisor from BS list
Life/Physical Sciences	Major	See major
Mathematics	3	See major
Computer Tools	Major	See major
Social Sciences	3	Choose with advisor from BS list
PE/Wellness	2	HLED120 and 1 activity course (or equivalent for transfer students)
Service	<u>Major</u>	See major
	Total 32	
BACHELOR OF SCIENCE IN DIETETICS		
Religion	12	Same as BS requirements
Language/Communication	9	Same as BS requirements
Arts/Humanities	12–13	Same as BS requirements
Life/Physical Sciences	Major	See major
Mathematics	2–4	Same as BS requirements
Computer Tools	0 or 3	Same as BS requirements
Social Sciences	6	Take PSYC101 and one of BHSC220 or 235
PE/Wellness	3	Same as BS requirements
Service	<u>2+</u>	Same as BS requirements
	Total 46–52+	
BACHELOR OF SCIENCE/BACHELOR OF ARTS: ELEMENTARY EDUCATION		
Religion	12	Take RELT100, 225, 308 or RELH400, an additional 3-cr class chosen in consultation with your SED advisor (no grade lower than a C)
Language/Communication	9	ENGL115, 215, COMM104 or 450
Intermediate Language (BA only)	(4)	Only needed for BA degree
Arts/Humanities	10	Take HIST205, 404, ENGL407, one course from: ARTH220, IDSC200, 211, INLS220, MUHL214, PHTO115, 210
Life/Physical Sciences	8	Same as BS requirements
Mathematics	2–4	Same as BS requirement (nothing lower than a C)
Computer Tools	2–5	Competency exam or INFS110 Computer Tools, plus EDTE476
Social Sciences	9	Take GEOG110, PLSC104, EDPC302
PE/Wellness	3	Same as BS requirements
Service	<u>4</u>	Take EDTE165
	Total 58–67	
BACHELOR OF SCIENCE IN ENGINEERING		
Religion	12	Same as BS requirements
Language/Communication	9	Take ENGL115, 220, and COMM104
Arts/Humanities	3	Take HIST118 or IDSC211
Life/Physical Sciences	Major	See major and cognates
Mathematics	Major	See major and cognates
Computer Tools	Major	See major and cognates
Social Sciences	3	Take one foundation course from BS list
PE/Wellness	3	Same as BS requirements
Service	<u>2+</u>	Same as BS requirements
	Total 32+	

BACHELOR OF SCIENCE: NURSING		
Religion	12	Same as BS requirements
Language/Communication	9	Same as BS requirements
Arts/Humanities	9	Take HIST117 & 118, and one of IDSC211, ARTH220, ENGL255, INLS215, PHIL224, MUHL214, PHTO115, or 3 credits of Studio Art/Ensemble Music
Life/Physical Sciences	Major	See major and cognates
Mathematics	3	Take MATH145
Computer Tools	0 or 3	Same as BS requirements
Social Sciences	6	Take PSYC101 and one interdisciplinary course
PE/Wellness	2	Take 2 activity courses
Service	2+	Same as BS requirements
Total	43 or 46+	
BACHELOR OF SOCIAL WORK		
Religion	12	Same as BS requirements
Language/Communication	9	Same as BS requirements
Arts/Humanities	12–13	Same as BS requirements
Life/Physical Sciences	8	Take BIOL100 and one Physical Science course
Mathematics	2–4	Same as BS requirements
Computer Tools	0 or 3	Same as BS requirements
Social Sciences	6	See degree requirements for major
PE/Wellness	3	Same as BS requirements
Service	2	SOWK255; omit BHSC100
Total	54–60	
BACHELOR OF TECHNOLOGY		
Religion	12	Same as BS requirements
Language/Communication	9	Take ENGL115, 220 and COMM104
Arts/Humanities	3	Take 3 credits from BS list
Life/Physical Sciences	8	Same as BS requirements
Mathematics	2–4	Same as BS requirements
Computer Tools	0 or 3	Same as BS requirements*
Social Sciences	3	Take one foundation course from BS list
PE/Wellness	2	Take HLED120 and 1 activity course
Service	2+	Same as BS requirements
Total	41–46+	
		*Digital Multimedia Technology and Graphic Imaging majors fulfill this requirement by completing the following courses: DGME 130, 175, 250.
SECONDARY EDUCATION CERTIFICATION GENERAL EDUCATION REQUIREMENTS		
Religion	12	Take RELT100, 225, 308, and one 3-cr course chosen in consultation with your SED advisor
Language/Communication	9–13	Same as BS requirements; BA students take Intermediate Language for 4 credits
Arts/Humanities	12	Take HIST117, 118, 404, and one course from ARTH220, ENGL255, IDSC211, MUHL214, PHTO115, or PHTO210
Life/Physical Sciences	8	Same as BS requirements
Mathematics	2–4	Same as BS requirements
Computer Tools	0 or 3	Same as BS requirements
Social Sciences	9	Take two courses from ANTH124, ECON225, EDPC302, EDTE228, GEOG110, PLSC104, PYSC101, or SOCI119
PE/Wellness	3	Same as BS requirements
Service	4	Take EDTE165
TOTAL	59–68	

ASSOCIATE OF ARTS/ASSOCIATE OF SCIENCE (COLLEGE OF ARTS AND SCIENCES)		
Religion	6	Take RELT100 and one of RELB210, RELT250
Language/Communication	9	Same as BS requirements
Arts/Humanities	3	Choose one of the following: HIST118, ENGL255, MUHL214, ARTH220, PHIL224
Life/Physical Sciences	3	Choose one of the following: BIOL111, 165, 260, CHEM110, 131, PHYS110, 115, 141, 241
Mathematics	2–4	
Computer Tools	0 or 3	Same as BS requirements
Social Sciences	3	Same as BS requirements
PE/Wellness	2	Choose one of the following courses: ANTH124, ECON225, GEOG110, PLSC104, PSYC101, SOCI119
Service	2	Take HLED120 and one activity course
Total	30–35	Take BHSC100
ASSOCIATE OF SCIENCE (SCHOOL OF BUSINESS)		
Religion	6	Take RELT100 and one of RELB210, RELT250
Language/Communication	9	Same as BS requirements
Arts/Humanities	6	Take HIST118 and one of ENGL255, MUHL214, ARTH220, or PHIL224
Life/Physical Sciences	8	Same as BS requirements
Mathematics	2–4	Skills—Mathematics Placement Examination score of at least P2 or completion of MATH091 and/or 092 Reasoning—MATH145 Reasoning with Functions (or MATH166 or more advanced MATH course)
Computer Tools	Major	See major
Social Sciences	3	Take PSYC101
PE/Wellness	2	Take HLED120 and one activity course
Service	2	Take BHSC100
Total	30–32	
ASSOCIATE OF TECHNOLOGY		
Religion	6	Take RELT100 and one of RELB210, RELT225, 250
Language/Communication	6	Take ENGL115 and COMM104
Arts/Humanities/Social Sciences	3	Choose with advisor one course from BS list
Life/Physical Sciences/Math	0–3	Math Placement Exam \geq P2 or MATH091 and 092
Computer Tools	0 or 3	Same as BS requirements
PE/Wellness	2	Take HLED120 and one activity course
Service	0	Not required
Total	17–23	
ASSOCIATE OF FINE ARTS		Same as Associate of Arts and Associate of Science (see above).

GRADUATE PROGRAMS

Graduate education at Andrews University looks beyond the traditional preservation of knowledge and the advancement of disciplines to the integration of learning with Christian faith. The graduate faculty seek to challenge and guide students in their search for knowledge, to motivate them with a keen desire to learn, and to develop both personal resourcefulness and a sense of their own responsibility in the quest for greater competence in their chosen academic discipline.

Admission

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

How to Apply

Request Application Materials

Telephone: 800-253-2874 toll free or (269) 471-6321

Web site: <http://www.andrews.edu/GRAD>

Postal Address:

Graduate Admissions Office
Andrews University
Berrien Springs, MI 49104-0620 U.S.A.

Apply Early. To avoid delays in processing an application and to provide ample opportunity to apply for scholarships, financial aid, visas, and/or university housing, students should file their applications 6–12 months before they expect to enroll.

General Admission Requirements

Follow These Steps. The Graduate Admissions Office will send an application packet, or the applicant can download it from the website listed above, containing the items mentioned below. Students must

- Fill out the Application for Graduate Admission form and return it with the nonrefundable \$40 application fee.
- Prepare a 500-word Statement of Purpose explaining why they want to take a graduate degree at Andrews University.
- Complete the information asked for on the Professional Experience form. (Applicants for the MS: Nursing program, DScPT and post-professional DPT must submit a copy of their current license.)
- Ask professionals who know them well, such as advisors, major professors, an administrative officer of current employing organizations, etc., to complete Graduate Recommendation forms and submit them directly to Andrews University. Relatives of the applicant should not make evaluations. Most programs require two recommendations, but students applying for doctoral, EdS, or any seminary program must submit three recommendations. Some departments/programs require evaluations from specific individuals and may require additional letters of recommendation.
- Ask for an official transcript of credit from the registrar(s) of the school(s) where undergraduate and/or graduate courses

were taken. Official transcripts of all previous post-secondary academic work must be sent directly from your schools to the Andrews University Graduate Admissions Office, or delivered in a sealed envelope with the issuing school's seal stamped across the envelope flap. If English is not the medium of instruction in your school, an official, literal English translation must also be sent. Degrees or work received from institutions generally considered to be diploma/degree mills are not evidence of prior academic work.

- Arrange to have Graduate Record Examination (GRE) or Graduate Management Aptitude Test (GMAT) scores sent directly to Andrews University. Seminary professional-degree applicants are not required to take these exams unless asked to do so. All other applicants must follow the information below.

Required Examinations. Applicants for all graduate programs, except the professional degree programs in the Theological Seminary, must take either the GRE General Test or the GMAT. Exams are to be taken no more than five years before the date of admission. Official transcripts of test results must be on file in the Graduate Admissions Office before applicants are accepted on regular status. All EdD, PhD, ThD programs and the EdS: School Psychology require general GRE test scores prior to admission. In cases of extreme hardship students applying to the EdS: School Psychology program may contact the Department of Educational and Counseling Psychology for an exception to this policy. The different degrees with the required examination are listed below. (Andrews University code of VVG-G6-19 must be used when requesting these scores from Educational Testing Service).

Graduate Record Examination—GRE

MA, MArch, MAT, MMus, MPT, MS, MSW, MSCLS, DPT, DScPT, MTh, EdS, EdD, PhD, ThD, MSA: Community and International Development, and as requested for Seminary professional degrees

Graduate Management Aptitude Test—GMAT

MBA

Graduate Record Examination or Graduate Management Aptitude Test—GRE or GMAT

MSA: Church Administration

The GRE subject exams can be taken at colleges, universities, or test centers in the United States (U.S.) and in countries outside the U.S. The general GRE, as well as TOEFL exams, are available five days a week at certain Thomson Prometric Testing Centers in the U.S. and at other international sites. The Thomson Prometric Testing Center closest to Andrews University that gives the GRE and TOEFL exams is located in Mishawaka, Indiana. The telephone number is 574-254-1055. For more information about the above tests, see <http://www.ets.org>. For GMAT information see <http://www.mba.com>.

Students unable to take the required exam before admission may be accepted, but only on a provisional basis (except for those specific programs listed above that require the GRE prior to admission). The student must then take the exam during the first semester after enrollment.

Required Medical Records. Andrews University requires that all first-time students must supply certain medical information before registration can be completed. For full details, read "Required Medical Records" (pp. 21, 30). Returning students who have not registered in the previous 12 months also need new medical records.

Required English Proficiency. English is the language of instruction for all programs on the Michigan campus and at most other United States or Canadian sites. All students whose first language is not English must demonstrate that they can read, speak, and understand English. A minimum score of 550* on the paper TOEFL exam (213* on the TOEFL computer version or 80 on the TOEFL Internet version) or 80* on the MELAB exam demonstrates such proficiency. Students who score below these levels will be required to complete Intensive English Program coursework to achieve this score before enrolling in regular coursework.

These test results will not be required when the applicant has obtained one of the following in a country where English is the spoken language and medium of instruction:

- All education from at least the ninth grade through the twelfth grades or equivalent.
- Four years in and graduation from an undergraduate college or university.
- Completion of a graduate degree.

* *Some programs require higher scores.*

Admission to Graduate Programs

Although graduate students register for course work in one of the colleges/schools of the university, the School of Graduate Studies, an administrative unit that coordinates university-wide academic and research quality on behalf of the graduate faculty, monitors decisions regarding admission, academic progress, and eligibility for graduation of students in most programs. Departments and programs may have additional requirements for admission. Consult the appropriate portions of this bulletin for such requirements.

Refusal or Annulment of Admission

Applicants may be refused admission

- When they do not meet the admission standards
- When they submit documents found to be falsified.

Admission status may be cancelled or annulled

- When students do not meet the conditions specified for continuing enrollment
- When the admission status was based on documents later found to be falsified.

Theological Seminary Professional Ministerial Degrees

Master of Arts in Pastoral Ministry

Master of Arts in Youth Ministry

Master of Divinity

Doctor of Ministry

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

School of Graduate Studies Graduate Certificate Programs

To qualify for regular admission to a Graduate Certificate program, students must meet the minimum standards stated in the master's section on p. 50 in addition to fulfilling the general admission requirements given on p. 44 with the following exception:

- Entrance examinations may or may not be required for a graduate certificate program (e.g. GMAT and GRE)

Master's Degree Programs

MA, MArch, MAT, MBA, MMus, MS, MSA, MSCLS, MSW, MTh

To qualify for regular admission to the master's-degree programs governed by the School of Graduate Studies as listed above, students must meet the following minimum academic standards in addition to fulfilling the general-admission requirements given on pp. 44–45.

- Hold a four-year baccalaureate degree from a regionally accredited American university or senior college, or its equivalent from a comparably, recognized institution outside the U.S. Accreditation must be from an accrediting body recognized by the U.S. Department of Education or have government recognition in the country of origin.
- Demonstrate adequate undergraduate preparation in the proposed field of graduate study and in general education. This will be evaluated by the respective schools and departments that designate subject-matter preparation. Consult the specific school and departmental requirements.
- Indicate ability to handle master's-level work in the language of instruction. Note "Required English Proficiency" on this page.
- Show evidence of ability to carry advanced study as listed below. Some specific programs require a higher GPA for admission—consult department/program requirements in other sections of this bulletin.
- Satisfy one of the criteria below:
 - Have an overall GPA of at least 2.60 in undergraduate courses.
 - Have a GPA of at least 2.75 on last 50% of undergraduate courses.
 - Have a graduate GPA of at least 3.50 on 8 semester credits or more earned in courses graded A–F.
 - Hold a previous master's degree.

Doctoral and Advanced Degrees

Educational Specialist (EdS)

Doctor of Education (EdD)

Doctor of Philosophy (PhD)

Doctor of Theology (ThD)

To qualify for regular admission to a specialist or doctoral program, students must meet the following minimum academic standards in addition to fulfilling the general admission requirements on p. 44.

- Hold a baccalaureate degree or master's degree in an area appropriate to the major emphasis of the specialist or doctoral program from a regionally accredited American university or senior college, or its equivalent from a comparably, recognized institution outside the U.S. Accreditation must be from an accrediting body recognized by the U.S. Department of Education or have government recognition in the country of origin.
- Evidence of adequate preparation for doctoral level graduate work. For applicants presenting previous graduate work, an undergraduate cumulative grade point average no less than 2.60 and a graduate grade point average no less than 3.50 over 16 graded, semester credits or more. For applicants entering a doctoral program without previous graduate work, an undergraduate cumulative grade point average of 3.00 and/or a grade point average of 3.00 in a minimum of 16 graded, semester credits of program prerequisites.
- Provide evidence of adequate preparation in the proposed field of graduate study and in general education. This will be evaluated by the respective schools and departments that designate subject-matter preparation.

- Show evidence of the ability to handle specialist- or doctoral-level work in the language of instruction. See “Required English Proficiency” on p. 45.

Physical Therapy Clinical Doctoral Degrees

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

- Doctor of Physical Therapy (DPT)
- Transitional Doctor of Physical Therapy (t-DPT)
- Doctor of Science in Physical Therapy (DScPT)

International Student Admission

Special Admission Requirements. Before international students can be admitted, they must satisfy the university regarding the following items:

- 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 literal translation, not interpretation, are required to accompany the original document(s).
- Their financial ability to undertake the proposed course of study. An advance deposit and housing deposit are required of all international students. For all students, full payment of expected costs for the first semester is required. They are also required to present a satisfactory budget for financing their studies and living costs. See financial information in this bulletin on p. 58.

Only after international students have received academic acceptance and have met the above financial requirements will I-20 Forms be issued to enable students to obtain the necessary entry visa to the U.S.

English Language Requirements. International students must demonstrate their ability in using English as the language of instruction. Note “Required English Proficiency” on p. 45. Students who do not meet the English language proficiency requirement of their program will be required to complete intensive English courses (ENSL) to achieve the requirement before enrolling in full-time regular course work.

The ENSL course work for a student’s academic program is formulated on the basis of MELAB (Michigan English Language Assessment Battery) or TOEFL (Test of English as a Foreign Language), and placement test results, and the student’s course load is adjusted accordingly. Some students may be required to take English language studies full time for the first and/or second semester(s) in residence until English language skills are at an acceptable level. Students who need to take ENSL courses will need to budget for additional costs.

The MELAB is offered at Andrews University. Check with the Counseling and Testing Center for registration. The Institutional TOEFL is offered three times per year.

Full-time Status. For international graduate students to retain their status as full-time students as required by the United States Immigration and Naturalization Service (INS), they must enroll for a minimum of 8 credits each semester (MDiv minimum is 9 semester credits) while in the U.S. They may also work on a part-time basis only if satisfactory academic performance is maintained and such work is allowed by the INS. School of Education students should note “Full-time Status,” p. 251.

Admission/Enrollment Categories

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

Regular Status. Students are admitted on a regular basis who meet the

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

Provisional Status. Students who fail to meet one or more of the requirements for regular admission may be admitted on 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 graduate certificate and master’s programs or 16 credits for EdS and doctoral programs. Students who fail to meet these requirements are dropped from the program in which they had provisional admission.

Students enrolled on provisional status may not

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

Permission to Take Classes (PTC). PTC is a temporary enrollment designation, not an admission category. 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, the application has not yet been completely processed. 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 (15 in some Theological Seminary programs) and up to 50% of the graduate certificate programs 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 (see p. 31 for undergraduate students allowed to take graduate work).

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. Students enrolled for two degrees at different levels—for example, the EdS and the PhD—must meet the minimum requirements for total credits taken from Andrews University for each degree.
- The same provisions for normal course loads at the graduate level apply as for all graduate programs.

- If the two degrees are at the same level (i.e., each is a master's degree), the two courses of study cannot be within the same major field.

Special Types of Admission

Admission for Returning Students. Students returning after an absence of one semester or more, including the summer semester, must notify the Graduate Admissions Office of their intention to return. Students who arrive on campus without having notified the Graduate Admissions Office may encounter a delay in their registration. Application materials may be obtained from the Graduate Admissions Office.

Enrollment of Guest Students. Students who are enrolled in a graduate school of another college or university may enroll for courses in the graduate programs of Andrews University under the PTC status. (See "Permission to Take Classes," p. 46).

Application forms for PTC admission are available at the Graduate Admissions Office.

Admission to a Second Graduate Degree Program. Students who have completed one graduate degree may apply to be accepted into another graduate-degree program at the same level if they meet all department requirements for admission to such a degree program. The proposed course of study may not be within the same major field and may not be similar to a degree previously completed. The usual regulations and limits with respect to transfer credit apply when taking a second graduate degree. (See "Transfer Credits," p. 50.)

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

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

The reasons for the cancellation of the student's admission status, a statement of intent, a report of subsequent rehabilitation, and a record of improved scholarship and/or conduct at an other institution are all factors that are taken into account when the student reapplies for admission. The decision to approve such a reapplication for admission, as well as the status of such a student, is made by a special admissions committee composed of appropriate administrative and faculty representatives.

Helpful Documents

Several specialized documents are available to assist students in planning their graduate programs of study, including:

The Graduate Programs Manual. The Graduate Programs Manual contains the voted minimum admission and academic

standards policies for all Andrews University graduate programs except the professional physical therapy and seminary degrees. Copies of the manual are available for student use in all departments and schools with graduate programs.

Handbooks for Graduate Students. The Handbook for Educational Specialist Students and the Handbook for Doctoral Students may be obtained from the School of Education; the Doctor of Physical Therapy Student Handbook and t-DPT/DScPT Student Handbook may be obtained from the Physical Therapy Department; the Doctoral Student Handbook may be obtained from the SDA Theological Seminary. Some master's-degree programs also have handbooks. These handbooks give detailed information about admission requirements, advanced-degree course and research requirements, and comprehensive examinations.

The doctoral handbooks also provide information about approval of the dissertation proposal, dissertation preparation, oral defense of the dissertation, and the general schedule of deadlines for doctoral students as they approach the final stages of their programs in preparation for graduation.

Standards for Written Work. Andrews University Standards for Written Work gives detailed instructions about formatting term papers, theses, and dissertations according to standards approved for use at Andrews University. This manual may be purchased at the University Book Store and is also available on the School of Graduate Studies website at <http://www.andrews.edu/GRAD>.

ACADEMIC INFORMATION

Academic Credit And Course Loads

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

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

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

Residency Requirements

All PhD and ThD students must establish doctoral residency by enrolling in full-time doctoral course work at Andrews University

three out of any four consecutive semesters. EdD students establish residency by enrolling full-time for any three out of nine consecutive semesters.

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

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

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

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

When not enrolled in the above, non-credit program continuation is used to maintain access to University services, e.g.: library services (including online database), ITS resources (including e-mail), faculty advising, and research supervision for graduate students taking their programs on the main campus (Berrien Springs). Program continuation carries a fee (see p. 61).

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

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

Governing Bulletin

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

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

Time Limits on Graduate Degrees

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

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

- No course taken earlier than six calendar years before a student's graduation year may normally be applied to the degree without appropriate updating.
- A petition for a one-year extension of time may be granted by the dean of the School of Graduate Studies upon the recommendation of the student's advisor and the dean/graduate program coordinator of the school/college.

- If the semester in which the student originally expects to graduate is delayed past the time limit and no extension is granted, the courses taken prior to the six-year limit no longer apply to the degree or qualify to be updated. The student may be required to take additional courses.
- Grades from all graduate courses taken at Andrews University, including those more than six years old, and those taken on a PTC basis, are used in computing the final GPA.
- School of Education students should read “Time Limits,” p. 248.

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

Time Limits on Doctoral Degrees. All doctoral course work and the comprehensive examinations must be completed within six years from the initial registration after acceptance into the doctoral program. The student must complete the dissertation within a period of five years after passing the comprehensive examinations. However, all requirements must be met within a total of ten years (seven years for Department of Educational and Counseling Psychology). A petition for an extension of time may be granted by the dean/doctoral program director after action by the appropriate committee. However, such an extension may require additional qualifying examinations, additional course work, or both.

Throughout the doctoral program, the student is expected to make progress and to keep in contact with the department. If two years pass without progress and without approval from the student’s advisor, the student is put on inactive status and must apply to be reactivated. Students in the Department of Educational and Counseling Psychology should read “Time Limits,” p. 251.

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

Updating Courses

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

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

Academic Standards

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

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

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

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

- The cumulative GPA must be at least 3.00 calculated using all graduate work taken at Andrews University including courses taken for other degrees, courses taken prior to the time limits for degrees, and courses taken PTC. Exceptions to this standard must be recommended by the dean/graduate program coordinator and approved by the dean of the School of Graduate Studies.
- 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.
 1. English-language deficiencies must be met by the time the student has completed no more than 50% of his/her course work for a master’s or specialist degree or 25% of his/her course work for a doctoral degree.
 2. Undergraduate deficiencies should be met by the time the master’s degree student has completed no more than 50% of his/her course work. Doctoral students should take care of background deficiencies before starting on required doctoral course work.

3. A minimum GPA of 3.00 must be met by the time the student has completed 9 graduate credits.
 4. 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
 1. Register for thesis, dissertation, or independent study (or workshop credit for doctoral students)
 2. Register for project credit except by permission from the dean/graduate program coordinator of the college/school
 3. Advance to degree candidacy or take comprehensive examinations.

Awarding Degrees for Graduate Programs

General Minimum Requirements for a Master's Degree (MA, MAT, MBA, MMus, MS, MSA, MSCLS, MSW, MTh)

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

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

General Minimum Requirements for the Educational Specialist Degree (EdS)

Consult "Educational Specialist Degree," pp. 249–250, of this bulletin and the School of Education Handbook for Educational Specialist Students for information on degree procedures.

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

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

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

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

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

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

Transfer Credits

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

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

- The grade earned in each course accepted for transfer is at least a B (3.00).
 - The courses can be applied toward a comparable degree at the institution where the credit was earned.
 - The courses meet similar requirements or electives within the master's program at Andrews University.
 - The Andrews University credits taken toward the master's degree constitute at least 80% of the requirements for the degree.
 - Grades earned in transfer courses are not included in the computation of the GPA.
 - Courses to be taken at another university and transferred to Andrews after a student is enrolled in an Andrews' graduate program must be approved by petition before being taken.
 - Such transfer courses are identified and approved by the dean/graduate program coordinator within the first semester of the student's residence.
 - An official transcript listing transfer credits is on file in the Academic Records Office. Credits received from institutions generally considered to be diploma/degree mills are not eligible to be transferred into a degree program.
- Seminary professional degree programs have transfer limitations unique to each program. See the appropriate section of this bulletin for details.

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

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

- The grade earned in each course is at least a B (3.00) and the overall GPA at Andrews University is at least 3.00.
- The courses meet similar requirements or electives within the new master's program.
- The credits to be transferred do not exceed 20% of the minimum credits required for the new master's program.
- The grades earned in courses transferred from another master's program at Andrews University are included in the computation of the GPA. Both the overall GPA and the GPA of the remaining courses taken for the master's degree must meet the minimum required (3.00) for graduation.
- The credits to be transferred were taken fewer than six calendar years before the expected graduation year of the master's program.

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

Transferring Specialist Degree Credits. Read the "Educational Specialist" section of this bulletin, pp. 249–250, or the School of Education Handbook for Educational Specialist Students.

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

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

Student Supervisory Committees

Master's Degree Committees. A student's project supervisory committee normally consists of a minimum of two members nominated by the department chair/program director/area coordinator in consultation with the student and appointed by the appropriate dean or graduate program coordinator. For a master's thesis, the committee consists of the thesis advisor and normally two other members. Exception: For an interdisciplinary master's degree, a committee is appointed before initial registration. All other master's-degree student committees are appointed after

some course work has been completed and before registration for thesis credits. Only rarely may a student's committee be changed while study or research is still in progress. This may be done only in consultation with the appropriate dean or graduate program coordinator. The chair of the supervisory committee is the student's chief advisor. The function of the committee is to guide the student in his/her research and writing of the project/thesis.

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

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

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

Comprehensive Examinations

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

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

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

Advancement To Degree Candidacy

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

- At the time a student files an application for advancement to degree candidacy, he/she must have
 1. Received regular admission status
 2. Applied for graduation
 3. Completed all curriculum and English-language deficiencies that may have existed
 4. Demonstrated foreign-language proficiency where required.
- A student who has completed 75% of his/her program is not allowed to register for further course work until the

advancement to degree candidacy forms have been filed with the appropriate dean or graduate program coordinator.

- After a student has been advanced to degree candidacy, he/she may then request to take the comprehensive examinations.
- An application form for the comprehensive examinations is sent to the student at the time of notification of advancement to degree candidacy.

Educational Specialist Degree. Read “Educational Specialist” section of this bulletin, pp. 249–250, and the School of Education Handbook for Educational Specialist Students for information on degree procedures.

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

Approval for degree candidacy is granted when the student has

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

Projects, Theses, and Dissertations

Projects. The student who elects to complete a research project or projects as part of fulfilling the research requirement for the master’s degree or clinical doctorate reports it/them in conformity to the *Andrews University Standards for Written Work*. One copy of each report is submitted to the instructor under whose supervision it was prepared. It becomes the property of the department. Completed and signed approval forms for the project(s) must be filed in the 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.

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

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

Dissertation Credits—Committee Guidance. Doctoral students are required to register for a minimum of 16 dissertation credits. Students in the School of Education should consult p. 252 of this bulletin and the Handbook for Doctoral Students for information regarding dissertation credits. Students in the Seminary should read p. 322 of this bulletin. The doctoral committee is appointed following the guidelines of the appropriate section of this bulletin and the appropriate handbook for doctoral students.

Standards for Writing—Dissertation Secretary. The master’s thesis and doctoral dissertation must demonstrate the candidate’s capacity for original and independent work, include a critical evaluation of previous research, and emphasize new conclusions. The format of the thesis/dissertation also must conform to the guidelines found in the *Andrews University Standards for Written Work*.

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

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

The decision of a student’s examining committee is recorded and signed on the appropriate form and submitted to the appropriate dean or graduate program coordinator. A copy is sent to the 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/dissertation 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/dissertation 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 four copies—all of which stay with the University: two for the Library and two for the School of Education or SDA Theological Seminary (including one copy for the student’s dissertation chair). Master’s students are billed for only three copies: two for the Library and one for the School involved. At this point, the dissertation secretary submits the Notification of Thesis/Dissertation 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 or four copies of the dissertation. These are delivered to the dissertation secretary who then submits the Notification of Thesis/Dissertation

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

CENTER FOR DISTANCE LEARNING & INSTRUCTIONAL TECHNOLOGY

James White Library, Room 304
(269) 471-3960
dlit@andrews.edu
<http://www.andrews.edu/dlit>

Marsha Beal, *Director*

Distance Education

Full distance education programs as well as individual courses are offered at Andrews University within many different schools throughout the university. Individual courses are offered through a growing variety of delivery methods: traditional correspondence, video correspondence, videoconferencing, and Internet-based.

Distance education courses are offered by:

- Andrews University/Griggs University partnership, p. 53 (undergraduate)
- School of Education, p. 252 (graduate)
- Seventh-day Adventist Theological Seminary, p. 300 (graduate)

As a charter member of the Adventist Digital Education Consortium (ADEC), Andrews University is working to expand access to Adventist Christian education to people who are not able to physically attend campus courses.

Andrews University/Griggs University Partnership
James White Library, Room 304
(269) 471-3960
au-hsi@andrews.edu
<http://www.andrews.edu/AUHSI>

Andrews University and Griggs University started the AU/HSI Distance Education Program in 1997 for the purpose of helping to meet students' academic needs both on- and off-campus.

GU is accredited by the Accrediting Commission of the Distance Education and Training Council (DETC), which in turn is recognized by the U.S. Department of Education and the Commission on Recognition of Post-Secondary Accreditation (CORPA).

College courses completed through this partnership earn Andrews University credits. All course materials and teachers are approved by Andrews University. Andrews also issues all transcripts and grade reports. Students may take individual courses on a PTC (Permission to Take Classes) basis or enroll in a degree program using these courses. Students receive an Andrews University diploma when they graduate from these distance-education programs.

See p. 17 for other Andrews University Off-campus programs.

Admission

Students seeking an undergraduate degree through distance education must meet all regular requirements for undergraduate admission to Andrews University. See p. 29.

An admission packet may be obtained from the AU/GU Office, Andrews University. The packet contains the information and requirements necessary for seeking admission to Andrews. The student is responsible for providing all requested information, transcripts, and any other pertinent documents needed to complete the process.

Admission requirements include

- A \$30 application fee (non-refundable)
- Completed application form
- Final official secondary-school transcript
- Official transcripts from all accredited degree-granting colleges and universities attended
- A statement (maximum of one page) explaining why distance education is desirable.

All items must be submitted at one time. Incomplete submissions are not processed.

When asking for official transcripts from other institutions, request that they be mailed to YOU with a school seal across the closure of the envelope. DO NOT OPEN the envelope. Non-sealed or opened envelopes cannot be accepted as official. Mail the required items to

AU/GU Office
James White Library, Room 304
Andrews University
Berrien Springs, MI 49104-0074

Evaluation of Transcripts. Students can estimate how their previous course work applies toward an AU degree by noting the General Education and degree requirements listed in this bulletin.

Students who wish an official evaluation of their transcripts may do so by sending the following to the GU Office, Andrews University:

- An AU/GU Application for Undergraduate Admission (in the AU/GU catalog)/\$30 application fee,
- Official (sealed) transcript(s), and
- A written request.

Prospective students may use the Prior Learning Assessment (PLA) process to determine if their employment experiences or other life situations might translate to course or degree requirements. The course, IDSC499, PLCA Portfolio Development, in the AU/GU catalog is designed for this purpose. The PLA section of this bulletin under Special Learning Experiences gives further information (p. 34).

Registration

To register for an Andrews University/Home Study International course, students should obtain an AU/GU catalog from the AU/GU Office. This catalog lists course offerings, tuition rates, fees, payment information, procedures, and actual enrollment forms. It may be requested from the AU/GU Office at Andrews University (1-269-471-3960), or the General Offices of Griggs University (1-301-680-6590).

On-campus students seeking to enroll in an Andrews University distance-education course must obtain enrollment forms from the AU/GU office. These enrollment forms require an advisor's signature. Students majoring in education must clear courses through the Teacher Certification Office to make sure they are acceptable for degree requirements.

Academic Program

Available courses. A number of distance-education, college-level courses are in the following list. Course descriptions are found in

the appropriate departmental sections of this bulletin. Distance-education courses are offered in semester credits.

Behavioral Sciences Department: p. 97

BHSC220, 235; GEOG260; PSYC101, 252, 269, 315, 364, 434, 495; SOCI119, 425, 488

Communication Department: p. 122

COMM104

English Department: p. 129

ENGL115, 270, 378, 464

History and Political Science Department: p. 136

HIST117, 118, 204, 205, 316, 317, 404; PLSC104

Interdisciplinary Studies: p. 141

IDSC211

International Language Studies Department: p. 143

FREN171, 172, 275

Mathematics Department: p. 150

Note: Students must pass a Math Placement Exam to be admitted into any distance mathematics course.

MATH165, 168; STAT285

Music Department: p. 155

MUHL214

Nutrition and Wellness Department: p. 167

FDNT230

Physics Department: p. 181

PHYS110

Religion and Biblical Languages Department: p. 183

BIBL204, 205, 304, 305; RELB210, 304, 305, 335, 374, 375; RELG360; RELH316, 317 (HIST 316, 317); RELP290, 441; RELT100, 225, 235, 308, 320, 340

For additional available courses, contact the AU/HSI Office.

Degrees by Distance Education. Three degrees are available through the Andrews/GU partnership:

Personal Ministries (AA)

General Studies: Humanities (BA)

General Studies: Human Organization and Behavior (BS)

General Studies: Cross-Cultural Studies (BS)

Religion (BA)

Detailed degree descriptions and requirements are described under the General Courses section in the College of Arts and Sciences (p. 135) or the Department of Religion and Biblical Languages section (p. 183) of this bulletin.

Other Academic Information

General academic policies covering course loads, grading scale, credit by examination, repeat courses, issuance of transcripts, and graduation apply to study by distance education. They are described elsewhere in this bulletin.

Submission of Lessons. Students are urged to plan their study so they submit lessons on a regular basis, e.g., once a week or once every two weeks. Such scheduling makes it possible for students to learn from assignments graded and returned by the instructor. As lessons are completed, students should submit them to HSI. Students are advised to make duplicate copies of lessons to protect themselves in the event lessons are lost in transit. The Distance Education Program is not responsible for lessons lost in the mail.

Electronically Enhanced Correspondence (EEC). Electronically enhanced correspondence courses are courses offered through HSI that have a standard version as well as the EEC version. In the EEC version the lessons/submissions are the same, but the student submits the lessons/submissions electronically. There is an

additional fee of \$35 for the EEC version. The following courses have the EEC version: HIST117, HIST118, HIST404, RELT100, RELB210, and RELG360.

Proctored Examinations. Most courses include at least two examinations. A student may take the examinations under the supervision of a dean or registrar in a college or under the supervision of a school principal or a responsible official of the town where the student resides. Students in the armed forces may take their examinations under the supervision of the education officer. Examinations may also be taken at the Counseling and Testing Center at Andrews University or at Home Study International. The student should make the necessary arrangements and then send the name, academic title, and address of the examination supervisor to HSI using the form provided with the study materials. HSI has the right to decline a suggested supervisor.

Library Access. Registered students of Andrews University have full and free access to the resources and services of the James White Library via phone, fax, email or the Internet. Such services include:

- Access to the James White Library Catalog (JeWeL)
- Access to James White Library's Online Databases which include full-text articles from many thousands of periodicals
- Online Instruction, Tutorials and Research Guides
- Interlibrary Loan and Document Delivery Services
- Reference and Consultation Services

Online access to these services is available by applying for an Andrews University username and password through the Off-campus Library Services Web page: <http://www.andrews.edu/library/ocls/offcamp.html>.

Phone: (269) 471-3283

Fax: (269) 471-6166

Internet: <http://www.andrews.edu/library>

<http://www.andrews.edu/library/ocls/offcamp.html>

If a course is canceled within two weeks of ordering, the course is eligible for the standard GU refund. Thereafter the refund breakdown is as follows:

Order date–10th calendar day, students would receive 100% of the GU refund

11th–17th day, students would receive 70% of the GU refund

18th–24th day, students would receive 40% of the GU refund

After the 25th calendar day, students would receive 0% of the GU refund

AU/GU Financial Information

Undergraduate Admission application, non-refundable: \$30

Distance-education tuition costs: \$245 per credit

Enrollment fee: \$70 per enrollment form

Electronically Enhanced Correspondence fee: \$35 per course

Math Placement Exam: \$75

Supplies/shipping and handling: cost varies per course

Prior Learning Assessment (PLA) Fees

Application fee per portfolio: \$25

Evaluation fee per portfolio (max. 5 credits): \$85

Recording fee per credit hour: \$35

On-campus students who have a credit balance on their account may make arrangements for payments to HSI through the Student Financial Services Office. They may also authorize the AU/GU tuition and fees to be applied to their AU student account. This is done at the AU/GU Office. Financial aid from sources other than Andrews University may be applied toward these costs as long as the student is taking an equivalent number of credits on-campus. Non-resident students normally pay tuition directly to Home Study International.

Cancellations/Refunds

Andrews University students who have their courses charged through their Andrews University account are subject to an alternate refund policy.

TUITION AND FEES

Andrews Partnership Scholarship

Andrews University is pleased to offer its full-time undergraduate students the Andrews Partnership Scholarship in recognition of their **academic achievement**. This scholarship affirms the university's commitment to partnering with families and students to achieve an educational dream in a Christian environment at Andrews University. Scholarships range from \$8,000 to \$32,000 to complete a four-year degree for incoming freshmen who have never attended college. Andrews University also has an Andrews Partnership Scholarship to honor its continuing, transferring, Canadian, and international students.

Estimated Costs for Undergraduate

	<u>Per Credit</u>	<u>Per Semester</u>	<u>Per Year</u>
Full Time Tuition			
12–16 credit hours		\$9,204	\$18,408
under 12 credit hours	\$767		
over 16 credit hours	630		
Dorm/double occupancy		\$1,625	\$3,250
Food (minimum)		1,225	2,450
General Fee		<u>285</u>	<u>570</u>
TOTAL		\$12,339	\$24,678
Books/Supplies		500	1,000
Single Dormitory		2,844	5,688

Estimated Costs for Graduate

	<u>Per Credit</u>	<u>Per Semester</u>	<u>General Fees per Semester</u>
Full Time Tuition			
Master's degree (12 credit hours)	\$728	\$8,736	\$221
Doctoral degree (8 credit hours)	849	6,792	221
Seminary	849	6,792	233
Educational Specialists (8 credit hours)	849	6,792	221
MDiv Registration Fee			
Fall, Spring		\$2,010	
Summer		1,510	
General Fee			233
Continuation Fee			
Master's Program Continuation		\$175	
Master's Project/Thesis		175	
Doctoral Dissertation		345	
School of Education Degree Reactivation		100	
Seminary		100	
Preparation for Comprehensive Exams		80	
Master's Recital		80	
MBA Waiver Test		60	

International Students must provide the following information

International Students

- Balanced Estimated Budget Sheet
- Notarized affidavit of support for all personal funds and/or sponsorships
- Twelve-months worth of bank documentation
- \$2,000 advance deposit

Canadian Students

- Balanced Estimated Budget Sheet
- Notarized affidavit of support for all personal funds and/or sponsorships
- Twelve-months worth of bank documentation

Refer to p. 63 for details.

Refer to p. 78 for the Financial Information Index.

OTHER FINANCIAL INFORMATION

Who To Contact

Student Financial Services Office (SFS) assists applicants in making financial arrangements to attend Andrews University, identifying costs, and comparing them to available resources. Students who need help identifying financial assistance for which they may qualify should contact Student Financial Services. Many financial aid programs have limited funds and have time lines which require considerable lead time to process applications and to make awards. Therefore, students must apply for financial assistance well in advance of the time of enrollment to assure proper consideration. Contact Student Financial Services by any one of the following methods:

Website: www.andrews.edu/sf
 Address: Student Financial Services
 Andrews University
 Administration Building, Ground Floor
 Berrien Springs, Michigan 49104-0750
 Telephone: 269-471-3334 or 800-253-2874
 Fax: 269-471-3228
 Email: sfs@andrews.edu

International Student Services Office. All international students who enter the U.S. on an Andrews University I-20 Form are considered Andrews University students and are expected to report immediately to the International Student Services Office to enroll for the upcoming academic semester. The office is located in the Campus Center.

Telephone: 269-471-6395 or 800-253-2874
 Email: ISS@andrews.edu

Employment Office

The Employment Office, which is part of Human Resources, assists students in 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. The office is located in the Administration Building, Second Floor.

Employment Office

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

Student Insurance Office

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

Student Insurance

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

Insurance

Rates

Single student premium (approximately)	* \$932
Student & 1 Dependent	* \$2,081
Student & 2 Dependents	* \$2,813
* Rates reflect 2006–2007 school year and are subject to change each school year.	

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

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

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

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

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

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

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

MISCELLANEOUS MONEY MATTERS & GENERAL FEES

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

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

Additional Costs. In addition to tuition, class fees, lab fees, room, and food service, plan on funds to cover books, supplies, transportation, health insurance, and other personal expenses. These additional costs must be provided for each semester. Charges are generally billed during the first month of each semester. All other personal and miscellaneous expenses are handled on a cash basis.

Alternative Loans. Andrews University Student Financial Services includes all awarded financial aid (such as loans, etc.) as resources to determine alternative loan eligibility.

Application Fee

Undergraduate non-refundable	\$34
Graduate non-refundable	45

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

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

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

Change of Registration \$20

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

Club Dues. Clubs approved by Student Services may charge club dues to student accounts only during September and January. Appropriate forms with required information are turned in to Student Financial Services by September 25 and January 25. Student accounts cannot be used for fund-raising. Maximum annual dues are \$30.

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

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

Student Name:
 Student ID #:
 Type of card: (Visa/MC/Discover/American Express)
 Card #:
 Expiration Date:
 Name on Card:
 Telephone:

Credit by Examination Fees

CLEP exam fee—per test	\$61
CLEP exam fee—per credit	34

Administrative fee—per test	\$24
Departmental examination—per credit	34
Examination fee	15
Student Missionary Recording fee—per credit (undergraduate only)	34

Ending Balance. When a student leaves the university, any balance of \$5 or less is neither collected nor refunded after 90 days.

Examination Fees

New student and freshman testing	\$43
Mathematics Placement Examination	16
Special administration of any test	61
Language Proficiency Examinations (each)	55
Other than CLEP for seminary, graduate school (reading examinations), and undergraduate students.	
Graduate Record Examination (GRE)	as announced
Each exam—paid to Educational Testing Service, Princeton, NJ.	

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

Financial Clearance is required in order to:

- Complete registration at the beginning of each term
- Graduate or receive a certificate or diploma
- Receive a transcript or other certification of academic achievement

In order to obtain financial clearance to complete registration, any previous account balance (academic or housing) must be paid in full. All required documents must be turned in to Student Financial Services 60 days prior to registration.

Free Class

For university employees, refer to section 4:6-100 of the Employee Handbook.

For university salaried employee spouse, refer to section 2:726 of the Andrews University Working Policy.

General Fees for on and off main campus.

Main-campus. All main-campus students (those attending classes on the main campus in Berrien Springs) enrolled for 4 or more credits will be charged the following general fee each semester at registration:

Undergraduate students	\$285
Graduate students	221
Seminary students	233
Summer school students	103

Distance education. All students in different forms of distance education programs who pay tuition directly to the main campus will be charged the following general fee each semester at registration. \$89
 Students obtaining education under a package price will be charged one-third of the cost per term.

Graduation Fee. All students from affiliation and extension programs will be charged a graduation fee as follows:

Undergraduate	\$81
Graduate	93

Identification Card. Each Andrews University student is issued an identification card that remains the property of the university. The original card is free. There is a fee to replace a lost or damaged card. \$20

Immunization Costs as required
 Certain classes require immunization (i.e., biology, clinical laboratory science, nursing, physical therapy, and speech pathology). Immunization costs are charged to the student's account.

Incomplete Grade \$20

Late Registration—service fee \$60

Master's Program Continuation Fee \$175
 A master's student, who has advanced to candidacy, registers under program continuation when not registered for credit courses or other non-credit continuation (project, thesis, recital, and/or comprehensive exam). See p. 48.

Non-Current Student Accounts on which no payments are being made, may be turned over for third party collection. Students whose accounts are non-current must pay the account in full, including collection costs, before they may register for any additional coursework.

Non-Sufficient Funds (NSF). Charge for returned checks. \$27

Payment Plans

A. Tuition Guarantee Plan

The **Tuition Guarantee Plan** locks in the tuition rate paid for the first year for the remaining three consecutive undergraduate years. To qualify:

- The student must attend Andrews University full-time and be a first-time, first year undergraduate student to start the plan.
- The student's only financial aid can be: Andrews Partnership Scholarship, external scholarships, MEAP, educational subsidy, and/or private student loans (full disbursement for the year must be received before the first day of class each year). If a student chooses to receive need-based money such as federal grants, federal loans, Michigan Grant, Michigan Competitive Scholarship, and/or Andrews Gift, he or she does not qualify for the Tuition Guarantee Plan.
- The Out-of-Pocket Expenses (estimated expenses such as: tuition, room, board, books, computer store, insurance and general fees minus allowable financial aid as calculated online in Registration Central) must be paid-in-full for each of the four years in advance by **August 15** of each year.
- Send an email to sfs@andrews.edu to request the Tuition Guarantee Plan each year after payment is made. This email must be received by the first day of class each year to receive the rebate.

For Year One, a 5% rebate of the Out-of-Pocket Expenses will be posted to the student's academic account as there is no previous year's tuition to rebate back to. Then for Year Two, Year Three and Year Four, the rebate is the difference between the current year's tuition and the first year's tuition. All approved rebates will be credited to the students' academic accounts after the last day to add/drop classes during the fall semester of each year. Students may break their sequential years of enrollment at Andrews University by serving as a Student Missionary/Taskforce worker or attending an ACA campus for a year. Students should notify their financial aid advisor prior to departure. Cash withdrawals

and refunds are unavailable. Students on the Tuition Guarantee Plan with Education Allowance may have the plan revoked if the paying organization doesn't pay for the current academic year by April 25.

B. Cash Rebate Plans

5% Rebate Plan—Full-time undergraduate and graduate students may choose to pay their estimated Out-of-Pocket Expenses (charges less financial aid resources) for the full year by **August 15** to receive a 5% rebate. After making payment, email sfs@andrews.edu by the first day of class to request the 5% rebate. The student's minimum Out-of-Pocket Expenses as calculated online in Registration Central must be at least \$1,000 to qualify for this plan. The rebate is unavailable for payment made after the first day of class. Cash withdrawals and refunds are unavailable. All approved rebates will be applied to the student account after the last day to add/drop a class during Fall semester.

2% Rebate Plan—Full-time undergraduate and graduate students may choose to pay their estimated Out-of-Pocket Expenses (charges less financial aid resources) in full for the semester to receive a 2% rebate per semester. The student's minimum Out-of-Pocket Expenses as calculated online in Registration Central must be at least \$500 to qualify for this plan. Each payment must be received by **August 15 for Fall semester** and **December 15 for Spring semester**. After making payment, email sfs@andrews.edu by the first day of class to request the 2% rebate. The rebate is unavailable for payment made after the first day of class. Cash withdrawals and refunds are unavailable. All approved rebates will be applied to the student account after the last day to add/drop a class.

C. Installment Plan—Arrange to make installment payments toward estimated Out-of-Pocket Expenses for the semester.

1. All previous account balances (including installment plan balances) must be paid in full.
2. The plan is not to exceed more than 60% of the estimated Out-of-Pocket Expenses for the semester.
3. Payments are to zero the account by the end of the semester to which the plan applies.
4. Late payments will incur a late payment fee of \$27.
5. A carrying charge will be posted to an unpaid balance at the end of the current academic term.
6. Minimum balance for Installment Plan is \$500 or above.

Post-Dated Checks are not accepted.

Prior Accounts. Students may register only when accounts with other schools have been paid.

Prior Learning Assessment (PLA) Fees

Application fee per portfolio	\$33
Evaluation fee per portfolio (max. 5 credits)	111
Recording fee per credit hour	45

Reduced Tuition Fee. Seminary spouses should visit the SDA Theological Seminary Dean's Office.

Refund Check Policy

- Refund checks resulting from credit on the student's account will not be available to the student until approximately five days after the semester drop/add date. The checks will be mailed to the address the student wrote on the request form.
- Refund checks will only be issued from credit on the account at the time the check is requested. Students should monitor their

account balances carefully since funds from a future semester are unavailable until the appropriate time in the future term.

- Student Financial Services is unable to serve students as a bank. A maximum of three credit refund checks may be requested during a term.
- Students receiving federal loans are encouraged to carefully read their Disclosure Statements so they know the loan disbursement schedule.
- Financial funds from future semesters are unavailable until the funds reach the University's bank. Students should plan their budgets accordingly.
- Half-time enrollment is required for student loans to disburse to the account. A class does not count towards the half-time enrollment status until within ten (10) days of its start date.
- To pick up a refund check in Student Financial Services, the student must show current Andrews University ID or valid driver's license.
- For a student's spouse to pick up the refund check, the student must sign a letter giving permission for the spouse to pick up the check. Without the appropriate documentation, the refund check will not be released.
- Federal regulations require that credit from Parent (PLUS) loans be returned to the parents. Written authorization from the parents is required before these funds can be released to the student.
- If you have received or are planning to receive Federal student loans, please be aware that you have the right to cancel all or a portion of your loan disbursements. However, you must act within 30 days of your loan disbursement. Contact your financial advisor if you need more information.

Registration Central. For information on how to financially clear and register online, visit vault.andrews.edu and log on to "Registration Central."

Rescheduling senior exit tests and major field tests. \$61
Senior exit tests are scheduled twice during fall and spring semesters and once in the summer.
Major field tests are scheduled for summer, fall and spring semesters. Students who must reschedule are charged an additional fee. \$61

Student Financial Services (SFS) Approval is required for:

- Taskforce and Student Missionary appointees
- Adventist Colleges Abroad applicants
- Off-campus academic experiences

Account balances, including installment payments not yet due, must be paid in full before students are financially cleared. When a student on tour is sent home for medical, financial, or citizenship reasons, all travel costs must be paid by the student and/or family.

Student Status. Student status is achieved only after a student is both academically and financially cleared. Only then may students attend classes, take examinations, participate in graduation exercises, and live in university housing.

Textbooks \$500
 The estimated semester cost of textbooks is \$500. Students are charged the estimated amount of their bookstore purchases.

Thesis/Dissertation Fees

Binding (each volume) for AU copies	\$11
Binding (each volume) for personal copies	\$17
Copyright (optional)	65
Microfilming (dissertations only)	70
Copyediting (thesis)	100
Copyediting (doctoral dissertations)	200

Transcript Free
 Rush Service (does not include overnight delivery) \$20

Transcript and Diploma. Students may not receive a transcript or diploma under the following circumstances:

- Owing on a student or housing account, including installment payments not yet due
- Having a balance guaranteed by Andrews University
- Being in default on a government loan
- Needing to complete loan exit counseling

Transcript Exception. Students may request that a transcript be sent to the following:

- An employer or an organization for scholarship or licensure purposes (Student Financial Services must be given documentation of an employment offer or scholarship application).

Federal Perkins Loan Program

Students who are no longer enrolled and have not paid on a Federal Perkins Loan obtained at Andrews University and request their academic transcripts must contact the Perkins Loan Collection Office for more information. This office is part of Student Financial Services on campus and can be contacted by calling 269-471-3334.

Academic Transcript Exception Policy for Student Loan Borrowers in Default

University policy prevents the Academic Records Office from releasing academic transcripts for borrowers who are not paying on their Federal Stafford (Subsidized/ Unsubsidized), GSL, Federal Supplemental Loan for Students (SLS) or Federal Perkins Loans. Every request is handled on an individual basis; however, if the borrower complies with the appropriate guidelines below, the academic transcript requested directly from the Academic Records Office may be issued for the following two limited purposes:

For Educational Purposes

1. The transcript is to be sent directly to the academic institution.
2. The borrower must have made the necessary payments to the lending institution to bring the loan payments up to date.
3. The borrower must have made six consecutive monthly payments as scheduled prior to release of the transcripts .
4. The provisions and conditions in #2 and #3 above are certified in writing by the lending institution or the guaranty agency handling the loan.
5. A copy of the letter described in #4 above confirming satisfactory status is sent to Student Financial Services. The confirmation letter is valid for the purposes of this policy for six months from its date, and future requests may be denied if the satisfactory status is not maintained.

For Employment Purposes

1. The transcript is released for employment purposes only and is so stamped.
2. The transcript is sent directly to the prospective employer and may not be shared with any other party.
3. The borrower in default must contact the guaranty agency (or agencies) in writing to acknowledge the student loan debt and make an acceptable repayment commitment of a specified monthly amount.
4. A copy of the letter written to the borrower's lender or guaranty agency, as stated in item #3 above, must be sent to Student Financial Services.
5. Future requests for academic transcripts may be denied should a borrower not fulfill his/her promise as stated in the letter to the guaranty agency.

Updating Course Work Fee—20% of graduate tuition per credit

Wiring Funds. The following details enable students to send funds electronically to Andrews University:

Fifth Third Bank
 38 Fountain Square
 Cincinnati OH
 Credit to: Fifth Third Bank-Southwest
 ABA#042000314
 Swiftcode: FTBCUS3C
 Andrews University
 Account # 02112175
 Student's Name:
 Student's ID # :

Master of Divinity Program

The registration fee is due August 15 for Fall semester, December 15 for Spring semester, and May 10 for summer term. Any credits (over 16) are charged at the regular per-credit master's tuition rate.

Approved courses taken outside the Seminary are charged at the established tuition rate. In some cases the student may request a 50% discount. A per-credit Recording Fee is charged by the university for Clinical Pastoral Education (CPE) credits earned in approved centers not connected with a graduate-level school. See the Seminary chaplain for further information about this program.

International Students

Advance Deposit. Applicants attending the main campus from outside the United States (except Canada and Mexico) must make an advance deposit of \$2,000. This deposit must be paid in cash. No university scholarships may be applied to pay the deposit.

All students are encouraged to pay the \$100 SEVIS I-901 fee at the Western Union Quick Pay services or to contact Andrews University International Recruiter in case of unavailability of the Western Union services in their countries. This fee is required by the U.S. Immigration and Customs of all students seeking an F-1 or J-1 visa from an embassy or consulate as well as students applying for admission at a U.S. port-of-entry (such as Canadians) to begin initial attendance at U.S. schools.

SEVIS Fee. International students coming to the United States for the first time must pay a SEVIS fee along with the cost of the visa, collected by an American Consulate, needed to enter this country. Beginning September 1, 2004, the Department of Homeland Security (DHS) must collect a congressionally mandated \$100 fee to cover the costs of the Student and Exchange Visitor Program (SEVP). International students and exchange visitors are subject to this fee which is used to administer and maintain the Student and Exchange Visitor Information System (SEVIS) and support compliance activities as well as SEVIS Liaison Officers who provide information and assistance to students and schools. In general, the University will send instructions regarding payment of this fee along with an international student's I-20. To make this payment online or find out more about the SEVIS fee please visit <http://www.fmjfee.com>. It is very important to have paid your SEVIS fee before your visa interview. If you are a Canadian student you must have your original receipt with you at the USA port of entry.

Unclaimed Foreign Deposits Policy. International student deposits that have not been refunded within four years after the student reaches non-current status shall be transferred from the student's international student deposit account to a quasi endowment account.

Student Financial Services will monitor the international student deposit account on an annual basis to determine the appropriate transfer of funds to the International Graduate Assistance Fund Account. At the discretion of Student Financial Services, these funds will be available as payment on account to assist graduate international students in their financial clearance process.

The initial funds shall be established as a quasi endowment from which 80% will be invested and 20% will be available annually.

Any subsequent requests will be claimable after identifying that the person is the one who paid the deposit to the account.

Deposit Allocation. This deposit is not available to cover registration expenses; the deposit earns interest during the time the student is enrolled. The deposit plus interest is refunded when the student's degree is completed or enrollment is terminated; alternatively, it can be used as partial payment for the final semester of registration. International students do not get a discount on their deposit when the deposit is used to pay tuition costs. If the student doesn't complete the educational program during the term the deposit is used to meet expenses, the deposit must be reinstated for financial clearance.

Resource Verification. Bank documentation as well as other forms of financial documentation are required to prove ability to support one's educational expenses. This documentation must be sent to the university directly from the bank. Sponsors in the USA will be required to sign an affidavit of support. In addition, the applicant must demonstrate adequate financial support for the duration of the program for which (s)he is applying.

I-20 Form. Once the deposit and resource verification are received and accepted, the university authorizes the International Student Services Office to issue the I-20 Form for the purpose of securing a United States student visa.

Arrival to Andrews University Campus. All international students who enter the U.S. on an Andrews University I-20 Form are considered Andrews University students and are expected by law to report immediately to the International Student Services Office in preparation to enroll for the upcoming academic semester.

General Conference Sponsorships. The General Conference of the Seventh-day Adventist Church is the sponsoring organization of the Exchange Visitor program and is authorized by the Department of State to issue the DS2019 document. The exchange visitor is required to present the DS2019 and the original copy of the \$100 SEVIS Fee Receipt at the American Consulate in order to obtain a J-1 visa. This visa (J-1) enables the exchange visitor to pursue his/her study or to do other options as indicated on the DS2019.

Tuition Adjustment Policies

Tuition refunds are given to students who withdraw from school or drop individual courses during the academic term. These tuition adjustments are based on the date when all the appropriate drop forms with all the required signatures are completed and filed with the Academic Records Office.

Fall and Spring Semester adjustments	
100%	1 st –10 th calendar day
70%	11 th –17 th calendar day
40%	18 th –24 th calendar day
0%	25 th –last day of semester

Summer Session adjustments

100%	1 st –3 rd calendar day
50%	4 th –10 th calendar day
0%	11 th –last day of term

Courses with Special Schedules. When courses are scheduled for irregular periods of time, adjustments are based on the ratio of the length of the course to the length of the academic period for that course.

Fees. All fees are non-refundable.

Financial Assistance Adjustments. Federal and State regulations require the university to return a portion of any refund adjustment made affecting the program(s) involved when a student drops any classes or withdraws from school after receiving financial assistance under any Federal Title IV program (other than Federal Work-Study). Refer to p. 70 for Financial Aid Refund Policy.

CHARGES

Residence Hall Charges

Residence Hall Charges For Each Semester

Double Occupancy Package Plan*	\$1,625
Single Occupancy	2,844
Double Daily rate	16
Single Daily rate	27

Summer session lengths vary, therefore, Summer room charges are calculated on a per day basis.

* The residence hall package includes room, all utilities, basic telephone and basic cable, reduced health club membership rate and limited health care. It does not include health care lab work and x-rays, comprehensive psychological interventions and testing, books, supplies, transportation, health insurance, food, or other miscellaneous expenses.

Residence Hall Room Deposit \$150

In order to have a room deposit refunded, new students who do not attend Andrews and/or do not move into the residence hall must cancel their room reservation 10 days before the start of the summer session and 30 days before the beginning of either Fall or Spring semester. (Returning residence hall students must cancel by July 1 for Fall semester to qualify for a deposit refund as indicated.) Cancellations must be made through the respective residence hall.

Improper Residence Hall Check Out \$110

Students are charged a fee if they leave the university without following checkout procedures. An additional charge may be assessed, depending on the amount of cleaning/repairs required.

Residence Hall Non-returned Key and Lock Change Fees

Non-returned key fee	\$25
Lock change fee	50

Personal Effects Insurance. The university does not provide personal effects insurance coverage. The university is not responsible for the loss or damage, from any cause, of personal belongings brought to the campus. This is true even though students are required by the university to purchase certain items or

to keep them in a specified place. The university recommends that students purchase their own personal effects insurance coverage.

Meal Plan Charges

Residence Hall Meal Plan

Undergraduate residence hall students under age 22 are required to participate in the Declining Balance Meal Plan. The Meal Plan charge of \$1225 per semester is charged in two parts, a non-refundable \$490 food service operations fee, and a \$735 declining balance charge which is put into the student's meal account to use for food purchases. A discount is given off posted food prices in the Terrace Café and Gazebo Restaurant for Meal Plan participants. A refund of up to \$400 of the declining balance account will be made at the end of the semester should a student not use it all. Students who run out of funds may add to the balance during the semester.

All residence hall students of Andrews University employees receiving 60% or 65% education allowance must select a meal plan regardless of the student's age.

Meal plan cost per semester	\$1,225
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Café Account

Minimum amount to open a Café Account \$50
The Café Account is a plan for graduate and undergraduate students not living in a dormitory. Students use their ID card to purchase cafeteria meals. To open a café account with cash, check or credit card, visit the Food Service Office. To open a café account with a credit balance on a student account, visit the Student Financial Services Office.

Family & Graduate Housing Charges

Apartments

Application Fee \$320

The application fee is divided as follows:

Security Deposit	200
Cleaning Fee, non-refundable	100
Processing Fee, non-refundable	20

Rental Rates (each month)*

Efficiency	\$445–455
One-bedroom	520–545
Two-bedroom	525–605
Three-bedroom	585–720
Four-bedroom	715

* Apartment rates include all utilities: local telephone, basic cable television, and high-speed Internet

Houses

Processing Fee, non-refundable \$20

Before possession, the following is required:

Security Deposit	\$300
Cleaning Fee, non refundable	100

Rental Rates (each month)

Unfurnished houses	\$440–840
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The Family & Graduate Housing Office provides apartment descriptions and application forms upon request. Application forms can also be downloaded from www.andrews.edu/housing. If notice of cancellation is received four weeks before the date of stated occupancy, the application fee is refunded minus the \$20 processing fee. Apartments or houses are assigned from the processing list in the order in which the application fee is received.

A student's immediate family only includes husband, wife, children, parents and biological siblings. Birth certificates must be provided showing the relationship to the student. Any other relatives (cousins, nieces, nephews, in-laws, etc.) who desire to live with students must first receive permission from the housing director. Rent is increased by \$20 per month for each additional person that is not immediate family as described above, or the student does not have legal guardianship over. No overcrowding is allowed.

Single students wanting to share an apartment with a roommate will pay an additional \$20.00 rent per month. The monthly rent, along with the additional extra person charge, will be divided between the roommates.

Rent Payments. The first month's rent is prorated to the date of occupancy. Students are required to pay the first month's rent in advance. Thereafter, rent is due in advance on the 1st of each month.

A late fee of \$20 is charged for any payment made after the 10th of the month. Payments can be made at the Family & Graduate Housing Office either making use of the drop box or in person. Payments may also be made online or by mail. Address all payments and inquiries to:

Andrews University
Family & Graduate Housing
Berrien Springs, MI 49104-0920
USA

Termination of Occupancy. Tenants sign a semester (four-month) lease at the time of occupancy. After the first four-month period the lease reverts automatically to a thirty-day lease. When tenants plan to move, they must notify the Family & Graduate Housing Office 30 days before the planned move-out date, which would be 30 days before the end of the lease agreement. Rent for 30 days, or through the end of the four-month lease, is charged from the day this notice is received. A late-departure per-day fee is charged to those who exceed the 30-day notice period.

COLLEGE OF ARTS & SCIENCES CHARGES

Action America

Action America offers intensive language study, combined with cultural and professional experiences and travel. Customized programs are available for groups of twelve or more. Individuals may register during the regularly scheduled academic terms as either Action America participants or enroll in the second language intensive course ENSL130 for non-credit. At least one four-week session is offered each semester.

Tuition during academic sessions, per non-credit hour	\$287
Four-week Summer session:	
Tuition	\$1,929
Activity fees	386
Housing/cafeteria	764
	<u>\$3,075</u>

Transportation will be provided to and from the South Bend Airport. Fees do not include textbooks, health insurance, or airfare to and from Andrews University. Health insurance is available through Andrews University for \$90 per month. Action America participants must either show proof of insurance or purchase insurance at Andrews University.

Clinical Laboratory Science —Senior clinical year	
Clinical Laboratory Science—Fall/Spring	\$375
Summer	275

General Studies Degree Plan Fee	\$200
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International Language Studies

Reading examination in French or German	\$150
for MA and doctoral candidates in the Seminary and the School of Graduate Studies	
Credit by examination other than CLEP	52
(College Level Examination Program) test for undergraduate students (each examination and each course)	
Credit by examination other than CLEP test for under-	52
graduates who want to have the language requirements of the College of Arts and Sciences waived (no credits are given)	

Music

Students wishing to charge private lessons or non-credit music classes to their account must receive authorization from Student Financial Services, prior to signing up for the lessons.

Private music lessons (non-credit)	
Per 30-minute lesson	\$24
Music ensemble fee adjustments	
• Half tuition rate for students who register for music ensemble for credit and whose combined load exceeds 16 credits	
• No tuition for students who audit music ensemble and whose combined load exceeds 16 credits	
Music organization uniform	approx. \$125
Wind Symphony, Chamber Singers, Ladies' Chorus, Men's Chorus, and University Singers	
Music lesson fee	\$75
For students taking private music lessons for credit	
MENC Collegiate Chapter Membership Fee	\$32
Professional membership fee required for Bachelor of Music in Music Education majors	
Lab fee for Music minors (per year for two years)	\$30
Lab fee for Music majors (per semester, excluding summer)	\$15

Nursing

Nursing senior-year examination (HESI)	\$70
Departmental credit by examination	136
Lab and clinical fees	
Sophomore — Fall	\$207
Spring	305
Junior — Fall	207
Spring	305
Senior — Fall	408
Spring	305
Graduate fee (semester)	*157

* Charged when taking 4 or more credits per semester

Nutrition

Application fee for Dietetics Internship Program	\$45
Dietetic Internship Professional fee each semester	312
Dietetic Internship (FDNT594-002), each semester	2,700

Physical Therapy Professional Programs

These fees do not include transportation costs, general education fees, special tests, insurance, books, or graduation fees.	
Confirmation deposit fee	\$300
Entry-Level DPT program block package rate	
Tuition per semester	\$7,800
Professional fee per semester*	\$400
Total package per semester	<u>\$8,200</u>

*Set by Department

t-DPT and DScPT programs	
Regular credit (per credit)	\$467
Competency credit (per credit)	\$185
CEU—Workshop fees	vary

Social Work Professional Fees

Freshmen and sophomores	\$49
Juniors and Seniors	102
Graduate students	261
(Charges per semester, excluding summer)	

COLLEGE OF TECHNOLOGY CHARGES

Flight

Flight Majors: Flight-training fees need to be paid at the beginning of each semester. This is to insure that flight training progresses without interruption due to financial limitations. Fees may be adjusted for students with prior flight experience. Instructor fees are paid out of course tuition.

Non-Flight Majors Taking AFLT104: Students enrolled in AFLT104 will be entitled to a free flight.

Community (Non-Flight Majors) Taking Flight Training: Flight-training fees will be on a pay-as-you-go basis. Ground School classes are available with no college credit for \$350 per course. Credit for such courses may be obtained by registering through the registrar's office and paying regular tuition.

Flight Training Fees and Rates: Rates and fees are subject to change without notice due to changes in operating costs (insurance, fuel, etc.). Every attempt will be made to maintain published rates. Check with the airpark administration for current rates. Flight-training fees listed below apply to this bulletin:

Course Fees For Flight Enrollment

AFLT118, Flight Training I:	\$9,168
AFLT218, Flight Training II:	8,135
AFLT318, Flight Training III:	11,498
AFLT326, Flight Training IV:	12,050
AFLT427, Multi-Engine and Single-Engine	
Land Flight Instructor Ratings:	5,895
AFLT466, Airplane Instrument Flight Instructor Rating:	2,893

Aviation Maintenance

Required Minimum Tool Set	\$2,500
Laboratory fee for materials (per semester)	300
FAA Exams (Maintenance)	
For AU student (written and oral/practical)	870
For non-AU students (written, oral, and practical)	1,470

Community Non-Credit Classes for Aviation Maintenance.

For those wishing to attend classes to earn the Airframe and Powerplant Certificates without college credit, there is a fee of \$3,500 for the generals class, and \$5,750 each for the remainder of the Airframe Certificate or Powerplant Certificate.

DIVISION OF ARCHITECTURE CHARGES

Professional program application	\$45
Professional education fees for Studio courses	
Pre-professional year 1	\$510
Pre-professional year 2	725
Professional years 3 and 4	725
Professional year 5	820
(Charges per semester, excluding summer)	
Fee for drafting desk, stool & lamp	\$37
Deposit Fees	
Mayline ruler	\$145
Key for drafting desk	15
Board cover	50
Cleaning fee	30

Other departmental charges for individual courses are listed in the *Class Schedule*. These charges, which may be significant, are added to tuition.

ACADEMIC SCHOLARSHIPS FUNDED BY ANDREWS UNIVERSITY

The Andrews Partnership Scholarship reflects the university's desire to recognize academic achievement as well as assist students in achieving a degree in a Christian environment at Andrews University.

Andrews Partnership Scholarship

Merit-based. Andrews Partnership Scholarship is available to undergraduates including Canadian and international students. The Undergraduate Admissions Office will determine the scholarship amounts for incoming freshmen and transfer students. To establish the scholarship amount, the Undergraduate Admissions Office will determine a rating based on the following guidelines:

- Confirmed U.S. SAT or ACT scores
 - Confirmed U.S. cumulative GPA (following the conclusion of the sixth semester for academy or high school)
- Contact the Undergraduate Admissions Office for further details.

Andrews Partnership Scholarship award amounts are as follows:

Scholarship	4-Year Total
\$8,000	\$32,000
\$6,000	\$24,000
\$4,000	\$16,000
\$2,000	\$ 8,000

Transfer Students (transferring 25 or more semester credits) to Andrews University who are full-time undergraduates and in their first degree program may be eligible for an Andrews Partnership Scholarship. Based on their college GPA, the Undergraduate Admissions Office will grant an Andrews Partnership Scholarship according to the following:

GPA	Scholarship Amount
3.50 and higher	\$6,000
3.00 to 3.49	\$4,000
2.50 to 2.99	\$2,500
Below 2.50	-0-

Named Scholarships. Endowments and other restricted scholarship funds from alumni and friends of the university provide specially named scholarships as part of the Andrews Partnership Scholarship. Selected students are awarded, by their school, a named scholarship based on academic performance, declared major, and career goals. Because of this special recognition a thank-you letter is required to be submitted to the Development Office by email (development@andrews.edu), regular mail, or bringing it by in person. Receipt of a named scholarship will not increase the total amount of financial aid awarded if an Andrews Partnership Scholarship was already given.

Student Missionary/Taskforce Volunteer Scholarship. This scholarship is awarded to an undergraduate student who has served as a Student Missionary or Taskforce Volunteer and enrolls full time at Andrews University the year following the year of service. The \$1,500 scholarship is a one-year award divided over two semesters. It is not transferable to any other school nor any other student. Approval for this scholarship is given by the Director of the Student Missionary/Taskforce Volunteer Program in the Campus Ministries Office. This scholarship is not part of the Andrews Partnership Scholarship.

Summer Ministries Scholarship Program. Summer camp scholarship will be based on \$130 per week for a maximum of 13 weeks or \$1,690. Student Financial Services will determine the amount of the scholarship based on the information received from camp directors in time for financial clearance.

Magabooks, HHES, and church outreach programs are matched 50% of the gross earnings. The entire net earnings must be placed onto the student's account at Andrews University before the scholarship is given. The scholarship cap is \$2,200.

Andrews University Field Evangelism summer scholarship is matched 100% of the gross earnings based on information given to Student Financial Services from the Andrews University Religion Department.

All summer scholarships are awarded to full-time undergraduates and graduates attending the Berrien Springs campus. The scholarship closing date for consideration is October 31 of the current academic year.

If a student attends Adventist Colleges Abroad, Student Missionary or Task Force that Fall their scholarship will be held until the following year and funds disbursed the next Fall semester. If they also work in a summer ministries program that year the scholarship would be given that Fall.

Included and Excluded Funds. Funding for Andrews Partnership Scholarships may include Andrews University grants, named scholarships, and departmental scholarships, as well as the value of spouse free tuition. Funds not included in the Andrews Partnership Scholarship are Summer Ministries, Student Missionary/Taskforce, General Conference Missionary Matching, Undergraduate Research grants, the DeHaan Work Excellence Award, employer-provided scholarship or assistance, music performance, and non-Andrews outside resources.

Continuing Eligibility. To retain the Andrews Partnership Scholarship each student must meet all of the following:

- The university's Satisfactory Academic Progress policy
- Complete a four-year degree in nine semesters or get

permission for an extension from the appropriate school dean. Student is allowed one term of prorated APS for less-than-full-time attendance (minimum 6 full-price credits, i.e. half time; handled manually upon written request to Student Financial Services). The prorated term counts as one complete term of the nine Andrews Partnership Scholarship terms allowed.

- Be a full-time (minimum 12 credit hours) undergraduate completing his/her first degree on the Berrien Springs campus
- Be a full-time (minimum 12 credit hours) student on the Andrews University main campus. Twelve AU/HSI credits, 12 ELI non-credits, May Express, Sahmyook Top Scholar, and other discounted credits, do not qualify as full-time eligibility for the Andrews Partnership Scholarship.

National Merit Finalist Scholarship. Andrews University rewards National Merit Finalists a special Andrews Partnership Scholarship that covers 100% tuition for four years for incoming freshmen. To confirm receipt of the scholarship, submit appropriate records to the Undergraduate Admissions Office.

1. All gift aid received by the awardee, including a university scholarship or grant, cannot exceed the cost of full tuition for up to 16 credits per semester, plus book charges of up to \$500 per semester, plus General Fees. When total gift aid is more than the costs mentioned above, the university scholarship or grant is reduced until gift aid equals the costs. All gift aid is added in the following order: external scholarships, merit aid, and then need-based aid. Should the external scholarships and merit-aid portions exceed the tuition, books and fees limit, boarding students may include the minimum costs of room and board in the calculation.

Gift aid, for the purpose of this policy, is defined as

- a. Any Andrews funds such as, but not limited to Andrews Gift, named scholarships, or honors scholarships.
 - b. Any external aid received by the student for the purpose of school-related expenses such as, but not limited to, State grants, Federal grants, private scholarship grants, or denominational educational allowance.
2. No cash amount is paid directly to the student, nor may any funds be transferred to any other student's account.
 3. The length of the National Merit Finalist Andrews Partnership Scholarship is nine (9) semesters. Continuing students under the scholarship plan prior to 2002 may choose to enroll during summer sessions, but regardless of the amount of credits taken, those sessions count as one of the nine eligible semesters.
 4. Students who withdraw from school for one semester due to illness or death in the family may petition Student Financial Services for one additional semester on their scholarship.
 5. All National Merit Finalist Andrews Partnership Scholarships may be renewed yearly if students maintain a 3.25 Andrews cumulative GPA.
 6. Transfer National Merit Finalists are eligible to receive the scholarship according to the general scholarship rules plus the following additional rules:
 - a. The scholar enters the scholarship program at his/her appropriate grade level. In no case is a transfer scholar eligible for a full four-year scholarship.
 - b. The student must meet the GPA requirements as outlined in #5 above at his/her appropriate grade level.

Andrews Gift Aid. In addition to the Andrews Partnership Scholarship, Andrews University makes Andrews Gift monies available to help satisfy the student's need as determined by the financial aid information. To be eligible for Andrews Gift, students must complete the financial aid application process which includes: file the Free Application for Federal Student Aid (FAFSA), mail to Student Financial Services the Financial Information Sheet,

Worksheets A,B,C, W2s along with completed and signed 2004 Federal Tax Returns for parents/spouse and the student. The priority processing date is March 15. No award letter will be prepared until Student Financial Services receives and processes these forms.

UNDERGRADUATE FINANCIAL ASSISTANCE

Many of the financial aid programs presented in this bulletin are governed by Federal and State regulations. Every attempt has been made to be accurate in the program description at the time of printing. Changes, however, may be made over which the university has no control.

Defining Financial Need

When figuring eligibility for financial aid, need is determined by the following Financial Aid Formula:

$$\begin{array}{r} \text{Cost of Attendance} \\ \text{Less: Expected Family Contribution} \\ \hline = \text{Educational Need} \end{array}$$

Cost of Attendance refers to the amount it costs to attend Andrews. This cost includes tuition, estimated cost of books, general fee, room and board, personal and travel allowances.

Expected Family Contribution is determined by taking the information provided by the student on the Free Application for Federal Student Aid (FAFSA) and putting it through the analysis stipulated by the U.S. Congress.

Educational Need is the difference between cost of attendance and expected family contribution. In a few instances, the family contribution is greater than the cost of attendance; thus, aid may be awarded on academic excellence rather than on financial need. In all other cases, the need factor is what Student Financial Services attempts to solve. After determining which sources of aid a student may be eligible for, Student Financial Services brings together funds from these sources to fill as much of the educational need as possible. These resources may be Federal and/or State grants, Andrews gift and scholarships, internal and external scholarships, work-program earnings, loans, and other sources.

General Information

FERPA. Andrews University follows the Family Educational Rights and Privacy Act guidelines.

Financial Aid Packet. To request a packet, call 800-253-2874 or email enroll@andrews.edu. Packets can also be picked up during office hours at Student Financial Services, on the ground floor of the Administration Building.

The Financial Aid Packet contains a Free Application for Federal Student Aid Form (FAFSA), Financial Information Sheet and Worksheet. Students should read and follow the detailed instructions before applying for aid. The FAFSA must be completed and mailed to the address on the form, or completed online at www.fafsa.ed.gov. The Financial Information Sheet, Worksheet, and signed and completed Federal tax returns for the previous year along with the W2s for parents and/or students, should be mailed directly to Student Financial Services. No award letter will

be prepared until Student Financial Services receives and processes these forms. Priority processing date is March 15.

The United States Department of Education selects students for whom the school must verify the information the students submitted on their FAFSAs. To make this process easier for students, Andrews University practices 100% verification by requiring all of the necessary documents from each financial aid applicant prior to issuing a financial aid award letter.

When to do the FAFSA. Students should file the FAFSA on-line after January 1. If a student files a paper FAFSA, the student must mail it to Federal Student Aid Programs as early as possible after the first of each calendar year. If a student chooses to apply on the web, www.fafsa.ed.gov, the student must mail the signature page with the appropriate signature(s) on it to the Federal Student Aid programs or sign electronically with the student's pin number. The Federal office will process aid eligibility only after receiving the signed signature page or signing electronically.

School Name and Federal School Code. The FAFSA must include the names of the college(s) to which the student is applying. Andrews University's Federal School code is **002238**.

Federal, State, and Campus Financial Aid. The information on Federal and State-based aid is in accordance with regulations and funding information available at the time this bulletin goes to press. Actual awards depend on Federal and State regulations and funding at the time aid is disbursed.

Aid money is credited to the student account each semester. Any change required in the student's verification process (check to be sure what was entered on the FAFSA matches what was entered on the verification forms) can change the distribution and amount of aid.

Master Promissory Note (MPN). Andrews University follows Federal guidelines for Master Promissory Notes. Students sign a loan note only once indicating their intent to use loans to pay their tuition expenses and their commitment to repay the loans after graduation. Once signed, the loan note remains active for ten years (unless it is canceled by the student). Andrews University uses an in-house loan-request form (supplied with the award letter) for students to indicate which loans and how much loan eligibility they will use each year.

Funding Limitations. Should university aid funds become over-committed, Andrews University reserves the right to reduce all previously granted awards, to discontinue making further awards, and/or to use other appropriate methods to bring aid expenditures into agreement with budgeted aid figures.

Financial Aid Eligibility. To be eligible for financial aid, the student must be:

- Accepted on regular, provisional, or probationary status (PTC acceptance is not recognized for aid purposes).
- Enrolled in a program of study leading toward a degree or a certificate.
- Registered for at least one-half of a full class load each semester. A full class load is usually required for campus-based aid.

Citizenship Requirements for Federal and State Aid.

1. A U.S. citizen.
2. A U.S. national (including natives of American Samoa or Swain's Island).
3. Citizens of the Freely Associated States: the Federated States of Micronesia and the republics of Palau and the Marshall Islands. Eligible only for FWS, FSEOG and Pell.

4. Only students who meet the Michigan residency requirements and filing dates will be eligible for Michigan aid consideration.

Non-citizen Eligibility. An eligible non-citizen is a student whose status matches one of the following:

1. A U.S. permanent resident who has a “green card” (I-151, I-551).
2. A person who has an Arrival-Departure Record (I-94) from the Bureau of Citizenship and Immigration Services (BCIS) showing one of the following designations: “Refugee,” “Asylee,” “Parole,” “Cuban-Haitian Entrant, Status Pending,” [“Conditional Entrant” (valid only if issued before April 1, 1980).]
3. Persons with a passport with an Arrival/Departure Record (I-94) stamped with one of the following endorsements:
 - a. “Processed for I-551. Temporary Evidence of Lawful Admission for Permanent Residence. Valid until _____, Employment Authorized.”
 - b. “Temporary Form I-551. Admission for permanent residence at _____ [port] on _____ [date] verified. _____ [signature of issuing officer] _____ [title].” This form I-94 will also contain the individual’s photo and the stamp.

Note: This documentation is acceptable as long as the expiration date has not passed.

Students who have only a Notice of Approval to Apply for Permanent Residence (I-171 or I-464A), students who are in the United States on an F1 or F2 student visa only, or students on a J1 or J2 exchange visitor visa only cannot receive Federal and State aid. Also, persons with G series visas (pertaining to international organizations) are not eligible for Federal and State aid.

Class Loads and Financial Aid. Aid is awarded for an entire academic year (two semesters) and is based on full-time enrollment. The summer session usually is not part of the regular academic year. Students do not receive aid during non-enrollment periods. Most aid programs require students to be enrolled at least half-time. Students who enroll with a half-time class load may receive a maximum of 50% of the full-time award. Three-fourths time enrollment permits students to receive a maximum of 75% of the full-time award. Students who change their course load during a given semester should read the Financial Aid Refund policy, p. 70. The student’s continued eligibility for financial aid is also based on his/her academic progress as described in the following chart:

Credit Hours for Class Loads			
Program/Level	Full-load	3/4 Load	Half-load
Undergraduate	12+	9–11	6–8
Physical Therapy			
Module	9+	6–8	4–5
Semester	12+	9–11	6–8
Graduate school and Seminary	8+	6–7	4–5
MDiv	9+	6.75–8	4.5–6.74
Graduate PT			
Module	6+	4–5	3
Semester	12+	9–11	6–8

Financial Aid Options. The maximum award a student can receive is regulated by Federal and State regulations. The university is required to ensure that the combined financial resources available to students from Federal and non-Federal sources do not

exceed documented educational need. These sources include but are not limited to:

- Federal Perkins Loan Program
- William D. Ford Federal Direct Loan Program (formerly the Federal Stafford Loan Program—and hereafter referred to as the Federal Direct Loan)
- Federal Pell Grant
- Federal Supplementary Educational Opportunity Grant (FSEOG)
- Tuition and fee waivers
- Andrews Partnership Scholarship
- Andrews Gift
- Scholarships or grants from parent’s employer
- State grant and scholarship
- Any grant or scholarship from any source
- Federal or State work-study earnings

Student Financial Services monitors all aid and is required to adjust awards to conform to Federal, State, and institutional regulations.

Special Situations. Under certain situations, the United States Department of Education permits a school’s financial aid office to make adjustments to the parent’s or student’s analysis information (provided on the FAFSA at the time of application). The adjustments permitted take into account changes in the family’s financial situation that occurred since the FAFSA was completed. These special situations include, but are not limited to:

- Loss of employment
- Loss of untaxed income
- Separation or divorce
- Death of a parent
- Illness or excessive out-of-pocket medical expenses
- Tuition paid by parents for student siblings in elementary or secondary school

Students who have completed their financial aid process and later experience one of these special situations should ask their financial advisor to review their aid eligibility. To request this financial aid eligibility review, the independent student or the parent of a dependent student must provide a signed request, with proof of change. Proof may include such documents as a death certificate, employer discharge letter, or last paycheck stub. One or more documents must accompany the Request for Financial Aid Review, available from the Student Financial Services Office. When requesting a review, emphasis should be placed on information that was not available originally to the Student Financial Services Office. Anticipated changes are not grounds for a review. After reviewing the information submitted, Student Financial Services may require additional documentation. When all necessary documentation has been considered, a response may be expected within three days. Unfortunately, not all circumstances that are considered special by parents and students are permissible by the federal government. Appeals to the initial determination must be received in writing no later than three weeks after receiving the initial determination. Appeals are reviewed by the vice-presidents for Financial Administration and Enrollment Management together with the director of Student Financial Services. All information regarding financial aid in general and special conditions is treated confidentially.

Priority Dates for Financial Aid Applicants. Students desiring financial aid must apply each year and submit the following documents:

- February 15—The Free Application for Federal Student Aid (FAFSA) should be completed and mailed to Federal Student Aid Programs or filed on-line indicating Andrews University as the first college to which the analysis report should be sent. The U.S. Department of Education may take several weeks to complete an analysis of the form. Therefore, students should comply

with the February 15 priority date to make sure the analysis is received in the Student Financial Services Office by March 15.

- March 15—Andrews University Financial Information Sheet, Worksheet and W2s for parents and/or students, along with signed and completed tax returns for the previous tax year are due in the Student Financial Services Office. Priority processing will be given to students with all of their completed forms turned into Student Financial Services by March 15. Students whose forms arrive after March 15 will be processed as their student files are completed. Some funds may be unavailable after March 15.

Financial Aid Refund Policy. This policy covers changes in the amount of financial aid due to the dropping of classes or withdrawal from school.

Students who receive financial aid from state or Federal funds must be aware that any change in the number of credits taken during each semester may affect the amount of financial aid they can receive. A smaller number of credits lessens the amount of aid. The amount of aid hereby forfeited must be returned to the aid fund. Likewise, a complete drop means that aid funds be returned, depending on the date of the complete drop. The rules controlling such refunds to the aid fund are determined by the U.S. Department of Education and are used for all Title IV recipients nationwide.

Federal Title IV Aid Programs. After use of the Federal formula, funds are returned in the following order for students who drop all their classes:

- William D. Ford Federal Direct Loan
- Federal Perkins
- Federal Pell
- Federal SEOG
- Other Title IV student assistance

State Grants and/or Scholarships. Michigan refunds are calculated using the following two-step formula.

1. Amount of aid for enrollment period	÷	Tuition and fees for same period	=	Percentage
2. Percentage	x	Tuition and fee adjustment	=	Amount returned to aid fund

Pennsylvania, Vermont, Rhode Island, and other States. Determine grant eligibility following each State’s applicable guidelines.

External Grants and/or Scholarships. Aid is returned to donor organizations according to each organization’s own guidelines. Non-Title IV funds are returned in this order:

- State Grant/Scholarship
- External Scholarships/Grants
- University Scholarships (non-need)
- University Need-based funds
- University Loan funds
- Educational Allowance/Discounts

Adjustments to Andrews University Funds. To figure the amount of adjustment, use the two-step formula below.

1. Amount of aid for enrollment period	÷	Tuition and fees for same period	=	Percentage
2. Percentage	x	Tuition and fee adjustment	=	Amount returned to aid fund

Appeal Procedure. Students who think their needs have not been adequately met may follow this appeal procedure:

1. Students present all relevant facts for another evaluation to the Director of Student Financial Services.
2. Students wanting further consideration may appeal to the following administrators in order:
 - a. The academic dean of the school/college in which the student is enrolled.
 - b. The Vice President for Enrollment Management.
 - c. The Vice President for Financial Administration.

All appeal decisions, of course, must conform to State and Federal government regulations.

Work Study Programs

Students employed under the Federal Work Study (FWS) and Michigan Work Study (MWS) programs receive their entire paycheck. However, students who intend to use part of their earnings to pay their student accounts, are expected to deposit at least 60% of their paychecks onto the school account each pay period. In the FWS and MWS programs, the student’s earnings are paid both by Andrews University and the Federal or State of Michigan governments. Students must do everything necessary to reach the work earnings that are estimated in their award. Otherwise they must be prepared to pay the difference from personal or parental resources.

Federal Work Study (FWS). To be eligible for assistance under the Federal Work Study program, students must demonstrate financial need and have a minimum overall GPA of 2.00. This program parallels the student labor program of the university. Eligibility for this program is determined through the standard financial aid application process (p. 68). Students working under the Federal Work Study Program must be U.S. citizens or eligible non-citizens.

Michigan Work Study (MWS). Students working under the Michigan State Work Study Program must meet the FWS requirements above and also be Michigan residents.

Michigan Residents are defined as dependent students whose parents have resided in Michigan since June of the year before the enrollment year or as independent students who have resided in Michigan since June of the year before the enrollment year.

Summer Enrollment

An Andrews Partnership Scholarship recipient may request the Andrews Partnership Scholarship during the summer term if all of the requirements are met. The summer term will count as one of the nine semesters for which the Andrews Partnership Scholarship may be available. Usually the only aid available for summer is a student loan.

Satisfactory Academic Progress (SAP)

Students must make Satisfactory Academic Progress (SAP) toward the completion of their associate, baccalaureate, or graduate degrees to qualify for financial aid. All students who receive assistance from a financial aid program that requires Satisfactory Academic Progress must follow the university’s financial aid policy. The financial aid recipients’ past academic work at Andrews University is reviewed regularly and must meet the standards of the Satisfactory Academic Progress policies noted below.

SAP Policy for Undergraduate Students with Financial Aid

The Satisfactory Academic Progress policy requires undergraduate students to maintain the following minimum standards:

- Full-time students must register for a minimum of 12 credit hours and must complete a minimum of 8
- Half-time students must register for a minimum of 6 credit hours and complete a minimum of 4

Students must complete at least two thirds of the number of credits with a passing grade regardless of their enrollment status (full-time or half-time). Student Financial Services confirms that the student has met this requirement at the beginning of the student's new enrollment period. The student may attempt up to one and a half the number of credits required for their degree, over a six-year time frame. Credit grades include A, B, C, and D. Non-credit grades include withdrawal after drop-add date, audit, incomplete, failing, and non-credit.

Grade-Point Average (GPA) Required. To make satisfactory academic progress, students must maintain an Andrews overall GPA at or above the minimum levels listed below according to the number of semesters completed at Andrews University.

<u>Semesters at AU</u>	<u>Minimum AU GPA</u>
1	1.50
2	2.00

Students who do not meet the SAP policy at the beginning of the school year are observed on a semester basis. Changes in GPA due to completion of “incomplete” or “deferred” grades or changes made for any other reason are considered when aid eligibility is reviewed at the next regular monitoring time.

At the beginning of each school year, students are placed into one of the following categories on the basis of the previous year's academic performance:

Satisfactory Progress. Students who meet all regulations outlined in the Satisfactory Academic Progress policy and new students beginning their academic work at Andrews University with the minimum GPA required for regular acceptance qualify as making SAP.

Probation. Students who fail to meet all regulations outlined in the SAP policy are placed on probation for one semester. During the probationary semester, students are eligible to receive financial aid as awarded. Performance during the probationary semester determines whether aid is given in following semesters. If students raise their overall GPA to the required minimum (see minimum AU GPA table above) and reach the minimum number of successfully completed credit hours required (two thirds of all hours attempted), they are returned to satisfactory progress status. Students who fail to reach the minimum required standards are no longer eligible for financial aid and their aid is ended. Students placed on probation are encouraged to contact their academic dean for assistance.

Termination of Aid. Financial aid benefits are ended after the probationary semester if the student fails to reestablish a satisfactory overall GPA and/or reach the minimum credits required to be returned to satisfactory progress status. To receive financial aid again, the student must register for classes (at his/her own expense), successfully complete the required number of credit hours, and reach the minimum GPA required to meet the SAP criteria.

Repeat Credits. Repeat credits are counted only once as part of the total credits attempted.

Student's Right of Appeal. Students who fail to maintain Satisfactory Academic Progress and are placed on probation or who lose future financial aid may appeal such an action. All

appeals must be made in writing and submitted to the academic dean of the student's respective school/college.

Adventist Colleges Abroad (ACA)

Eligibility Criteria. Students planning to attend an institution affiliated with Adventist Colleges Abroad (ACA) may be eligible to obtain Federal and State financial aid under the following conditions:

1. The student registers at the Andrews University Berrien Springs campus for at least two semesters before attending Adventist Colleges Abroad (ACA).
2. The student must meet Andrews University's Satisfactory Academic Progress policy.
3. Aid-eligible students may receive Federal and/or State financial aid only as long as it takes to complete 25% or less of their total degree program (usually the equivalent of two academic semesters). However, students are not eligible for:
 - Federal campus-based aid (Federal Work Study, Federal Perkins Loan, Federal Supplemental Educational Opportunity Grant)
 - Andrews University scholarships and grants while attending an ACA campus.

Application Procedures. Students should follow the procedure outlined below to apply for financial aid for enrollment at an ACA college:

1. Complete the Free Application for Federal Student Aid (FAFSA) form indicating Andrews University as the first college of choice to attend and mail it to the address listed on the FAFSA.
2. Complete the Andrews University Financial Aid Application form indicating intention to enroll at an ACA college and mail the application form together with both the students' and their parents' Federal tax returns and W2s to the Student Financial Services Office at Andrews University.

All students planning to attend an ACA college must meet the university's March 15 financial aid priority deadline. Students who miss the deadline may experience difficulty in having aid posted to their account when they need it. Students are advised to complete the entire financial aid process before leaving the U.S.

Application Process—ACA Affiliated Colleges. A student planning to enroll at an ACA college should submit an ACA application form to Andrews University Enrollment Services.

A student is accepted only when all the necessary financial aid documents are received and Student Financial Services can process an aid application. The student is informed by letter if he/she is eligible for aid.

When the verification process is complete, Student Financial Services credits the student's aid award(s) directly to his/her student account at Andrews University. A student applying for the Federal Direct Loan must sign the loan note before leaving for the ACA school. When a loan is approved, funds are credited directly to the student's account at Andrews University.

Newbold College

Eligibility Criteria. To be eligible for financial aid, the student must comply with the following:

1. The student registers at the Andrews University Berrien Springs campus for at least two semesters before attending Newbold College.
2. The student applies directly to Newbold College for acceptance.
3. When accepted, the student takes the acceptance letter to the dean of the Andrews University school in which the he/she is currently enrolled to plan a program of study while overseas.

4. Upon the approval of this program of study, the dean notifies Student Financial Services that the student's proposed program of study at Newbold College relates to his/her degree program.
5. When this letter from the dean as well as all the other necessary financial aid documents are received by Student Financial Services, the aid application is processed. The student is informed in an award letter of his/her eligibility for aid.
6. Student Financial Services financial advisor notifies the Academic Records Office of the student's intention to register at Newbold College.
7. The Academic Records Office in turn notifies Student Financial Services when the student actually is enrolled at Newbold College.
8. When verification is complete, Student Financial Services credits the student's aid award(s) directly to his/her student account at Andrews. Students applying for the Federal Direct Loan must sign the loan note before leaving for Newbold. When a loan is approved, proceeds are credited directly to the student's account at Andrews University. A check equal to the student's credit balance at Andrews University is sent to Newbold College for deposit to the student's account.

Students planning to attend Newbold College may also be eligible for Federal and State financial aid if they:

1. Meet Andrews University's Satisfactory Academic Progress policy.
2. Complete no more than 25% of their total degree program (usually the equivalent of two academic semesters) at Newbold. Students attending Newbold are not eligible for Federal campus-based aid (Federal Work Study, Federal Perkins Loan, Federal Supplemental Educational Opportunity Grant), nor for Andrews University scholarships and grants.

Application Procedures. Students should follow the procedure outlined below to apply for financial aid for enrollment at Newbold College.

1. Complete the Free Application for Federal Student Aid (FAFSA) form indicating Andrews University as the first college of choice to attend and mail it to the address listed on the FAFSA.
2. Complete the Andrews University Financial Aid Application Form indicating intention to enroll at Newbold College and mail the application form together with both the students' and their parents' Federal tax returns to the Student Financial Services Office at Andrews University.

All students planning to attend Newbold College must meet the university's March 15 financial aid priority deadline. Students who miss the deadline may experience difficulty in having aid posted to their account when they need it. Students are advised to complete the entire financial aid process before leaving the U.S.

Andrews University has established guidelines for aid-eligible students planning to attend Newbold College, Bracknell, England. The United States and the Michigan Departments of Education require that students receiving Federal and/or State aid be dually enrolled at a stateside school and pursuing a program of study at that school for which study abroad would be an enriching experience.

Student Missionary and Taskforce Worker Academic Credit/Loan Deferral Program

To enable students to participate in the Student Missionary and Taskforce volunteer service programs, especially students who have borrowed funds under the William D. Ford Federal Direct Loan or Federal Perkins Loan, Andrews University has a special academic loan deferral program for U.S.-citizen and permanent-resident undergraduate students. This program allows student borrowers to remain in loan-deferment status (student loan repayment is postponed) while keeping student status with either a non-credit continuation course or independent study courses

arranged before leaving Andrews. The following guidelines apply:

While away, students may choose either Continuation or Independent Study.

1. Continuation Study
 - a. All Andrews Student Missionary or Taskforce workers must register (before leaving for service) for IDSC296 Student Missionary/Taskforce Experience for each semester they plan to be away. Students are charged a semester recording fee, of \$57. Students that have not completed any Andrews credits must pay the recording fee up front. (AU students are students that have applied, been accepted and have an AU ID number.)
 - b. Students receive a non-credit continuation entry on their grade for each semester.
 - c. During this time financial aid is not available.
 2. Independent Study
 - a. Students that have completed one term at Andrews are eligible to register for 6 undergraduate credits each semester (a total of 12 credits) at the reduced tuition rate, of \$34 per credit.
 - b. In consultation with the appropriate academic dean, students must develop an individualized list of courses for which they register that will apply toward general education requirements, majors, minors, emphases, or electives as approved by the dean.
 - c. It is recommended that students register for RELT230 and RELB496.
 - d. For each course in which they are registered, students work with a teacher before leaving to identify the course requirements. They must remain in regular contact with the teacher during the time spent off-campus.
 - e. Students will receive a deferred grade (DG) for each course. Upon their return from service, students must contact the course teacher and complete all requirements within one semester after the date of return from service. (A suggested list of alternative courses is available from the dean's office.)
- Both categories of students must complete registration for both semesters **before leaving the Andrews University campus** for Student Missionary or Taskforce services. Financial Aid is not available for students enrolled in this program. A detailed procedure sheet for these programs may be secured from the Campus Ministries Office.
3. Non-Andrews students do not register for any classes and work directly with Campus Ministries when requesting deferred payment on student loans.

Loan Deferment Regulations. According to U.S. Department of Education rules governing the Federal Direct Loan Program, students who no longer are enrolled on at least a half-time basis must make their first student-loan payment six months from the last date of enrollment. The time limit for Federal Perkins Loan holders is nine months.

Students may re-enroll during the six- or nine-month course grace period. If they do so on at least a half-time basis, the entire grace period is restored. Students for whom the grace period has run out must pay on their loans while they are not enrolled. The Student Missionary/Taskforce Experience course is designed so students who are registered will not lose their six-month grace period and they will not have to begin payment of their student loan.

Students Ineligible for Program Benefits. The following students would not need to enroll for Student Missionary Experience classes because they do not need the credits to ensure that their loans remain in deferment:

- Students currently making loan payments
- Students in other than full-time enrollment deferment
- Students who have exhausted their grace period would have to make loan payments
- Students who have a Canadian Student Loan

Student Employment

The Employment Office, which is part of Human Resources, assists students in 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. The office is located in the Administration Building, Second Floor.

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

Students desiring part-time employment must be enrolled full-time (12 undergraduate credits, 8 graduate credits, or 9 Master of Divinity credits) and they must complete the necessary paperwork at the Employment Office.

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

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

Gift Assistance

Honors Audit Program. Honor students may audit a class each semester if they are enrolled for at least 12 regular credits. Honors audit credits are not taken into account when determining a student's academic progress. Also, honors audit credits do not count for determination of enrollment status for financial aid purposes. The student must complete an Honors Audit form during regular registration. For more information, consult with the Honors Office.

Bureau of Indian Affairs. Grants are offered to students who are enrolled members of a federally recognized American Indian tribe and demonstrate financial need. For specifics contact:

Address: Bureau of Indian Affairs
 Federal Square Office Plaza
 PO Box 884
 Sault Ste. Marie, MI 49783
 Telephone: 202-208-3710

Veterans' Education Benefits & Services. The University is approved for certification of students eligible to receive educational assistance from the Department of Veterans Affairs (DVA). Eligibility for VA educational assistance is determined by the Department of Veterans Affairs. Our regional office is located in St. Louis, Missouri. University services for students who receive educational assistance through the DVA are advised and counseled by the Veterans Program Administrator (also referred to as the certifying official), Administration Building, second floor, Room 204 in the Academic Records Office. Information concerning VA educational assistance (G.I. Bill) may be obtained by phone 269-471-3286, email veterans@andrews.edu, or a visit to the Veterans Services Office. VA forms used for making application for

educational assistance are available in the Veterans Services Office or may be downloaded from the GI Bill webpage: www.gibill.va.gov. A printed copy of an application submitted online to the VA will be required by the University's Veterans Services Office.

It is the responsibility of the student to complete a Veterans Registration form every term to continue receiving G.I. Bill money. The form is available in the Veterans Services Office. Each term the required Certification of Enrollment (VA Form 22-1999) will be electronically submitted by the University's Veterans Program Administrator to the VA Regional Processing Office after the last day to add or drop a course. An earlier date for certification may be requested if the veteran feels certain his schedule will not be changed. Payment is made directly to the student either by paper check or direct deposit to the student's checking account.

Students receiving benefits are expected to attend all classes and to progress satisfactorily toward their objective. Any change of degree program, change with class registration, or withdrawal from school must be reported immediately to the VPA in the Veterans Services Office. Failure to comply with VA regulations may result in loss of benefits and/or legal action on the part of the U.S. Department of Veterans Affairs. When a veteran's overall GPA falls below 2.00, the VPA informs the individual immediately that he/she will forfeit all veterans' benefits if the overall GPA fails to rise above 2.00 at the end of the following semester. If the student does not make satisfactory academic progress and is academically dismissed from the University, the U.S. Department of Veterans Affairs is notified and all veterans' benefits are ended by the USDVA. If a veteran is academically dismissed from the University but is later readmitted, the VA benefits cannot be resumed until the veteran has met the University requirements for reinstatement.

Vocational Rehabilitation Educational Assistance (G.I. Bill).

The University is approved for enrollment certification of veterans with service-connected disabilities who are eligible to receive Chapter 31, Title 38, U.S.C.. educational assistance (G.I. Bill) from the U.S. Department of Veterans Affairs. University services for veterans are coordinated through the Veterans Program Administrator (also referred to as the certifying official) in the Veterans Services Office which is located in the Administration Building, second floor, in the Academic Records Office. Information concerning educational assistance (G.I. Bill) and campus procedures may be obtained by phone 269-471-3286, email veterans@andrews.edu, or visiting the Veterans Services Office.

The veteran should make contact with the Vocational Rehabilitation & Employment Office (28), Battle Creek Medical Center Bldg 39, Rm 14, 5500 W Armstrong Rd, Battle Creek, MI 49105. The VRE case manager assigned to Andrews University can be called at 269-966-5577. Veterans use VA Form 28-1900 to apply for the Chapter 31 benefit. The form is available online at www.gibill.va.gov. Information and instructions are included on the reverse side of the application form. Following receipt of the application in the regional office, VA will make a determination of eligibility. If the veteran is eligible, VA will schedule an appointment with a Counseling Psychologist (CP) or Rehabilitation Counselor (RC) for an initial evaluation to establish the veteran's entitlement to vocational rehabilitation. Contractors may be utilized to assist in working with the veteran to gather information needed for the CP or RC to make an entitlement determination. The VRE case manager will provide VA Form 28-1905 Authorization and Certification of Entrance or Reentrance into Rehabilitation and Certification of Status. This form is required for certification of enrollment which will be submitted to the VRE by the University Veterans Program Administrator in the Veterans Services Office.

It is the responsibility of the student to visit the University's Veterans Services Office at the beginning of each term for which

the student desires to receive VRE educational assistance (G.I. Bill). All required paperwork must be completed before the Certification of Enrollment (VA Form 28-1905) will be submitted to the Vocational Rehabilitation & Employment Regional Office. Certification will be submitted after the last day to add or drop a course each term. An earlier date for certification may be requested if the veteran feels certain his schedule will not be changed.

A Purchase Request Form that includes VRE purchasing guidelines is available in the Veterans Services Office. It is required for all purchases at the campus bookstore or computer store. Written approval must be obtained from the VRE case manager for certain purchases. Veterans should plan to make their purchases within thirty (30) days after the first day of classes each term. An invoice for tuition, academic fees, and books/supplies will be sent to the VRE after that date. Payment will be made to the University and credited to the veterans's student statement.

Students receiving benefits are expected to attend all classes and to progress satisfactorily toward their objective. Any change of degree program, change with class registration, or withdrawal from school must be reported immediately to the VPA in the Veterans Services Office. Failure to comply with VA regulations may result in loss of benefits and/or legal action on the part of the U.S. Department of Veterans Affairs. When a veteran's overall GPA falls below 2.00, the VPA informs the individual immediately that he/she will forfeit all veterans' benefits if the overall GPA fails to rise above 2.00 at the end of the following semester. The veteran's academic transcript will be sent to the VRE at the end of each semester.

Vocational Rehabilitation State/Federal Programs. Students who have permanent disabilities which may limit their employment (after completion of their study program) should contact the Vocational Rehabilitation Regional Office in their state of residence for possible assistance.

Tuition Discounts

Affiliated Hospital Nurse—Thirty-Three Percent Tuition Discount. The university offers registered nurses working in hospitals affiliated with the Andrews Nursing Department a 33% reduction of their tuition for all classes taken toward the Bachelor of Science in Nursing degree. The nurse must be accepted as a regular student in the BS degree in nursing and request the tuition reduction each semester. Also, the student must provide the Nursing Department with proof of continued employment at the affiliated hospital. For a list of affiliated hospitals contact the Nursing Department. Students eligible for the reduction are not eligible to receive any other Andrews discretionary funds.

Local Business Employee—Thirty-Three Percent Tuition Discount. Full-time employees of companies located in Berrien County and the South Bend/Mishawaka area may receive a 33% reduction of tuition for undergraduate courses taken within the university's College of Technology. Application for the tuition reduction can be obtained at the dean's office and must be completed no later than the first two weeks of each semester. Students eligible for the reduction are not eligible to receive any other Andrews discretionary funds.

Prior Baccalaureate Degree—Thirty-Three Percent Tuition Discount. Students who have earned a baccalaureate degree from Andrews University may receive a 33% tuition reduction for courses taken for a second baccalaureate degree in the College of Arts and Sciences, the College of Technology, the School of Business, and the School of Education.

Application forms are available at the offices of the respective deans. The completed forms must be filed with the respective dean no later than two weeks after the beginning of each semester for which the 33% tuition reduction is requested. An official transcript showing all class work and the awarding of a bachelor's degree must be on file with the Academic Records Office of the university before the 33% tuition reduction can be applied. Students eligible for the reduction must be enrolled for a second undergraduate degree and are not eligible to receive any other Andrews discretionary funds. Students enrolled in a graduate program but who must complete undergraduate prerequisites are not eligible.

Limitations to the Prior Baccalaureate Degree Tuition

Discount. The following limitations apply to this plan:

1. No course taken under this plan may receive graduate credit or apply to a graduate degree.
2. In the College of Arts and Sciences, the plan does not apply to the Physical Therapy programs.
3. This tuition reduction does not apply within the Division of Architecture.
4. In the School of Education, the student must be enrolled in a second baccalaureate degree; however, this plan is not available until one calendar year after graduation and is limited to 16 credits each semester.
5. In the School of Business, the plan does not apply to independent study/readings/research or internship credits. Also, it does not apply to any course not offered as a regularly scheduled class in a given semester.
6. The plan applies to tuition only, not for housing, food, and similar charges.
7. The discount does not apply to laboratory fees, surcharges for applicable courses, private music or flight lessons, independent study or reading courses, student teaching, courses in the Center for Intensive English, international languages taught as prerequisites for advanced degrees and courses taken off campus.
8. This plan is applicable to classes where space is available and where hiring of additional faculty or staff is not required. In the event a class is not available, notification is given as soon as possible after the end of the drop/add period.

Local Area Educators—Thirty-Three Percent Tuition

Discount. Full-time teachers employed in Michigan and Indiana area schools who are not fully credentialed may receive a 33% reduction of tuition for undergraduate, Master of Arts in Teaching, and Master of Arts in Educational Administration courses taken toward the completion of their teacher certification requirements. Application for the tuition reduction can be obtained in the dean's office and must be completed no later than the first two weeks of each semester. The student must provide proof of area school employment. Students eligible for this reduction are not eligible to receive any other Andrews discounts or any other discretionary funds applied to the program receiving the 33% reduced tuition.

Workers from Overseas Divisions—Tuition Discount. "When any division other than the North American Division sends its workers or their dependent children to attend colleges in the North American Division and makes financial payments from denominational funds on behalf of such students directly to the college concerned, the college will match dollar for dollar with the sending division, up to 25% of undergraduate tuition. If the person also receives a Federal or State scholarship (or grant), the school may reduce this discount in direct proportion to the amount of such scholarship. Such remittance must come through

the division and on approval of the division committee” (North American Division Working Policy, F 80 15).

Retiree Tuition Discount. A retired person who has reached age 65 may receive a 50% tuition discount for up to three undergraduate or graduate courses per year.

Former Andrews University employees who have retired may receive a 75% tuition discount. Admission to limited enrollment courses is contingent upon space available in the class, with preference being given to students paying regular tuition rates. Any additional class fees and/or supply fees are the responsibility of the student.

This discount applies to credit, audit, or non-credit classes. This discount does not apply to independent study, directed reading, private music lessons, practicums, clinical experiences, or any instruction outside of the normal classroom setting. Application for this 50% or 75% discount should be made to the dean of the school involved. The dean then authorizes the appropriate discount.

Students eligible for this reduction are not eligible to receive any other Andrews discounts or discretionary funds.

GRADUATE FINANCIAL ASSISTANCE

Qualifying Criteria

For financial aid eligibility, graduate students must meet the rules in the following two areas:

- **Enrollment Status**—Students must be accepted into a curriculum authorized by the faculty of their respective school. Students enrolled on PTC status (permission to take classes) are not eligible to receive financial aid.
- **Course Load**—Students are awarded financial aid based on their percentage of full-time enrollment as defined in “Class Loads and Financial Aid” on p. 69. Special regulations apply to students who have completed all course work and are preparing theses, projects, or dissertations.

College of Arts and Sciences, College of Technology, School of Business, and School of Education

Students who have completed all course work in an approved graduate program may not have completed all work needed to complete a degree. Upon recommendation of the student’s committee chair or departmental chair, the dean of the school may determine the student to be enrolled full time provided the student:

1. Has enrolled for the required number of project, thesis, or dissertation credits but has not completed the work.
2. Is enrolled in PTH883, PTH884, EDPC810 or EDPC820 (Internship).
3. Is enrolled in FDNT594 (Practicum). In addition, doctoral-level students must enroll for Dissertation Continuation or EDPC810/820; master’s-level students must enroll for Project or Thesis Continuation, EDNT594, or GCAS650 to qualify for this status.

Theological Seminary

Doctoral Students. Students who have completed all course work in an approved doctoral program must register for 1-6 credits under GSEM796 DMin project/ Dissertation or 1-12 credits under GSEM995 PhD-ThD Dissertation, or 1-14 credits under RLED995 Doctoral Dissertation. If the candidate does not complete the dissertation, he/she must register for GSEM788

DMin Project/Dissertation Continuation or GSEM888 Doctoral Degree Continuation until the dissertation is completed to qualify for status as a full-time student. Confirmation by the dissertation chair that full-time work is being done must be sent to Student Financial Services.

Master’s Students. To obtain full-time status for the MA degree, the student must register for GSEM688 Master’s Degree Continuation after he/she has registered for the allowable thesis credits but has not finished the work. Confirmation by the dissertation chair that full-time work is being done must be sent to Student Financial Services.

Federal Aid

Students should read the General Information (p. 68) and Satisfactory Academic Progress sections (p. 70, 71), to determine their eligibility for financial aid.

Federal Direct Loans are available to graduate students. To apply for this aid, refer to p. 68, General Information, and the Financial Aid Chart, p. 77.

State Aid

Students from the College of Arts and Sciences, School of Business, and School of Education are eligible to apply for the **Michigan Tuition Grant** (with the FAFSA) if they are independent students who have resided in Michigan since June or before of the year preceding the enrollment year or if they are dependent students whose parents have resided in Michigan for the same period of time. Students enrolled in the Seminary and Religious education degrees are not eligible for the Michigan Tuition Grant.

Institutional Aid

Student Financial Services forms need not be completed for students to apply for the Andrews graduate grant or scholarship; students must apply directly to the graduate dean or department head of the school/program. All aid received by the student (except assistantships), however, is taken into account when determining eligibility for a student loan and a Michigan Tuition Grant.

Grants And Scholarships

Grant, scholarship, and assistantship funds are available through the offices of the various academic deans and department chairs. Grants and scholarships are gift aid; however, if a student is given an assistantship, this is considered to be employment and is processed through the Student Labor Office. Application forms, if required, must be requested from and returned to the respective dean’s office. The student does not need to complete any application paperwork for Student Financial Services to apply for and receive institutional funds.

Education Majors’ Debt-retirement Assistance. Education majors (K-12) who have had to borrow funds to finance their education may receive assistance in retiring the debt under a program cosponsored by the Lake Union Conference and the local conferences within the Union. As much as \$1,500 may be paid at the rate of \$500 during each of the first three years of teaching. Students should contact the Superintendent of Education of the conference or the principal of the academy in which they wish to teach.

Seminary Emergency Aid Fund. This emergency aid fund is available to seminary students for emergency relief only and is not a form of continuous financial aid. Students may apply for assistance through the seminary dean's office.

Student Employment Program

Work opportunities for graduate students are available through the university's Employment Office. Assistantships are available as arranged by the dean or department chairs of the school where the student is enrolled. For information regarding employment contact the Employment Office.

Travel Equalization Fund

Graduate students coming to the University from the United States, Canada, or overseas may be reimbursed for part of their travel expenses if certain criteria are met. For information, contact the Student Financial Services Office.

Federal and State Grants, Loans and Scholarships

Information on the following sources of financial aid may be obtained from Student Financial Services. For details, review the Financial Aid Chart on p. 77.

Grants

- Michigan Tuition Grant

Loans

- William D. Ford Federal Direct Loan Program (Subsidized)
- Federal Direct Loan Program (Unsubsidized)
- Michigan Alternative Student Loan Program (MI-Loan)

Scholarships

- Michigan Competitive Scholarship
- Paul Douglas Teacher Scholarship
- Robert C. Byrd Honors Scholarship

SAP Policy for Graduate Students with Financial Aid

Graduate students must meet the Andrews University Satisfactory Academic Progress (SAP) policy. The following minimum standards must be met for Federal and State financial aid purposes.

Students must maintain the minimum Andrews University graduate overall GPA required for the degree program in which they are enrolled. The SAP summary on p. 71 indicates the minimum GPA required to meet the university's SAP policy for each type of degree program.

<u>Degree</u>	<u>School</u>	<u>GPA</u>	Max <u>Below B-</u>
PhD, EdD	Educ	3.30	3
PhD, ThD	Sem	3.00	3
DMin	Sem	3.00	no policy
DPT, DS&PT	CAS	3.00	see <i>PT Student Handbook</i>
EdS	Ed	3.20	3
Master's	All	3.00	4
Professional Master's	Sem	2.50	no policy

Compliance with these requirements is monitored by Student Financial Services on a regular basis.

Probation. Students who fail to meet the required overall GPA are placed on probationary status during the following semester. During the probationary semester, the student is eligible to receive financial aid as awarded. The student is allowed only one probationary semester for each degree program, except under extenuating circumstances. Academic performance during the probationary semester determines the aid given in the following semesters. If the student raises his/her overall GPA to the minimum required, the student is returned to satisfactory progress status and is eligible to continue receiving aid as awarded. Students who fail to attain the minimum required GPA after the probationary semester are no longer eligible for Federal or State financial aid, except under extenuating circumstances.

Appeal Procedure. When failure to attain the required GPA is due to extenuating circumstances or circumstances beyond the reasonable control of the student, he/she may appeal for an extension of probationary time limits. All master's-level students may be allowed a maximum of a one semester probation extension. Doctoral- and specialist-level students may be allowed a maximum of a two-semester probation extension. However, the student must make the appeal for the second probation extension in the same manner as for the first appeal. Students should recognize that appeals are not "automatically" granted. Future financial aid is dependent on reaching the required GPA level by the end of the additional probationary semester(s). All appeals must be made in writing and submitted to the academic dean or appointed representative of the student's respective school. Proof must support the stated extenuating circumstances. The appropriate authorizing office sends written notification to Student Financial Services of the appeal decision.

GIFTS AND BEQUESTS

Each year the university has increased needs for scholarship funds to aid students. The Trustees of Andrews University invite alumni, friends, and members of the university family to join them in providing an enlarged opportunity for training youth in the traditions of a Christian university.

The following supplies contact information for making a gift, either unrestricted or designated for a specific purpose, to Andrews University:

Current Gifts

Individuals interested in making a current donation to Andrews University of either cash or non-cash assets should contact:

The Office of Development
Andrews University
Berrien Springs MI 49104-0660
(269) 471-3592

Deferred Gifts

Individuals desiring to leave a gift to Andrews University by way of a bequest or another estate plan option should contact:

Planned Giving & Trust Services
Andrews University
Administration Building, Suite #310
Berrien Springs MI 49104-0645
(269) 471-3613

FINANCIAL AID CHART

	FEDERAL PERKINS LOAN	FEDERAL SUPPLEMENTAL EDUCATIONAL GRANT*	FEDERAL/STATE WORK-STUDY	ANDREWS PARTNERSHIP SCHOLARSHIPS	FEDERAL PELL GRANT	MICHIGAN GRANTS AND SCHOLARSHIPS**	FORD FEDERAL DIRECT LOAN PROGRAM*** SUBSIDIZED	UNSUBSIDIZED FEDERAL DIRECT PLUS	OTHER
WHO MAY APPLY	Undergraduate students who are U.S. citizens or eligible non-citizens.	Undergraduate students who are U.S. citizens or eligible non-citizens.	Students who are U.S. citizens or eligible non-citizens.	Undergraduate students. No application required.	Students who are U.S. citizens or eligible non-citizens.	Students who are U.S. citizens or eligible non-citizens and who have been Michigan residents since June 30, 2005.	Students who are U.S. citizens or eligible non-citizens and demonstrate need. Independent students who are U.S. citizens or eligible non-citizens.	Parents of dependent students who are U.S. citizens or eligible non-citizens.	All graduate grants and assistantships are available through respective dean or program director.
WHO IS ELIGIBLE	Students with documented need at least half time who are not freshmen. Must have accumulated PELL eligibility.	Undergraduate students with documented need enrolled at least half time. Michigan grant recipient.	Students with documented need enrolled at least half time. Michigan work-study requires Michigan residency.	Incoming freshmen and /transfer students with minimum 2.5 college GPA.	Students with documented need enrolled at least half time in an eligible program.	Students enrolled at least half time in an eligible program.	Students with documented need enrolled at least half time in an eligible program. Unsubsidized loan is not need based.	Parents of students whose needs are not fully met from other aid sources	G.I. Bill provides assistance to eligible full- and half-time students. Contact the veteran's clerk for further information.
RANGE OF AWARD	\$1,500-\$4,000 per year	Up to \$1,250 per year.	Earnings not to exceed award.	Incoming freshmen, \$2,000-\$8,000 Transfer students, \$2,500-\$6,000	\$400-\$4,050 per year	Up to \$2,100 per year.	Up to \$3,500 for freshmen; \$4,500 for sophomores; \$5,500 for juniors and seniors. Up to \$8,500 for graduate students.	Up to total educational costs minus other financial aid received. Up to \$4,000 for freshmen/sophomores. Up to \$5000 for juniors/seniors. Up to \$10,000 for graduate students	Bureau of Indian Affairs assistance to native Americans with documented Indian ancestry is available. Contact the BIA.
HOW TO APPLY	Complete FAFSA, AU Information Sheet, and sign promissory note at Student Financial Services.	Complete FAFSA, AU Information Sheet, and requested documents.	Complete FAFSA, AU Information Sheet, and requested documents.	Freshmen and transfer students consult with Admissions Office to determine scholarship level.	Complete FAFSA, AU Information Sheet, and requested documents.	Complete FAFSA.	Complete FAFSA, complete requested forms, and sign promissory note at AU Student Financial Services Office.	Loan request form available at the Student Financial Services Office.	Pennsylvania, Vermont, and Rhode Island allow state grants to be used out of state under some conditions. Check with your state for further information.
WHOM TO CONTACT	www.andrews.edu/SF AU Student Financial Services—Financial Advisor	www.andrews.edu/SF AU Student Financial Services—Financial Advisor	www.andrews.edu/SF AU Student Financial Services—Financial Advisor	AU Student Financial Services—Financial Advisor, and/or Admissions Office.	www.andrews.edu/SF AU Student Financial Services—Financial Advisor	Michigan State Department of Education or AU Financial Advisor.	www.andrews.edu/SF AU Student Financial Services—Financial Advisor	www.andrews.edu/SF AU Student Financial Services—Financial Advisor	The Bureau of Vocational Rehabilitation provides financial help to students who have physical disabilities. Eligible students should check with the BYR for further information.
MORE INFO	Deferred payment, 5% loan. Repayment starts nine months after student ceases at least half-time enrollment. Student must apply each year.	Student must apply each year.	Eligible undergraduate students must apply for jobs at the Employment Office. Student must apply each year.	See financial aid section in this bulletin.	Student must apply each year. Information given on FAFSA must be verified.	Student must apply each year.	Variable interest rate deferred payment loan. Repayment begins six months after student ceases at least half-time enrollment.	AU Financial Advisor.	
TIMELINES	March 15, 2007, for the 2007-2008 school year for priority.	March 15, 2007, for the 2007-2008 school year for priority.	March 15, 2007, for the 2007-2008 school year for priority.	March 15, 2007, for the 2007-2008 school year as funds are available.	Freshmen: Feb. 21, 2007. All others: March 15, 2007	Apply at least three months before the loan is needed.	Apply at least three months before the time loan is needed.	Apply at least three months before the loan is needed.	

Every attempt has been made to assure the accuracy of information in this chart; however, the programs are subject to change. Funds awarded under each program are administered according to the laws and regulations in force at the time funds are applied to the student's account.

Programs are described in detail in this bulletin.
*Formerly called Basic Educational Opportunity Grant.
**Graduate students in religious education, theology, and seminary students are ineligible.
***Formerly the Guaranteed Student Loan Program or Federal Stafford Loan Program.

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INTERNATIONAL DEVELOPMENT PROGRAM

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Administration

Charles Tidwell, Director, Affiliation and Extension Programs
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Øystein S. LaBianca, Academic Supervisor, Behavioral Science Liaison
Patricia Mutch, Academic Supervisor

Education at Andrews University has always been rooted in the concept of Christian service. Educators, administrators, nurses, agronomists, and various technicians have developed schools, hospitals, agricultural programs, and a host of other institutions and facilities that can improve the quality of life for people everywhere. Through its Affiliation and Extension Programs Andrews University has made it possible for students to earn degrees at off-campus locations around the world. The International Development Program is one such option. The principal purpose of this program is to provide a venue for leadership training of professionals whose work responsibilities and life situation do not permit a return to full-time study at a university campus. The interdisciplinary program takes three to five years to complete and it draws on the strength of all six schools of the university. Students attend 3–4 week intensive sessions at extension sites in various locations around the world. The goal of the Program is to strengthen organizations in project management skills and administration. The ultimate goal is to enable graduates to acquire whatever capacities they need to be effective agents in assisting communities to attain well-being for its present members and their future generations.

Administration of the Program

The off-campus International Development Program is administered by the Interdisciplinary Masters Council, an inter-school council, made up of administrators and faculty from the Affiliation and Extension Program, the College of Arts and Sciences, the School of Business, the School of Education, the Division of Architecture, the College of Technology, the Seventh-day Adventist Theological Seminary, and the School of Graduate Studies. The council also works with the Adventist Development and Relief Agency (ADRA) and other governmental and non-governmental organizations in planning and implementing new courses and curricula and in scheduling venues for delivery of intensives. It also develops and monitors compliance with policies governing admission of students to the program, student academic progress, and admission to candidacy status.

The day-to-day administration of the program is the responsibility of the International Development Program office. Faculty

guidance is provided by the IDP Coordinating Committee. These teams are headed by the Director of the International Development Program.

Teaching Sites

The International Development Program offers its classes in multiple regions and languages around the world. Venues and languages are subject to change but currently include: Africa (French and English) and Europe (English). Potential regions also include Asia Pacific (English) and Latin America (Spanish). A university campus is the preferred venue in each region for the teaching sessions.

Admission Requirements

To be admitted to regular standing into the International Development Program, students must

- Qualify for general admission into graduate studies at Andrews University (see p. 44)
- Have a four-year baccalaureate degree or its equivalent
- Demonstrate computer literacy skills such as word processing and internet usage

Note:

- Access to email communication is very important for participation in this program.
- The Graduate Record Examination (GRE) transcript requirement is waived for students in the overseas program.

MSA: International Development—39–40

The *International Development emphasis* is to meet the evolving needs of professionals to advance their field of interest, whether it is humanitarian work, economic development, international business, health, or other professions involved with social, cultural and political challenges within communities. It is a program to build capacity in leadership based on principles of excellence, justice and advocacy to embrace sustainable partnerships.

Core Courses—29

Social Science Foundations—7

SOCI520; EDPC622; ANTH417; IDSC689

Planning/Evaluation—6

SOCI530, 535, 545

Management—8

BSAD525, 530; COMM590

Individual and Organizational Accountability—8

ACCT625; IDSC640; PLSC525

Concentration—10-11

Research and Practicum Requirements—5-6

IDSC680; IDSC697 or IDSC699

Development Concentration—5

IDSC597, 640, 690

TOTAL—39-40

Concentrations in International Development

Students in the International Development Program are required to complete a concentration involving a minimum of ten semester credits in a selected specialization area. The majority of the Concentration courses are completed in an independent format. This allows the student's specialization area to be uniquely tailored to suit his/her needs and professional goals. Examples of concentration topics include: Advocacy, Agro Forestry; Civil Society; Cross Cultural Relations; Development Policies of Government and Religion; Disaster Preparedness; Education; Environmental Studies; Food Security; Gender and Development; International

Agriculture; Microenterprise; NGO Policies and Operations; Peace and Conflict Resolution; Poverty Mitigation; and Public Health. A concentration area is selected in consultation with the Academic Supervisor during the first two years of study. Once a topic has been decided, a Concentration Mentor is assigned who, together with the Academic Supervisor, guides the student through the concentration requirements.

MSA: Organizational Leadership—39–40

The mission of the *Organizational Leadership emphasis* is to develop trained leadership to meet the needs of a growing SDA church membership, a growth which will place significant demands on support organizations such as conferences, unions, divisions and other church institutions. Such leaders will develop skills based on the concepts of servant leadership, will understand and practice leadership as a collaborative process, and will demonstrate appropriate administrative skills in research, strategic approaches to program planning and evaluation, finance, communication, and ethics along with skills in a specific area of leadership.

Core Courses—27

Individual and Organizational Accountability—9

ACCT625; MSSN615; THST634

Planning/Evaluation—9

EDPC622; IDSC689; LEAD638; SOCI530, 535, 545

Management—9

BSAD525, 530; COMM554

Concentration—12–13

Church Leadership—9

CHMN518, 526, 527

Research Requirement—3–4

IDSC698 or 699

TOTAL—39–40

Courses

(Credits)

See inside front cover for symbol code.

ACCT625

(3)

Financial Analysis and Reporting

Develops business leaders' financial-statement literacy. Topics include: understanding the nature of business transactions, identification of relevant economic events for reporting, determination of appropriate financial measures for those events, analysis of the effects of those events in the organization's performance and financial condition.

ANTH417

(2)

Applied/Development Anthropology

An introduction to cultural anthropology with special emphasis on principles and techniques of research applicable to community and international development.

BSAD525

(3)

Organizational Behavior for Managers

Explores basic and applied concepts as well as research findings in the management and organizational behavior areas to aid managers to effectively perform their duties. Topics include management functions (planning, organizing, leading, and controlling), learning, perception, personality, motivation, attitudes, performance, groups, teamwork, leadership, communication, diversity, decision making, and organizational change. Not available for MBA program.

BSAD530

(3)

Management for 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 is required. Prerequisite: BSAD355 or permission of instructor.

CHMN518

(3)

Interpersonal Relationship Skills

This course leads students to examine the patterns of their own interpersonal relationships including the marital and family setting and beyond, and challenges them to emulate Christ's example as they interact with persons from all segments of society.

CHMN526

(3)

Conflict Management in the Church

This course offers biblical resources and contemporary research informing creative management of human conflict. Included is examination of the causes and dynamics of conflict in churches. Participants develop skills in resolution and mediation. A variety of instructional methods, including lectures, case studies, role-plays, media, and personal style instruments are employed.

CHMN627

(3)

Church Leadership and Administration

Students will examine models of leadership within a theological understanding of the church. Character formation of the leader is emphasized. The course seeks to develop non-profit leadership competencies, understanding of leadership in a pluralistic and multi-cultural world, as well as the important administrative skills one needs to lead effectively.

COMM554

(2-3)

Topics in Intercultural & Organizational Communication

An examination of the relationship between culture and communication. Development of sensitivity to diversity issues. Application of analytic and communication skills which enable effective communication in various communities. Includes study of group process within organizations for the purpose of problem-solving and team building.

COMM590

(2-3)

Graduate Seminar in Communication in Development Practice

Students examine the relationship between culture and communication. Apply analytic and communication skills which enable effective communication in various communities. Develop skills in persuasion and explore sensitivity to diversity issues.

EDPC622

(2)

Seminar: Development Research

Introduction to social science research methods as applied to problem solving in the fields of community and international development. A unit on best practice bench marking is also included.

IDSC597

(1)

Portfolio

An organized collection of educational and professional accomplishments to date is produced. This will include basic personal and background information, a profile of the student's organization, outstanding academic work, and other products acquired during his/her time in the program.

- IDSC640** (2)
Topics: 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.
- IDSC640** (3)
Topics: Professional Training in: Area of Concentration
 Students are required to participate in a minimum of 45 contact hours of Professional Training related to their area of Concentration. In addition, the student in the final year of the program will design and implement a Colloquium to present best practices in his/her area of Concentration.
- IDSC680** (2)
Field Practicum
 The Field Practicum integrates International Development theory into practice. Students will complete (a) a baseline study that describes the current level of the agency where the practicum is pursued; (b) a benchmarking of best practices in the field [area of concentration]; and (c) an oral presentation of their findings to their peers.
- IDSC689** (1)
Seminar: Applied Statistics
 Concepts and applications of basic statistics as it relates to community and international development. Topics include level of measurement, frequency distribution, central tendency, measures of variation, correlation, logic of hypothesis testing, and the use and applications of chi-square, t-tests, analysis of variance and regression analysis.
- IDSC690** (1)
Independent Study: Area of Concentration
 Students are required to broaden their knowledge in their area of Concentration through independent study of books, scholarly journal articles, professional association publications and newsletters, local government publications, publications of multi-government organizations such as the United Nations or the World Bank, publications by various international non-government organizations, or internet resources. The outcome of this research should be a "Specialist Paper."
- IDSC697** (3)
Research Project
 A research project typically carried out by a master's-degree candidate in which the student's mastery of the research process is demonstrated.
- IDSC699** (4)
Master's Thesis
- LEAD638** (3)
Issues in Leadership Theories
 A seminar in the study of leadership theory. This course is intended to provide a wide coverage of leadership theory based on sound research principles, with implications for informed practice. The seminar includes concept formation in such areas as organizational development, historical and contemporary views of leadership, power and influence, "followership," ethical leadership and diversity, and applications to problem solving in leadership and administrative settings.
- MSSN615** (3)
Anthropology for Mission and Ministry
 The fundamentals of culture, social structure, group organization, and social change studied as a basis for intercultural understanding and communication. Attention given to issues which constitute challenges and opportunities to cross-cultural workers.
- PLSC525** (3)
Public Policy
 Governments are pressed to address issues of individual and collective concern. Resolving matters may demand the creation of programs and governmental policies, modification of existing ones or termination of current policy. Utilizing a case study approach, this course considers the essential phases of policymaking on behalf of civil society.
- SOCI520** (2)
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.
- SOCI530** (1-2)
Community Needs Assessment & Capacity Mapping
 Introduction to various methods for assessing community needs and mapping community capacity to address those needs.
- SOCI535** (1-2)
Program Planning, Budgeting, and Grantsmanship
 Building on assessment and capacity mapping, the related topics of program planning, budgeting, and grant-writing are presented. Hands-on experience is sought, linking classroom instruction and real community situations. *Grant writing not covered when taken for 1 credit.*
- SOCI545** (1-2)
Project Implementation and Evaluation
 Strategies for implementation. Review of various methods of evaluation with emphasis on measuring outcomes and assessing quality in community program development.
- THST634** (3)
Christian Social Ethics
 An exploration of selected issues currently confronting the church, such as ethnic relations, the role of women, nationalism and liberation theology, poverty and hunger, and relations with civil governments.

JOHN NEVINS ANDREWS HONORS PROGRAM

Nethery Hall, Main Floor
(269) 471-3297
honors@andrews.edu
<http://www.andrews.edu/HONORS/>

_____, *Director*

In 1966 Andrews University determined to offer undergraduate students greater opportunities for intellectual, spiritual, and social development. To reach this goal, it created the honors program to foster an atmosphere that is both intellectually challenging and distinctively Christian.

Starting in 2001–02, the program offered a completely new curriculum. SAGES is a text-based alternative to the standard General Education requirements. It involves 37 semester hours of honors courses and leads to the designation “John Nevins Andrews Scholar” at graduation.

SAGES (Scholars’ Alternative General Education Studies)

Reflecting suggestions from students, faculty and alumni for a curriculum based on the study of original texts, independent research, and writing, SAGES provides a series of interdisciplinary courses that REPLACE General Education requirements for the bachelor of arts and bachelor of science degrees. Following a year-long introduction to Western civilization and culture, students pursue a series of thematically-organized seminars similar to a “Great Books” approach, though broader in sources and subjects. The track concludes with independent research resulting in a senior project.

Because SAGES replaces many lower-division courses, admission at the beginning of a college career is advisable. However, transfer and currently enrolled students with demonstrated academic achievement (GPA>3.50) may apply to SAGES and receive individual waivers for some—but not necessarily all—specific courses based on previous academic study. Those admitted as juniors and seniors must complete at least five seminars plus the Research Pro-Seminar and the senior project.

Students wishing to transfer out of SAGES should do so at the end of the first year and apply the courses taken towards a standard General Education track. In the sophomore and junior years, SAGES involves significantly different categories of courses than the standard General Education track. These will not replace many of the freshman and sophomore courses required at most universities.

Progress in SAGES. Students in SAGES who fail to enroll in honors courses, or whose cumulative GPA falls below 3.33, will be asked to withdraw from the program at the end of the academic year.

Graduation as a John Nevins Andrews Honors Scholar

At graduation, the university confers the distinction “John Nevins Andrews Scholar” on students recommended by the Honors Council who display outstanding scholarship, achieve a minimum overall college and honors GPA of 3.50, and complete SAGES. Titles of the senior thesis or project are listed in the graduation bulletin.

GE Requirements: SAGES Honors Track		
Required Registrations		Credits
HONS105	Western Heritage I	5
HONS106	Western Heritage II	5
HONS115	Transcribing the Self: Honors Composition	3
HONS215	Scripture	3
HONS265	Literature and the Arts	3
HONS345	What Is “Other”? The Non-Western World	3
HONS365	Cosmos	3
HONS398	Research Pro-Seminar	1
HONS415	Thinking Theologically: Christian Life and Faith	3
HONS497	Senior Honors Project	min. 2
Plus two courses selected from the following:		6
HONS225	Materialism and Idealism (3)	
HONS245	Meanings of America (3)	
HONS325	Justice (3)	
HONS380	Topics in _____ (as offered)	
Additional Science (science major courses or regular general education science courses)		6
Math (minimum acceptable level: College Algebra)		3
Physical Activity Courses (2)		2
Total Requirements, Bachelor of Science		48
Total Requirements, Bachelor of Arts (Intermediate Language)		48+4
These requirements have been altered slightly for students in some of the professional degree programs (see below).		

GE Requirements: Professional Degree Programs		
Degree	Alteration in SAGES	Other Reductions + Cognates
BArch	Reduced 1 elective (3 hr)	Math increased—4 cr Science reduced— Cosmos + 1 course
BBA	Reduced 1 elective (3 hr)	Math increased—6 cr Science reduced— Cosmos + 1 course Required: RELT390 PSYC101, & SOC1119
BCLS	Reduced by 1 elective	
Pre-PT	Reduced 1 elective (3 hr)	Required: PSYC101
Engineering	Reduced by 6 credits	Take one from HONS265 or 345 Take one from HONS225, 245, 265, 325, 345
Education		
Elementary	Reduced HONS415 Reduced 1 elective	Add 5 hours religion required for certification
Secondary	Reduced HONS415 Reduced 1 elective	Add 5 hours religion required for certification

Replacing General Education Requirements

Because of the integrated and interdisciplinary courses, students completing General Honors will satisfy their General Education requirements for the Bachelor of Science degree with 37 credits of honors courses and 11 credits of mathematics, science, and physical education. The Bachelor of Arts degree requires the identical courses for foreign language proficiency. In each case, the normal requirements are significantly reduced, which frees students' schedules for cognate courses and electives.

Admission to The Honors Program

Each summer the honors program admits a limited number of prospective freshmen whose interests and achievements—as portrayed in part by the application essay and letter of recommendation—suggest they will benefit from participation in SAGES.

Students accepted into honors surpass the following qualifications:

- A minimum overall GPA of 3.50 on all secondary credits
- Scores of 25 on the ACT or 1200 on the SAT.

Recognizing that for some students either high school grades or standardized test scores may not satisfactorily predict the potential for academic success in college, a small number of students who show considerable promise on one measure but not the other may be admitted to the program upon the director's discretion.

Admission for Transfer and Currently Enrolled Students

Applications are welcomed from currently enrolled students and transfer students who wish to participate in the program. Successful applicants demonstrate an interest in Honors and possess at least a B+ average on all college courses. Application forms are available in the Honors Office.

Society of Andrews Scholars

Students in Honors form a society dedicated to spiritual, social, and intellectual activities outside the classroom. The society's logo depicts hands sheltering the flame of truth, which symbolizes the search for truth by students and faculty together. Excellence, Commitment, and Service is the society's motto. Membership fees and fees charged as part of the honors application process are used exclusively for student activities by the Society of Andrews Scholars. Annual participation in the service/citizenship/leadership program which is organized by the Society of Andrews Scholars, is required to continue in the J. N. Andrews Honors program.

National Honors Societies

The honors program works with the university's 17 departmental national honor societies to coordinate information and enhance their activities. It also works closely with the prestigious interdisciplinary national honor society Phi Kappa Phi which inducts about 30 junior and senior Andrews Scholars each year who meet the rigorous requirements. See Appendix, p. 365.

Graduation Distinctions

Designations are conferred at graduation on students who, one semester before graduation, have completed 30 semester hours at Andrews University with the following overall GPAs:

3.500–3.749	Cum Laude
3.750–3.899	Magna Cum Laude
3.900–4.000	Summa Cum Laude

Honors Audits

To enhance Andrews Scholars' opportunities to learn for the sake of learning, a scholar enrolled full time (a minimum of 12 regular credits) may attend one course free each semester, registering as an Honors Audit (HN), which is indicated on the transcript. Though no credit is earned, an Honors Audit provides a significant opportunity to broaden one's knowledge at no cost even if it forms an overload. Registration for an Honors Audit (HN) should take place during regular registration, and in no case later than the regular drop/add date. Attendance and other regulations for an audit apply.

Courses

(Credits)

The inside front cover gives the symbol code.

HONS105, 106 \$ (5, 5)

Western Heritage

A study of significant issues that emerged in Western civilization, approached through the reading of major works. The first semester's topics involve the era from the ancient world to the Reformation; the second, the Enlightenment to the modern world. In both semesters, spiritual and religious themes are emphasized, and the combined semesters replace one 3-credit religion course. Small-group projects and discussions, field trips, and cultural events enrich the lectures. Required for SAGES during the first year.

HONS115 (3)

Transcribing the Self: Honors Composition

What is the entity we call self? How is it formed, reformed, transformed? What role does the "other" play in our determination of self? To what extent is self an independent construct, and to what extent is it socially and ideologically determined? Such questions are addressed through written and oral examination of our own lives and the lives of others as presented in significant texts. Recommended during the first year.

HONS215 (3)

Scripture

The reading of Biblical passages chosen for qualities such as centrality to Christian belief, power as literature, and variety of expression. Entire books will be addressed thematically, including Genesis, Job, Romans, and Revelation. A portion of the course will involve the detailed interpretation of a selected section. Required.

HONS225 (3)

Materialism & Idealism

Philosophers and prophets often approach wealth with caution or hostility, but modern culture flaunts status symbols and values self-worth by material accumulation. Considering such differences, readings from Plato to contemporary authors will raise questions about the level of wealth we ought to desire, the thoughtful use of that wealth, and reconciling a Christian life of service with professional success today. Elective.

HONS245 (3)

Meanings of America

Examines understandings of American society, culture and physical environment by a variety of observers, including native, foreign and minority, through study of prose, poetry, music, film and the visual arts. Core readings will include works by Jefferson, Tocqueville, Martineau, Douglass, Bourne, Friedan and King. Elective.

- HONS265** § (3)
Literature and the Arts
 Explores the ways in which visual, musical, and literary arts address the human experience. Through close analysis of primary texts, students become conversant in the distinctive and overlapping discourses of the various art forms. Drawing upon this fine arts literacy, they will examine concerns of primary importance to creative minds from the ancient world to the postmodern era. These themes will include several of the following: articulating the sacred, the quest for knowledge, gender relations, ethnicity and identity, social order and/or violence. Prerequisite: HONS115. Required.
- HONS325** (3)
Justice
 What is justice? Is it a process, an end result, or both? Using concepts of right and wrong developed by Classical writers, medieval philosophers and recent Christian theologians, this course considers the relationships between justice and religious understandings of human nature and society. It then analyzes selected policies where concepts of justice can or should play a role, and critically examines the practical results of attempts to create greater social justice. Prerequisite: HONS115. Elective. Alternate years (odd years).
- HONS345** (3)
What Is "Other?" The Non-Western World
 An introduction to the diversity and commonality of the global human experience and world views as expressed in literature, the arts, religion and other intellectual endeavors with special focus on the non-Western world. Small group activities, field trips, guest presenters, films and special projects enrich the discussion of significant texts. Prerequisite: HONS106, 115. Required.
- HONS365** (3)
Cosmos
 An interdisciplinary, readings-based course which considers the nature of science and its relationship to other approaches to truth. Selected "key ideas" in science will be examined to explore how science informs our understanding of who we are and our place in the universe. Particular attention will be given to the interplay between Christian faith and science. Prerequisite: HONS115. Required.
- HONS415** (3)
Thinking Theologically: Christian Life and Faith
 A study of the great themes of theology, such as the trinity, original sin, law, grace, faith, Scripture, priesthood of all believers, and free will through the reading and analysis of classic texts by Christian writers. Sustained attention will be given to the philosophical inter-relatedness of these themes and their implications for personal spiritual-ethical formation and social ethics. Prerequisite: HONS115. Required.
- HONS380** (1-3)
Topics, Independent Study, and Research
 Disciplinary and interdisciplinary topics selected for interest and importance. Typically the course revolves around reading, discussion, and individual projects. Repeatable as topics vary. Elective.
- HONS495** (1-6)
Independent Study (in any department)
 Individual study or research of an approved topic under the guidance of an appropriate professor and resulting in an essay, critical review, or other gradable demonstration of accomplishment. Implies 45 hours of work per semester credit. Repeatable to 6 credits. Elective.
- HONS398** (1)
Research Pro-Seminar
 Preparation for the senior project. Expectations for the senior thesis are addressed, including consideration of alternative topics, refining the thesis proposal, the role of literature review, formal public speaking, presentation software, and evaluation. The letter grade assigned reflects the presentation of the project at the Interdisciplinary Honors Seminar; a DG is assigned until then. Required for all juniors. *Fall*
- HONS497** (2-4)
Senior Honors Project
 Independent research or creative work to produce the Honors Thesis, typically supervised by a professor within the student's major field. The thesis is filed in the James White Library to facilitate wider access. Required.

COLLEGE OF ARTS & SCIENCES

Keith E. Mattingly, *Dean*
 Donald L. May, *Assistant Dean*
 Alice C. Williams, *Assistant Dean for Graduate Programs*

Nethery Hall, Room 101
 (269) 471-3411
 FAX: (269) 471-6236
 cas-info@andrews.edu
 http://www.andrews.edu/CAS/

Pre-Professional Programs

Although essentially a liberal arts college, the College of Arts and Sciences offers certain pre-professional curricula for students who plan to enter professional schools. For medical and paramedical curricula, Andrews University maintains a special relationship with Loma Linda University.

Chiropractic

Lee. E. Olson, Coordinator
 (269) 471-6491
 Physical Therapy Building

Entrance requirements for colleges of chiropractic vary. Students are advised to consult the admissions advisor at the chiropractic school to familiarize themselves with the requirements of the school of their choice. The admission requirements of chiropractic schools range from 60 credits to a baccalaureate degree and a minimum GPA of 2.50. For a list of the various schools contact the chiropractic coordinator. For information about the profession and publications check out the website at <http://www.amerchiro.org>.

The courses listed below at a minimum grade level of C and 60 credits satisfy the requirements for Palmer College of Chiropractic.

Pre-chiropractic Curriculum (Semester Hours)

Biology (111, 112; 113 recommended)—6
 General Chemistry—6
 Organic Chemistry—6
 General Physics—6
 English Composition and/or Communication Skills—6
 Introduction to Psychology—3
 Social Sciences/Humanities—15

Cytotechnology

Marcia Kilsby, Coordinator
 (269) 471-6294
 Halenz Hall (Science Complex)

Cytotechnology is a specialty within a broad field of clinical laboratory science. Cytotechnologists aid in the early detection of disease by differentiating normal, atypical, and malignant cells. In recognizing microscopic abnormalities of cells and cellular patterns from the various body sites, the cytotechnologist assists the pathologist in detecting cancer at its earliest and potentially most curable stage. Medical applications of cytologic techniques are constantly expanding, particularly in the diagnosis and management of the cancer patient.

Students pursuing a career in cytotechnology should complete the first two or three years (according to their selection of school for technical education) and then complete the professional courses offered at Loma Linda University or another school. For more information: <http://www.ascp.org>.

Dental Assistant and Dental Hygiene

James Hayward, Coordinator
 (269) 471-3241
 Price Hall (Science Complex)

Students interested in a dental assistant career should obtain information concerning the program from the school to which they wish to apply.

Students planning a career in dental hygiene should complete two years of college work before entering a professional school.

Upon completion of an additional two years of prescribed college work at a professional school, the student will earn a Bachelors degree in dental hygiene. For more information about dental hygiene, contact the American Dental Hygienists' Association (<http://www.adha.org>).

The following courses are recommended for the first two years before entering Loma Linda University. Students interested in applying to other professional schools should obtain specific entrance requirements for those schools.

Pre-dental Hygiene Curriculum

Cultural and Spiritual Heritage—14 (must include 2 areas)

Cultural—

History/civilization, literature, fine arts (theory), foreign language, philosophy, ethics.

Religion—3 units per year of attendance at a SDA college. Required only of students applying from Adventist or other religious colleges/universities.

Scientific Inquiry and Analysis—23

Physical/Natural Sciences—15

*Chemistry—one academic year covering inorganic, organic, and biochemistry; *human anatomy and human physiology—two separate or sequential courses; *microbiology)

Social Science—8 (must include 2 areas)

*Introduction to sociology; remaining credits in anthropology (cultural anthropology recommended), economics, geography, political science, psychology

Communication Skills—9

*Freshman English, one complete sequence for BS degree;

*speech/interpersonal communication/persuasion); computers

Health and Wellness—2

Health (personal health or nutrition)

Physical education (2 activity courses)

*required courses

Dentistry

James Hayward, Coordinator
 (269) 471-3241
 Price Hall (Science Complex)

Preference is given to applicants who have a broad academic background with a baccalaureate degree. The minimum entrance requirement is 96 semester credits with a 2.70 GPA (C=2.00) in both science and non-science courses, although it is recommended that students should maintain an A/B average in science as well as overall. The Dental Aptitude Test (DAT) must be taken not later than October of the year preceding admission. Minimum

entrance requirements for most dental schools follow. For more information, contact the American Association of Dental Schools (<http://www.aads.jhu.edu>) and the American Dental Association (<http://www.ada.org>).

Required courses for applicants to Loma Linda University:

English Composition—6
 Foundations of Biology—10
 General Chemistry—8
 Organic Chemistry—8
 General Physics—8

Recommended: human anatomy, biochemistry, histology, computer science, systems physiology, management and organization, fundamentals of accounting, a survey of calculus, machine shop, and religion.

Total pre-dental credits—96

Health Information Management

Health Information Administrator
 Marcia A. Kilsby, Coordinator
 (269) 471-6294
 Halenz Hall (Science Complex)

Health information management includes the development of information systems to provide optimal user access to medical records and other vital patient data. The health information administrator also manages or consults in maintenance of quality and legal standards for data used in administrative planning, research, health care quality evaluation, and financial reimbursement. For more information: <http://www.ahima.org>.

Law

Brent Geraty, Coordinator
 (269) 471-6530, bgeraty@andrews.edu
 Nethery Hall, 122-C

Law schools prescribe no particular college program. Therefore, a pre-law student may select her major(s) and minor(s) according to interest and aptitude without adversely affecting admission to law school. The prospective lawyer's education should be as broad as possible, including the development of writing and reading skills, logical and analytical thinking, and understanding of legal, political, social and economic issues and institutions. Because competition for admission to reputable law schools is intense, it is important to maintain a high level of academic achievement.

Students who want to go on to law school should consult frequently with the pre-law advisor, certainly at least once per year and preferably more often. The Pre-Law Society, a student-led and student-run organization, provides additional opportunities and resources for the pre-law student.

The web site for the Law School Admission Council (www.lsac.org) provides a great deal of helpful information and is a good resource for students who are interested in preparing for, and getting into, law school.

Medicine

Bill Chobotar: (269) 471-3262
 H. Thomas Goodwin: (269) 471-3242
 Marcia A. Kilsby: (269) 471-6294
 David N. Mbungu: (269) 471-6399
 Marlene N. Murray: (269) 471-6243
 D. David Nowack: (269) 471-6065
 Science Complex

Although allopathic (MD) and osteopathic (DO) medicine represent different philosophies of patient care, a physician in either branch of medicine is required to pass the same national board examination to practice.

Students seeking admission to medical schools are encouraged to plan a baccalaureate degree that includes courses which meet the stated entrance requirements of the medical school of their choice as listed in Medical School Admissions Requirements or the websites of the Association of American Medical Colleges (<http://www.aamc.org>) and the American Association of Colleges of Osteopathic Medicine (<http://www.aacom.org>). The pre-medical student may choose any major or minor and is encouraged to become acquainted with the main bodies of knowledge as represented by the various academic disciplines.

Required Courses for Applicants to Loma Linda University School of Medicine

English Composition/Writing Seminar—6
 Foundations of Biology—10
 General Chemistry—8
 General Physics—8
 Organic Chemistry—8
 Religion—9

Students should maintain an A/B average in science as well as overall.

Occupational Therapy

Bill Chobotar, Coordinator
 (269) 471-3262
 Price Hall (Science Complex)

The occupational therapist helps people cope with psychological or physiological dysfunction.

Pre-occupational Therapy Curriculum for Master of Occupational Therapy (MOT)

LLU Requirements and AU Equivalents

Religion

LLU: 4 credits/yr. (only for students from Adventist colleges/universities)

AU: A general education religion course (3 credits each year)

Cultural Heritage

LLU: 12 credits from Cultural Diversity and areas of art/music (2-credit limit in performing arts), literature, philosophy, history of civilization—American, and any foreign language

AU: ANTH 124 or 200; select remainder from ARTH220; MUHL214; ENGL225, 275, 276; PHIL224; HIST117, 118, 204, 205; any foreign language

Physical/Natural Sciences

LLU: anatomy and physiology sequence, 1 quarter chemistry, 1 quarter physics/lab; math—2 years HS with at least a grade of C

AU: BIOL111-113; CHEM110; PHYS105; MATH091 (no credit) or score of P2 on Math Placement Exam

Social Sciences

LLU: anthropology, sociology, general psychology; Growth and Development; and select one other behavioral science

AU: Required: ANTH124; SOCI119; PSYC101; PSYC301; and select from other ANTH, PSYC, or SOCI courses

Communication

LLU: Freshman English—complete sequence; Speech; Computer; select additional from computer science and persuasion ENGL115, 215; COMM104; INSF110; select additional from COMM320, 405; INSF215

Health and Wellness

LLU: Health Education: 4–5 credits (personal health or nutrition)
 AU: HLED120 and 2 activity credits

Electives—to meet total of 64 credits

Required Work Experience—40 hours (minimum) of work/observation experience of volunteer or paid employment in an occupational therapy department.

Grades of C- or below will not be transferred.

Optometry

James L. Hayward, Coordinator
 (269) 471-3241
 Price Hall (Science Complex)

As a general rule, a minimum of two years of college work is required by optometry school. However, most students entering optometry schools have completed three or four years of college. The following courses with minor variations meet the entrance requirements of most optometry schools. For more information, contact the American Optometric Association (<http://www.aoanet.org>) and the Association of Schools and Colleges of Optometry (<http://www.opted.org>).

Pre-optometry Suggested Courses

English Composition, Writing Seminars—8
 Foundations of Biology—10
 General Chemistry—8
 General Physics—8
 Introduction to Psychology—3
 Mathematics—6
 Microbiology or Bacteriology—3
 Organic Chemistry—8
 Physical Education—2
 Religion—6
 Social Sciences—8
 Statistics—3

Pharmacy

D. David Nowack, Coordinator
 (269) 471-6065
 Halenz Hall (Science Complex)

Entrance requirements to colleges of pharmacy vary; therefore, it is imperative that students familiarize themselves with the requirements of the school of their choice. (Ferris State University [FSU], Wayne State University, and University of Michigan operate accredited colleges of pharmacy in the state of Michigan.) Information about the various schools of pharmacy can be found on the American Associate of Colleges of Pharmacy website: <http://www.aacp.org>. The doctor of pharmacy curriculum requires 2 years of pre-pharmacy and 4 years of professional pharmacy education.

The following prepharmacy courses are those required by FSU. FSU offers a calculus course in the summer that satisfies the pre-pharmacy requirements and require the PCAT for admission. Science courses with a grade of D are not transferable.

Pre-pharmacy Curriculum

General Chemistry—8
 English Composition—6
 Foundations of Biology—10
 Communication (COMM104 or 320)—2 or 3
 Introduction to Psychology or Principles of Sociology—3

Elementary Statistics (STAT340 or 285)—3
 General Microbiology—4
 Organic Chemistry—8
 Calculus (MATH141)—4
 Macroeconomics—3
 Cultural Enrichment (one at 200 level)—9

Physical Therapy

Dixie Scott, Advisor
 (269) 471-6490
 Physical Therapy Building

Andrews University offers a structured pre-physical therapy education program to assist students wishing to transfer into Andrews University's physical therapist entry-level professional education program. See the professional education program in the College of Arts and Sciences section of this bulletin for the specific prerequisite course details.

Physician Assistant

Bill Chobotar: (269) 471-3262
 H. Thomas Goodwin: (269) 471-3242
 David N. Mbungu: (269) 471-6399
 Marlene N. Murray: (269) 471-6243
 Price Hall (Science Complex)
 D. David Nowack: (269) 471-6065
 Halenz Hall (Science Complex)

Physician assistants (PAs), members of a health-care team, practice medicine with supervision of licensed physicians. PAs perform a wide range of medical duties from basic primary care to high-technology specialty procedures. Professional PA education offered at any one of more than 100 accredited schools is an intensive 2–3 year program. Most PA programs are moving toward requiring a bachelors degree including courses in biology, chemistry, English, humanities/social science, mathematics, and psychology. The level of the science courses varies from program to program; consequently, each school should be consulted about its prerequisite requirements. Acceptance to a professional program typically requires an extensive health-care experience such as nurse assistant, medical/X-ray lab technician, respiratory therapist, paramedic, hospital aide, and emergency medical technician.

The National Directory of PA Programs may be ordered from APAP at 950 N. Washington St., Alexandria, VA 22314 or phone: 800- 708-7581. PA programs and education can be accessed via the web: <http://www.aapa.org>.

Public History

Gary G. Land, Coordinator
 (269) 471-3511
 Nethery Hall

Public or applied history refers to careers in history-related fields other than teaching, including museum management, archival management, and historic preservation, as well as the production of historical media programs. In most cases, a master's degree in a public or applied history program or certification upon completion of certain graduate courses are needed prior to employment. The Department of History and Political Science recommends as curricula a major in history with a second major or minor and electives as the most advantageous undergraduate basis for a public-history career. Curriculum recommendations are available

from the department chair.

Respiratory Care

Bill Chobotar, Coordinator
(269) 471-3262
Price Hall (Science Complex)

Andrews University offers prerequisite course work to prepare students who wish to enter a 2-year Associate of Science degree program or a 4-year Bachelor of Science degree program in Respiratory Care. Admission requirements vary among professional respiratory care programs. Not all professional programs accept transfer credits. Therefore, as soon as possible, interested students should contact the programs of choice for the most current prerequisite requirements. A list of accredited respiratory care programs may be obtained from the American Association for Respiratory Care, 11030 Ables Lane, Dallas, TX 75229 (phone 972-243-2272 and ask for the Education Department) or explore the web at http://www.aarc.org/patient_resources/schools.html.

Loma Linda University: Interested students may complete the prerequisites for Loma Linda University's Respiratory Care Education Program while attending Andrews University. Check with the above listed coordinator for the required course work. The Pre-LLU/RC student may then apply and transfer to LLU through its selective admissions process as a second-year student in their program.

ART AND DESIGN

Art and Design Center, Room 111
(269) 471-3279
<http://www.andrews.edu/art>

Art & Design Faculty

Robert N. Mason, Chair
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Academic Programs	Credits
BFA in Visual Art	
Fine Art	72-74
Graphic Design	72-74
Pre-Art Therapy	72-74
BFA in Visual Communication	
Art Direction & Advertising	72-74
Graphic Design	72-74
Web Design	72-74
BFA in Photography	
Commercial Photography	72-74
Documentary Video	72-74
Fine Art Photography	72-74
BA in Art	
Art History	40
Pre-Art Therapy	43
Visual Art	40
BS in Visual Arts Education	57
Minor in Art History	20
Minor in Graphic Design	23
Minor in Visual Art	22
Minor in Digital Media	21
Minor in Photography	20

Mission

We, the Andrews University Department of Art & Design, mentor students to be Christ-centered, socially responsible creative individuals by developing their artistic gifts in a nurturing spiritual environment. Through dedicated faculty, quality education and active community involvement, we seek to empower students to honor God in their visual communication.

Department Goal

It is the goal of the Department of Art & Design to help each student achieve the traditional and digital skills necessary to achieve entrance into a graduate program, begin work as a professional artist or craftsman or achieve a professional portfolio that will allow them to directly pursue a career in their chosen track after graduation.

Student Handbook. The *Department of Art & Design Student Handbook*, available at the Department office, provides clarification of departmental guidelines, requirements and standards.

Multiple Majors & Degrees. The department of Art & Design allows students to graduate with a double BFA major or a BFA and a BA in Art History. Credits cannot be duplicated within the 36 credit emphasis track.

Computer policy. The Department of Art & Design regards the computer as a tool integral to the success of the visual communicator in their professional development. All students are required to purchase a laptop computer and software meeting the department guidelines. Because computer technology is continually changing, a revised policy is drafted in the fall semester, outlining the specific requirements for each year. Laptop purchases should be made by mid-fall semester of the student's freshman year. Use of the computer in the curriculum varies by course.

Undergraduate Programs

Bachelor of Fine Arts (BFA)

The three closely related departments of Art & Design, Communication, and Digital Media & Photography offer students an exciting opportunity to earn a collaborative Bachelor of Fine Arts degree (BFA). The BFA degree encompasses three areas: Photography, Visual Communication and Visual Art.

Each of the BFA degree emphases has a 4-part curriculum:

- (1) Art History and Theory Core
- (2) Studio Core
- (3) Foundation Courses, and
- (4) Concentration Areas.

Additional cognates along with the General Education requirements complete the specifications for graduation for the BFA degrees.

Upon completion of the Studio Core and Foundation Courses the student must arrange for a BFA review. The BFA review should happen no later than the end of the sophomore year. The BFA review is a critique of the student's portfolio by the combined faculty of the Department of Art & Design. All work created in the Studio Core and Foundation program should be available for review. Once accepted into the BFA program students must maintain a 2.75 GPA in all BFA coursework. No courses with a final grade below a C will be accepted toward the completion of the BFA. The completion of the BFA includes a senior exhibition and portfolio of the student's work.

Bachelor of Fine Arts Degree (BFA)—72–74

Art History and Theory Core—12

ARTH235	Prehistoric to Medieval Art	3
ARTH236	Renaissance to Modern Art	3
ARTH440	Art Since 1945	3
PHTO210	History of Photography	3

Studio Core—12–13

ART104	Intro to Drawing	3
ART207	Basic Design	3
DGME130	Intro to Digital Graphics	3
PHTO115	Intro to Photo	3
or PHTO116	Intro to Digital Photo	4

Foundation Courses

Choose 4 additional intro classes from this list—12–13

ART105	Intro to Painting	3
ART106	Intro to Printmaking	3
ART107	Intro to Ceramics	3
ART108	Intro to Sculpture	3
ART214	Intro to Graphic Design	3
DGME175	Digital Imaging	4
DGME250	Web Design I	3
MKTG310	Principles of Marketing	3
VDEO130	Intro to Video	3

36-credit portfolio tracks include: Fine Art, Graphic Design, Art Direction/Advertising, Pre-Art Therapy, Multimedia Arts, Photography, Video Production, and Web Design.

Emphasis Areas

VISUAL ART EMPHASIS

The Visual Art Emphasis is recommended for students who wish to become professional artists, illustrators, craftsmen, or art teachers on a college level. It is the first step toward acceptance into an MFA program, which is the necessary degree for pursuing a teaching position at the college level. It is also the first step toward acceptance in an MA program in Art Therapy. After an exploratory period students will be encouraged to concentrate the majority of their credits in a single area: painting, ceramics, or printmaking. At least 18 credits in one area are recommended in order to achieve a professional portfolio of work and senior exhibition.

Fine Art Portfolio Track

The Fine Art track cultivates the individual voice and vision of the Fine Arts student and prepares them to sustain their professional lives as practicing artists.

36 Total Credits: 27 credits chosen from ART304 Drawing, ART305 Painting, ART306 Printmaking, ART307 Ceramics, ART308 Sculpture, ART380 Topics in Art, (all 300 level ART courses are repeatable), Senior Exhibition and Portfolio (3). With 6 additional elective credits to be chosen with your advisor from ART, ARTH, ARCH, PHTO, DGME, COMM, VDEO, MDIA, JOUR, or MRKT courses.

Illustration Portfolio Track

The Illustration track prepares students to enter a career in professional illustration. The successful illustrator is able to convey emotions, interpret events, tell a story or market a product or idea through the use of artistic concepts and images. Illustrators must master a wide range of drawing media and techniques to meet the objectives of a wide range of employers and projects.

36 Total Credits: ART304 Drawing (3), ART305 Painting (12), ART306 Printmaking (4), ART414 Design for Visual Communication (4), Senior Exhibition and Portfolio (3). With 10 additional elective credits to be chosen with your advisor from ART, ARTH, ARCH, PHTO, DGME, COMM, VDEO, MDIA, JOUR, or MRKT courses.

Pre-Art Therapy Portfolio Track

The Pre-Art Therapy Emphasis is recommended for those planning to do graduate work in art therapy and to enter that profession. Work as an art therapist requires a master's degree in Art Therapy. The Pre-Art Therapy Emphasis may require additional semesters of course work. The Pre-Art Therapy Emphasis is the Bachelor of Fine Arts Degree with a concentration in Fine Arts. In addition to the BFA degree most graduate programs require up to 15 credits of Psychology course work. We recommend PSYC101, 301, 410, 454 and 460. Because course requirements vary, the Pre-Art Therapy student should check the prerequisite requirements of the schools to which they intend to apply. Most art-therapy master's programs also require up to one year of work experience with mentally or physically disadvantaged people prior to acceptance.

VISUAL COMMUNICATION EMPHASIS

The Visual Communication Emphasis is recommended for those wishing to work in the design professions. There are three portfolio tracks available: Art Direction & Advertising, Graphic Design and Web Design. The degree programs combines the study of art, communication, design, and technology as mediums for visual communication and/or personal artistic expression. The Visual Communication student will become prepared to understand visual dialogue and to communicate effectively and creatively. Visual Communication students are required to complete at least 1 credit of internship (ART487) before graduation.

Art Direction/Advertising Portfolio Track

The Art Direction/Advertising track prepares students for work in the advertising professions. It combines both tools for visual dialogue and tools for written communication. The Art Direction/Advertising student will become prepared to understand visual dialogue and to communicate effectively and creatively

36 Total Credits. Including: ART414 Design for Visual Communication (8), JOUR140 Introduction to Mass Communication (3), JOUR230 Beginning Media Writing (3), MKTG368 Advertising and Promotion (3), COMM405 Persuasion (3), COMM456 Group Dynamics and Leadership (3), Senior Exhibition, Portfolio (2), ART487 Internship (1). With an additional 10 credits to be chosen with your advisor from ARTH, PHTO, DGME, COMM, VDEO, MDIA, JOUR, or MRKT courses. Suggested electives include: JOUR465 Topics: Scriptwriting, COMM425 Media Literacy, COMM454 Topics: Organizational Communication.

Graphic Design Portfolio Track

Graphic Design is a multifaceted discipline, which encompasses many types of content and media. Projects include book design, poster design, identity design, packaging, exhibit design, magazine design, interface design, broadcast design and film graphics. The Graphic Design track provides a comprehensive education within this ever-expanding discipline and strives to prepare accomplished, resourceful graphic designers with critical

minds to evaluate their own work, its place in the professional and in the larger community it is meant to serve.

36 Total Credits. Including: ART414 Design for Visual Communication (16), PHOTO300 Media Ethics (3), Senior Exhibition, Portfolio (2), ART487 Internship (1). With an additional 14 credits to be chosen with your advisor from ART, ARTH, ARCH, PHTO, DGME, COMM, JOUR, MDIA, VDEO or MRKT courses.

Web Design Portfolio Track

(Resides in the College of Technology)

Interested in creating visually stunning and interactive layouts for Web and other Interactive applications? The successful Web Design student will be able to discuss underlying technology—its possibilities and limitations as well as related issues—with clients and team members; layout accessible web pages and sites using (X)HTML and other web development languages; develop dynamic effects and animations; Translate client needs, content, and branding into structured website concepts and project visitor needs into structured website concepts.

The student will develop strong design skills to gain an excellent grasp of visual, interaction and usability design principles through typography, graphics, color, layout, and other factors in a web specific way.

36 Total Credits. DGME225 Illustrator (4), DGME 335 Flash (4), DGME350 Web Design II (4), PHOT365 Advanced Digital Imaging (4), ART310 Typography (3), ART414 Design for Visual Communication (4), ART495 Senior Exhibition Portfolio (2), ART487 Internship (1) PHOTO300 Media Ethics (3). With an additional 7 credits to be chosen with your advisor from ART, ARTH, ARCH, PHTO, DGME, COMM, JOUR, MDIA, VDEO or MRKT courses.

PHOTOGRAPHY EMPHASIS

(Resides in the College of Technology)

The Photography Emphasis is recommended for those wishing to work in the creation of still or moving visual images. There are three portfolio tracks available: Commercial Photography, Documentary Video and Fine Art Photography. The degree encompasses elements of digital, commercial, and fine arts imaging, focusing on individual creativity and photo-journalism. The photography student will study the methods used to create effective and aesthetically pleasing imagery.

Commercial Photography Portfolio Track

The Commercial Photography track specializes in teaching students to run their own commercial studio or work as a photographers assistant.

36 Total Credits. PHTO200 Advanced Photography I (4), PHTO220 Color Photography I (4), PHTO285 Studio (4), PHOTO300 Media Ethics (3), PHTO385 Advanced Studio (4), MDIA495 Portfolio Development (2); With an additional 15 credits to be chosen with your advisor from ART, ARTH, ARCH, PHTO, DGME, COMM, JOUR, MDIA, VDEO or MRKT courses.

Documentary Video Portfolio Track

Students learn to design and integrate digital video and 3-D animation to produce creative advertising, documentary, promotional products, and TV graphics.

36 Total Credits. JOUR230 Media Writing (3), VDEO210 Digital Video Editing (3), VDEO320 Video Compositing (3), VDEO340 Video Shooting (3), VDEO465 Video Documentary (3), PHOTO300 Media Ethics (3), MDIA390 Internship (2) PHOTO200 Advanced Photography I (4). With an additional 12 credits to be chosen with your advisor from ART, ARTH, ARCH, PHTO, DGME, COMM, JOUR, MDIA, VDEO or MRKT courses.

Fine Art Photography Portfolio Track

The Fine Art Photography track cultivates the individual voice and vision of the photography student and prepares them to sustain their professional lives as practicing artists.

36 Total Credits. PHTO200 Advanced Photography I (4), PHTO220 Color Photography I (4), PHTO285 Studio (4), PHOTO300 Media Ethics (3), PHTO385 Advanced Studio (4), MDIA495 Portfolio Development (2); With an additional 15 credits to be chosen with your advisor from ART, ARTH, ARCH, PHTO, DGME, COMM, JOUR, MDIA, VDEO or MRKT courses.

BA: Art—40

The BA: Art is a liberal arts degree that relates broad intellectual knowledge to material, spiritual, and emotional awareness. The degree requires 40 credits in visual art and art history courses, a minor in a non-art second area, and the General Education requirements including a foreign language. Each of the BA emphases listed below require the following art history courses:

Art History Foundation—9

ARTH235, 236, 440.

Emphasis Areas

Art History Emphasis—40

Recommended for those planning to do graduate work in the humanities or enter professions that require a broad overview of visual culture. Students study art history as a field of inquiry into the stylistic, sociological and symbolic intentions of chiefly public works of art from a variety of cultures. In addition to the 9 credits of art history foundation courses listed above, the following courses are also required:

ARTH220; Electives in Art History (17 credits) 6 credits chosen from ARTH328, 329, 450, and ART380; 9 credits chosen from ARCH315, 316, 390 Islamic Art & Architecture, ARCH390 Ancient Americas' Art & Architecture, ARCH390 Far Eastern Art & Architecture, PHTO210, or HORT350; and 5 credits chosen from 2-D Visual Art; 3-D Visual Art.

Required cognate: PHIL320 Critical Thinking (3 credits)

Pre-Art Therapy Emphasis—43

Pre-art therapy students take the visual art foundation and advanced visual art component from the visual art emphasis listed below (40 credits) and 3 credits of ART 380 Topics is required—topics which relate to the study or practice of art therapy. A minor in Behavioral Sciences is required, including PSYC101, 220, 410, 454, 460.

Visual Art Emphasis—40

Recommended for those planning to enter professions that require skilled eye-hand coordination, sensitive workmanship, and well-

developed perceptual and conceptual skills. In addition to the 9 credits of art history listed above, the following 31 credits of visual art (24 credits foundation and 7 credits advanced):

Visual Art Foundation—24

2-D Courses: ART104, 105, 106, 207; PHTO115.

3-D Courses: ART107, 108.

Advanced Visual Art—7

Selected in consultation with the advisor from advanced drawing, painting, printmaking, and ceramics courses.

BS: Visual Arts Education—57 Secondary (K–12)

(No minor required)

This degree, offered in cooperation with the Department of Teaching and Learning, prepares students to teach art on both the elementary and secondary levels. The Visual Arts Education degree is a K-12 endorsement for secondary certificates. This degree should only be taken by those seeking teacher certification. Majors must complete the requirements for denominational and/or Michigan state teacher certification through the School of Education. The BS in Visual Arts Education requirement includes the successful completion of a senior exhibition and a portfolio of the student's work given to the Department of Art & Design.

Art History—12

ARTH235, 236, 440.

Choose one course from:

ARCH390 Islamic Art & Architecture (3)

ARCH390 Ancient Americas' Art & Architecture (3)

ARCH390 Far Eastern Art & Architecture (3)

Art Methods—16

ART457 Art Methods: Elementary (4)

ART459 Art Methods: Secondary (4)

EDTE448 (4)

ART480 Visual Art Education Practicum (4)

Visual Art Foundation—20

ART104, 105, 106, 107, 108, 207

Senior Exhibition—1

ART495 (Senior Exhibition)

Advanced Visual Art Requirements—8

In consultation with the advisor, choose 8 elective credits in one studio area from the following: ART304, 305, 306, 307, 414.

Minor in Art History—20

Recommended for students of literature, history, and sociology as a complementary area of study. Art history examines the images created by various cultures and social groups and provides an alternative way for students to understand the conventions, concepts, attitudes, and values that produced them.

Required courses: ARTH220, 235, 236, 440, and 6 elective credits in Art History chosen from ARTH328, 329, 380, and ARCH315, 316, 360, 434.

Choose one course from:

ARCH390 Islamic Art & Architecture (3)

ARCH390 Ancient Americas' Art & Architecture (3)

ARCH390 Far Eastern Art & Architecture (3)

Minor in Digital Media—21

DGME130 Intro to Digital Media (3), ART207 Basic design (3), PHOTO115 Intro to Photography (4), DGME175 Digital Imaging (4), DGME225 Illustrator (4), DGME250 Web Design I (3),

Minor in Graphic Design—23

Recommended for students of communication, graphic arts, marketing, and architectural and landscape studies.

Required courses: ART104 Intro to Drawing (3), ART207 Basic Design (3), ART214 Intro to Graphic Design (3), 310 ART414 Design for Visual Communication (4), ARTH220 Language of Art(3), DGME175 Digital Imaging (4), DGME250 Web Design I (3).

Minor in Photography—20

DGME175 Digital Imaging (4), PHTO115 or 116 Intro to Photography (4), PHTO200 Advanced Photography I (4), PHTO220 Color Photography I (4), PHOTO285 Studio (4).

Minor in Visual Art—22

Recommended but not limited to students of education, technology, the humanities, and the design areas.

Required courses: ART104 Intro to Drawing (3), ART105 Intro to Painting (3), ART107 Intro to Ceramics (3), 108, ART207 Basic Design (3), ART106 Intro to Printmaking (3), or PHTO115 Intro to Photography (4);, ARTH220 Language of Art (3).

Courses**(Credits)**

See inside front cover for symbol code.

Art History, Theory, and Issues

ARTH220 \$ (3)
Language of Art
Presents the elements of visual language and studies them in relationship to images of famous paintings, sculptures, and contemporary advertisements. Does not duplicate an art history course.

ARTH235 \$ (3)
Prehistoric to Medieval Art
Examines the ancient images of non-Western and Western cultures as they are manifested in famous works of art and architecture.

ARTH236 \$ (3)
Renaissance to Modern Art
A survey of selected Western and non-Western artists, techniques, and cultural eras from 1300 to 1945.

ARTH328 \$ (3)
Artists of the Renaissance
A chronology and analysis of Italian masters from Giotto to Raphael, and northern masters from VanEyck to Rembrandt. A study of the importance of social and cultural influences impacting these artists and the contributions made through their art.

ARTH329 \$ (3)
Nineteenth Century and Impressionism
A chronological study of the major artists influencing culture, primarily in France, from David to Cezanne in the movements of

Neo-classicism, romanticism, realism, impressionism, and post-impressionism.

ARTH440 \$ (3)
Art Since 1945

A study of selected artists associated with post-WWII Western culture, the critical schools they are associated with, and the major influences upon their work.

ARTH450 \$ (3–6)
Art Study Tour

A pursuit of general cultural and artistic interests to be found abroad.

Visual Art

The department reserves the right to hold some student work until the termination of the Spring student show. Students leaving the campus at the end of the semester must take their work with them. Because of minimal storage space, work and supplies remaining in the department after the close of the Spring semester are removed and discarded.

ART104 \$ (3)

Introduction to Drawing

Drawing the human figure, still-life objects, and architecture to facilitate the development of observational and expressive skills. Basic drawing approaches, methods, tools, media, and systems of perspective are explored.

ART105 (3)

Introduction to Painting

An introduction to solving picture problems such as composition, color relationships and appropriate subject matter. A hands-on study of the phenomenon of color relationships and color mixing.

ART106 \$ (3)

Introduction to Printmaking

Explores printmaking methods such as monoprint, wood cut, linoleum cut, etching and engraving, lithography, and screen printing. emphasis on technical-skills development and personal images.

ART107 \$ (3)

Introduction to Ceramics

Emphasis on pottery and vessel creation. Explores aspects of clay preparation, hand forming, wheel techniques, and glaze application, with raku and stoneware firing techniques.

ART108 Alt \$ (3)

Introduction to Sculpture

An introduction to the principles of three dimensional design and sculpture media. Introduces students to a variety of tools and materials which help to develop 3-D expression.

ART207 \$ (3)

Basic Design

A study of the elements and organizational principles of 2-dimensional design.

ART214 \$ (3)

Introduction to Graphic Design

A transition from design theory to design application as it relates to visual communication. A series of projects develops basic skills and familiarity with design process and the graphic design profession. Prerequisite: ART207.

- ART304** § (2–6)
Drawing
 Students use many media and concentrate on individual methods of expression through drawing. Repeatable. Prerequisite: ART104.
- ART305** § (2–6)
Painting
 Supervised independent study leading toward an artistic style with exploration in a selected area chosen from landscape, figure study, portraiture, abstract, and the newer innovations in the field of painting. Repeatable. Prerequisite: ART105.
- ART306** § (2–6)
Printmaking
 One of the major methods (relief, planographic, intaglio, stencil) may be selected for semester-long exploration. Anything over 3 credits in one semester needs permission of instructor. Repeatable. Prerequisite: ART106.
- ART307** § (2–6)
Ceramics
 An exploration of an area of ceramic practice. Topics may include production pottery, electric kiln ceramics, clay and glazes, woodfiring, raku, creating large pots, throwing and altering. Repeatable. Prerequisite: ART107.
- ART308** § (2–6)
Sculpture
 The expressive use of a range of materials through the skills of modeling, carving, and construction. Usually one medium is studied during the semester. Repeatable. Prerequisite: ART108.
- ART 310** § (3)
Typography
 An exploration of typographic structures terminology, methods, and visual problem solving. This studio course addresses typographic design as a practical form of visual communication. Prerequisites: ART207, 214.
- ART380** (1–3)
Topics in Art
 Courses cover specific topic areas in Art and Art History such as: African Arts, Asian Arts, Design, Egyptian Arts, Mesopotamian Art. Studio courses are also eligible.
- ART414** § (4)
Design for Visual Communications
 A term-long series dealing with Interactive Screen Design, Publication Design, Advertising and Packaging Design, Corporate Identity, and Environmental Graphics. Gives students practical experience in graphic design and computer applications. Repeatable. Prerequisites: ART207, 214. *Fall, Spring*
- ART457** ♦ (4)
Art Methods: Elementary
 Covers the process of teaching creativity and artistic expression to students at the elementary level. The focus is on understanding the developmental levels of creativity in children. Art is also integrated in the rest of the curriculum. Art projects are part of this course.
- ART459** ♦ (4)
Art Methods: Secondary
 Deals with teaching creativity and artistic expression to students at the secondary level. It covers the developmental levels of students and gives practical ideas for developing individual creativity. Project ideas are part of the course.
- ART480** (4)
Practicum in Visual Art Education
 Application of principles of art in education, and integrating various subjects into the art curriculum. An introduction to the curriculum of K-12 schools, including unique SDA curricular materials and Michigan Content Standards and Benchmarks. Field experience included in class meeting time. Prerequisites: ART457, 459.
- ART487** (1–6)
Internship
 Supervised work experience with a design firm. 120 hours of work is required for each credit. Students must be a junior and have at least a 3.00 GPA in all BFA coursework. May be repeated up to 6 credits. Prerequisites: ART207, 214, 414
- ART495** ♦ (1–4)
Independent Reading/Project
 Independent study or senior exhibition and portfolio creation. Repeatable. Requirements vary.

BEHAVIORAL SCIENCES

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 http://www.andrews.edu/BHSC

Faculty

Duane C. McBride, *Chair*
 Karl G. Bailey
 John M. Berecz
 Herbert W. Helm
 Øystein S. LaBianca, *Director of MSA program (on-campus)*
 Lionel N. A. Matthews
 Susan E. Murray
 Derrick L. Proctor
 Larry S. Ulery

Academic Programs	Credits
BS: Behavioral Sciences	39
Anthropology Emphasis	39
Anthropological Archaeology Emphasis	39
International Community Development Emphasis	39
Public Health Emphasis	39
Student Development Emphasis	40, 64
BS: Family Studies	39
Family and Consumer Sciences Emphasis	33
BA: Psychology	31
BS: Psychology	
Behavioral Neuroscience	68
General Program	40
Health Psychology Emphasis	39
Pre-professional Program	40
BA: Sociology	30
BS: Sociology	
Deviant Behavior Emphasis	38–39
Sociology of the Family Emphasis	39
Minor in Anthropology	20
Minor in Behavioral Sciences	20
Minor in Behavioral Sciences (with teacher certification)	27
Minor in Family Studies	20
Minor in Geography and International Development	21
Minor in Psychology	20
Minor in Sociology	20
MSA	
Community and International Development	40
International Development (off-campus)	34

The Department of Behavioral Sciences is organized as a consortium where faculty share expertise and research endeavors in related disciplines. The behavioral sciences are concerned with the study of how human beings think and behave as individuals, and in sociocultural and ecological systems.

Department Aims

This department aims (1) to introduce students to the salient discoveries and procedures accumulated from research in behavioral sciences disciplines and (2) to empower students to utilize this knowledge in furthering the mission of Seventh-day Adventists: restoring men and women to the image of their Maker. The department fulfills these aims by three principal means: (1) instruction by Christian professors; (2) course work which develops a strong liberal-arts foundation and interdisciplinary preparation leading to many different fields of Christian service; and (3) extracurricular participation by students in voluntary religious activities, community service, and research.

Teacher Certification

Students seeking teacher certification on the secondary level may enroll in the BS in Behavioral Sciences (Student Development Emphasis), the Behavioral Sciences minor in teacher certification, or the Sociology minor. Elementary certification is available only for the Behavioral Sciences minor in teacher certification. See the School of Education for full details.

Minors, Cognates, and Electives

Majors should take advantage of the variety of undergraduate courses available at Andrews to acquire a broad education. Combining behavioral science courses with other areas such as business, health, and language provides avenues for reaching individual professional goals.

Students should counsel with advisors in selecting cognates and electives. Volunteer work is most beneficial and majors are urged to seek opportunities through the Service Learning Program. Those planning to pursue graduate studies should seek opportunities in research.

Research Sequence

It is strongly recommended that all BS majors take the Research Methods Sequence during their junior year.

Undergraduate Programs

BS: Behavioral Sciences—39

(27 credits must be selected from courses numbered 300 or above)

Core Courses—15

ANTH124 or ANTH200 or SOCI119; SOCI432, SOCI474 or PSYC269; PSYC101, 450

Suggested General Education Cognates—3

BHSC220 or BHSC235, PHIL224

Required Cognates

BHSC230

Electives—24

The remaining credits are to be selected from at least two of the areas offered in the department or as specified in an area of emphasis below. Those with specific vocational goals may wish to consider one of the following areas of emphasis:

Anthropology Emphasis—39

(27 credits must be selected from courses numbered 300 or above)

Behavioral Sciences Core Courses—15

ANTH124 or ANTH200 or SOCI119; SOCI432, SOCI474 or PSYC269, PSYC101, 450.

Anthropological Core—15

ANTH124 or 200, ANTH205, ENGL440 or COMM436, ANTH455

Select at least 9 credits from the following choices:

ANTH415, 417, 478, 496, BHSC440*, BIOL330, COMM436, HIST468, FMST350, MUHL458, PLSC460, RELG360 or SOCI360, 425

Suggested General Education Cognates

BHSC235, BIOL165 or 208, ECON225, PHIL224, RELT348

Required Cognates—3

BHSC230

Recommended: For students planning graduate-level training in Anthropology, a foreign language is highly recommended.

*Students are strongly urged to take an international tour, cleared by the Anthropology advisor.

Anthropological Archaeology Emphasis—39

(27 credits must be selected from courses numbered 300 or above)

Behavioral Sciences Core Courses—15

ANTH124 or 200 or SOCI119; SOCI432, SOCI474 or PSYC269, PSYC101, 450

Anthropological Archaeology Core—15

ANTH124 or 200, ANTH205, 435, 478, 496

Select at least 9 credits from the following choices:

ANTH440 Topics: Archaeology and the Bible (OTST510)
ANTH440 Topics: Bible Lands Explorations (OTST514)
ANTH440 Topics: Archaeology of Palestine (OTST614)
BIOL330, RELB110

Suggested General Education Cognates

BHSC235, BIOL100, PHIL224, RELT348

Required Cognates—3

BHSC230

Recommended: For students planning graduate-level training in Anthropology, a foreign language is highly recommended.

International Community Development Emphasis—39

(27 credits must be selected from courses numbered 300 or above)

Behavioral Sciences Core Courses—15

ANTH124 or 200 or SOCI119; SOCI474 or PSYC269, PSYC101, 450, SOCI432

Community Development Core—15

SOCI350, 360, 470, 480

Select at least 9 credits from the following choices:

ANTH200, BHSC450, BSAD355, ECON225, SOCI415, 433, 434

Suggested General Education Cognates

ANTH200, BHSC220, 235, BIOL208, FDNT230, PHIL224, RELT348, RELP325

Required Cognates—3

BHSC230

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

*It is expected that all majors will attend at least one professional conference before graduation.

Public Health Emphasis—39

(27 credits must be selected from courses numbered 300 or above)

Behavioral Sciences Core Courses—15

ANTH124 or ANTH200 or SOCI119; PSYC101, PSYC269 or SOCI474, PSYC450, SOCI432

Public Health Core—15

BHSC440, 450, PSYC319 or 471, SOCI415, 420

Select at least 9 credits from the following choices:

ANTH200, ECON225, SOCI120, 350, 360, 433, 434, 470, 480,

Suggested General Education Cognates

BHSC235, *BIOL111, *112 or *BIOL165; BIOL208, *CHEM110 or *CHEM131 and 132, FDNT230, PHIL224, RELT348

Required Cognates—3

BHSC230

*These classes are required to get into graduate school.

Student Development Emphasis—**40 (Non-Certification Program)****64 (Certification Program)**

(27 credits must be selected from courses numbered 300 or above)

Core Courses—21

ANTH200 or SOCI119; BHSC230, PSYC210, PSYC/SOCI432, 433; PSYC450; PSYC269 OR SOCI474

Emphasis Courses

PSYC204, 252; 420, 466; SOCI120, 345, 480

Required General Education—3

PSYC101

Required cognates—2+

EDPC430

Recommended: EDPC438

Secondary Teaching Certification Requirements

(optional)—24

EDPC302; EDTE165, 228, 408, 417, 424, 459, 476, 480, 487, 488. Education requirements are listed on p. 259.

BS: Family Studies—39

(27 credits must be selected from courses numbered 300 or above)

Core Courses—30–33

BHSC440; FMST115, 310, 350, 454, 456, 460, 470; PSYC220, 252, 420

Family Studies Electives—6–9

ANTH420; COMM320; PSYC319, 410, 466; SOCI120, 345, 350, 430, 460; SOWK315,* and as authorized by advisor.

Required General Education—3

PSYC101

Required Cognates—12

BHSC230; COMM445; FDNT230; and one of the following: FNCE206, BSAD104, or BSAD210

Family and Consumer Sciences Emphasis —33

(27 credits must be selected from courses numbered 300 or above)

Core Courses—33

FMST310, 350; 454, 456, 460; BHSC440, 450; PSYC301, 420; SOCI120

Required General Education—4

PSYC101; HLED120

Required Cognates—6

FDNT230 and one of the following: FNCE206 or BSAD104, or BSAD210

*Students taking this emphasis must complete all secondary teacher certification requirements in the School of Education.

BA: Psychology—31

(21 credits must be selected from courses numbered 300 or above)

Introduction—3

PSYC101

Developmental—3

PSYC220 (or other developmental course)

Professional Convention—1

PSYC438 Workshop: Midwestern Psychological Convention
(or an equivalent professional convention)

Methodology—9

PSYC432, 433, 434

Content Courses (Groups A & B)—15**A minimum of five courses from Groups A & B**Group A (a minimum of two courses from this group)

PSYC364, 449, 465, 471, 445

Group B (a minimum of two courses from this group)

PSYC269, 450, 454, 460

Required Cognates—19–25

BHSC230; BIOL111, 112 or BIOL165, 166; PHIL224;
RELT340; SOCI119 or ANTH200; one sociocultural awareness class or experience (may be met by taking: BHSC235; ANTH200; SOCI425, BHSC440: Cultural Psychology, an international tour via Andrews, student missionary experience, or attending Adventist Colleges Abroad).

Recommended: Field Experience

Major Field Test: Majors are required to take the Major Field Test in Psychology. The exam assesses the following areas: memory and thinking, sensory and physiology, developmental, clinical and abnormal, social, and measurement and methodology

BS: Psychology

Four options are available—the General Program, the Pre-Professional Program, Health Psychology Emphasis, and Behavioral Neuroscience. The Pre-Professional Program is for students planning a graduate degree. Whichever program students choose, they should consult their advisor in regard to their psychology classes, general or elective classes, and an elective minor. Classes should be chosen with occupational goals in mind. Students planning on graduate school should choose classes related to that area of specialization.

Behavioral Neuroscience—24 + 3 Gen. Education—See p. 109.

Pre-Professional Program—40

(27 credits must be selected from courses numbered 300 or above)

Introduction—3

PSYC101

Developmental—3

PSYC301 (or other developmental course)

Professional Convention—1–2

PSYC438 Workshop: Midwestern Psychological Convention
(or an equivalent professional convention)

Methodology—9

PSYC432, 433, 434

Content Courses (Groups A, B, C)—18**A minimum of five courses from Group A & B & C**Group A (a minimum of two courses from this group)

PSYC364, 445, 449, 465, 471

Group B (a minimum of two courses from this group)

PSYC269, 450, 454, 460

Group C (a minimum of one course from this group)

PSYC410, 486

Electives—5–6

Electives may be chosen from Content Courses not taken to meet minimum requirements, other PSYC courses in the undergraduate program, or those approved by the advisor/chair.

Required Cognates—19–25

BHSC230; BIOL111, 112 or BIOL165, 166; PHIL224;

RELT340; SOCI119 or ANTH200; one sociocultural awareness class or experience (may be met by taking: BHSC235; ANTH200, SOCI425, BHSC440: Cultural Psychology, an international tour via Andrews, student missionary experience, or attending Adventist Colleges Abroad).

Recommended: Field Experience and a reading knowledge of a foreign language are strongly recommended, particularly for students who plan to take graduate studies in Psychology

Major Field Test: Majors are required to take the Major Field Test in Psychology. The exam assesses the following areas: memory and thinking, sensory and physiology, developmental, clinical and abnormal, social, and measurement and methodology.

General Program—40

(27 credits must be selected from courses numbered 300 or above)

Introduction—3

PSYC101

Developmental—3

PSYC220 (or other developmental course)

Professional Convention or Field Experience—1–2

PSYC438 Workshop: Midwestern Psychological Convention
(or an equivalent professional convention)—1–2 credits or PSYC480—2 credits

Methodology—3

PSYC432

Content Courses (Groups A, B, C)—18**A minimum of five courses from Group A & B**Group A (a minimum of two courses from this group)

PSYC210, 364, 445, 449, 465, 471

Group B (a minimum of two courses from this group)

PSYC269, 450, 454, 460

Group C (a minimum of one course)

PSYC410, 420, 486

Electives—11–12

Electives may be chosen from Content Courses not taken to meet minimum requirements. Other PSYC courses in the undergraduate program, or those approved by the advisor/chair.

Required Cognates—16–22

BHSC230; BIOL111, 112 or BIOL165, 166; RELT340; SOCI119 or ANTH200; one sociocultural awareness class or experience (may be met by taking: BHSC235; ANTH200, SOCI425, BHSC440: Cultural Psychology, an international tour via Andrews, student missionary experience, or attending Adventist Colleges Abroad).

Recommended: Field Experience and a reading knowledge of a foreign language are strongly recommended, particularly for students who plan to take graduate studies in Psychology.

Major Field Test: Majors are required to take the Major Field Test in Psychology. The exam assesses the following areas: memory and thinking, sensory and physiology, developmental, clinical and abnormal, social, and measurement and methodology.

Health Psychology Emphasis—39

(27 credits must be selected from courses numbered 300 or above)

Core courses—21

PSYC101; PSYC301 (or other developmental course); PSYC269, 432, 433, 434, 450

Emphasis—18

BHSC450; PSYC210; PSYC319 or SOCI420; PSYC460; PSYC465 or PSYC454; PSYC471 or PSYC364

Required Cognates—21–24

BHSC230; BIOL111, 112, or BIOL165, 166; CHEM110 or 131; FDNT230; RELT340

Major Field Test: required in Psychology

BA: Sociology—30

30 credits (not including general education courses) are required. Of these, 24 credits must be selected from courses numbered 300 and above.

Core Courses—15

Introduction: SOCI119
Methods: SOCI432, 433, 434
Theory: SOCI474

Substantive Areas—15

Family: SOCI120
Criminal Justice: SOCI315 or SOCI345
Health: SOCI420 or SOCI415
Race & Gender: SOCI425 or SOCI430
Policy: SOCI360 or SOCI350

General Education—9

BHSC220, ANTH200, RELT340

Required Cognates—22

BHSC230, ECON225, FMST456, PHIL224, PSYC450, PSYC101 and any foreign language.

Major field test is required. It is expected that all majors will attend at least one professional conference before graduation.

BS: Sociology—38–39

(27 credits must be selected from courses numbered 300 or above)

Core Courses—29–30

SOCI119; SOCI345 or SOCI315; SOCI415 or SOCI120; SOCI420, 425, 430, 432, 433, 434; 474

Electives—9

(Choose three of the following four classes) FMST456; SOCI410, 460, 470

Required General Education—9

BHSC220; PSYC101; RELT340

Required Cognates—15

(The following courses are required choices in your general education or elective program)

ANTH200; BHSC230; ECON225; PHIL224; PSYC450

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

Major Field Test: Majors are required to take the Major Field Test in Sociology

* It is expected that all majors will attend at least one professional conference before graduation

Deviant Behavior Emphasis—38–39

(27 credits must be selected from courses numbered 300 or above)

Core Courses—29–30

SOCI119, 345; SOCI415 or SOCI120; SOCI420, 425, 430, 432, 433, 434, 474

Emphasis Courses—9

FMST454; PSYC458; SOCI315

Required General Education—9

BHSC220; PSYC101; RELT340

Required Cognates—15

(The following courses are required choices in your general education or elective program)

ANTH200; BHSC230; ECON225; PHIL224; PSYC450

Required Cognates for Emphasis—6

PSYC420, 460

Recommended: A reading knowledge of a foreign language for those planning on graduate work in Sociology.

Major Field Test: Majors are required to take the Major Field Test in Sociology.

*It is expected that all majors will attend at least one professional conference before graduation.

Sociology of the Family Emphasis—39

(27 credits must be selected from courses numbered 300 or above)

Core Courses—24

SOCI119; SOCI345 or SOCI315; SOCI420, 425, 432, 433, 434, 474

Emphasis Courses—15

BHSC440; FMST350, 456; SOCI120, 430

Required General Education—9

BHSC220; PSYC101; RELT340

Required Cognates—27

(The following courses are required choices in your general education or elective program)

ANTH200; BHSC230; ECON225; FMST310, 454, 460; PHIL224; PSYC420, 450

Recommended: A reading knowledge of a foreign language for those planning on graduate work in Sociology.

Major Field Test: Majors are required to take the Major Field Test in Sociology.

*It is expected that all majors will attend at least one professional conference before graduation.

Minors

All minors require that students earn at least 14 credits in courses numbered 300 and above.

Minor in Anthropology—20

ANTH124, 200, 455 or 496. Students interested in emphasizing archaeology should also select ANTH205 and 435. Recommended cognates for students interested in archaeology include BHSC235, SOCI360 and 432.

Minor in Behavioral Sciences—20

Selected from at least three of the following five areas: anthropology, family studies, geography, psychology or sociology. Students choosing this minor should consult with the chair of the department.

Minor in Behavioral Sciences—27

Teacher certification emphasis
PSYC101, 364, 450; SOCI119, 432; one of PSYC220, 252; any three from BHSC220, PSYC269, 454, 460, 465, SOCI345, 425.

Minor in Family Studies—20

FDNT230, FMST115, 310, 456, 460. Additional credits chosen in consultation with program advisor.

Minor in Geography and International Development—21

GEOG110, ANTH200 or GEOG260; GEOG240 or GEOG335; GEOG475 or GEOG455; SOCI360. Attend a 3-week session at an MSA IDP site (part of field experience or topics courses).

Other recommended courses: BHSC230, SOCI432, BHSC450, ECON225, SOCI415, SOCI470, FDNT230, RELT348, RELP325

Minor in Psychology—20

PSYC101, at least one of PSYC450, 454, 460; at least one of 210, 364, 432, 471

Minor in Sociology—20

SOCI119; one of BHSC220; SOCI120, 425 or 430; one of SOCI315, 345 or 415; one of SOCI360, 420 or 470; SOCI474
Students wishing to use a sociology minor for Secondary Teaching Certification must take the requirements above, plus SOCI433 Research Methods III—Survey and Experimental Research. (This course requires SOCI434 as a pre- or co-requisite).

Graduate Program

MSA: Community and International Development

Nethery Hall 123
Phone: 269-471-6675
Fax: 269-471-3108
Email: cidp@andrews.edu; www.andrews.edu/GRAD/CIDP

Administration

_____, *Director*
Øystein S. LaBianca, Graduate Programs Coordinator

The Department of Behavioral Sciences offers master-level education leading to a Master of Science in Administration (MSA) with a focus in Community and International Development. The competencies graduates are expected to acquire include an introductory acquaintance with social-science foundations of community and international development, especially with regard to understanding the causes of poverty and the meaning of people-centered development; skills related to planning, implementing, and evaluating development projects including grantsmanship; knowledge of basic principles of organizational behavior; leadership and management as it relates to not-for-profit organizations; understanding of ethical principles and financial analysis for assuring individual and organizational accountability; competency in at least one concentration area of development emphasis to meet the student's career goals; mastery of social research methods appropriate to the chosen field of concentration, and the ability to communicate effectively to stakeholders about community development program and plans. Courses are taught on the campus of Andrews University, however it is highly recommended for students to attend one off-campus intensive session with the MSA in International Development.

Depending in part on previous work experience, graduates who pursue the MSA in community and international development may find employment working for inner-city development agencies; education based service-learning organizations, church

based community service organizations, grass-roots community advocacy groups; national and international faith based NGOs; United Nations organizations; government organizations; and other development and relief agencies. Graduates are not limited by their concentration to opportunities in the humanitarian industry as the MSA training make students viable candidates for a host of consultancy positions requiring persons with skills in grant writing, not-for-profit administration, education, and philanthropy.

Administration of the Program

The MSA in Community and International Development Program is housed in the Department of Behavioral Sciences, which is a part of the College of Arts and Sciences. The program director reports to the faculty and chair of the department and, as needed, to the faculty and deans of the College of Arts and Sciences. Informally, the on-campus MSA program enjoys a consultative and advisory relationship with the Interdisciplinary Master's Council, which administers the off-campus MSA in International Development, housed in the Office of Affiliation and Extension Programs.

Admission Requirements

To be admitted to regular standing in this MSA program, students must

- Qualify for general admission into graduate studies at Andrews University (see p. 44)
- Have a four-year baccalaureate degree or its equivalent
- Have completed an undergraduate course in statistics. Provisional acceptance is granted, with the undergraduate statistics course to be completed during the first semester into the program.
- Pass the GRE test. Provisional acceptance is granted, with the requirement of passing the GRE test during the first semester in the program.

MSA: Community and International Development—39–40

Social Science Foundations—8

SOCI520 or MSSN627; SOCI432; ANTH417 or MSSN615 or ANTH600; SOCI550

Planning/Evaluation—6

SOCI530, 535, 545

Economics—3

ECON525 or ECON500

Management—6

BSAD515 and 530

Individual and Organizational Accountability—5

ACCT625 or ACCT500 or ACCT635 or MKTG540; IDSC640 (Ethics in Development) or SOCI580 or MSSN630* or CHMN638

Research and Practicum Requirements

(Capstone Activities)—5–6

IDSC680 (2 credits)

IDSC697 (3 credits) or IDSC699 (4 credits)

Development Emphasis Area—6

(As discussed below)

TOTAL credits required—39–40

Concentrations/Development Emphasis Area

The concentration emphasis in community and international development is designed upon individual choice and will draw on faculty strengths and utilize courses offered throughout the university. The program director, in consultation with the student, will select a minimum of six credits of elective courses related to the chosen concentrate emphasis to meet the student's career goals. The student will submit a plan and rationale for the concentration requirements to the program director for approval. Suggested concentration areas include:

- Advocacy
- Education
- Civil Society
- Development Policies of Government and Religion
- Disaster Preparedness
- Environmental Issues
- Family Issues
- Food Security
- Gender and Development
- Intercultural Relations
- Microenterprise
- NGO Policies and Operations
- Peace and Conflict Resolution
- Poverty Mitigation
- Public Health
- Substance Abuse Theories and Prevention Strategies

The list of suggested courses that may apply to a specific concentration is available from the program director. 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 for guidance in completing the concentration.

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

Courses**(Credits)**

See inside front cover for symbol code.

Anthropology

ANTH124 **Alt (3)**
Introduction to Anthropology

An introduction to the anthropological perspective. Topics include cognitive and social aspects of language, biology and the study of culture, origins of culture, archaeology and cultural beginnings, introduction to the study of cultural variation, and models of culture. Offered even years.

ANTH200 **(3)**
Cultural Anthropology

Comparative study of human diversity and of ways of being human. The concept of culture and ethnography as the primary tool of cultural anthropological research. Salient features of tribal communities, state level policies and modern network society. Globalization and its social, economic and environmental consequences. Understanding “ourselves” and those we call “others.”

ANTH205 **Alt (3)**

Introduction to Archaeology

An introduction to some of the discoveries made by archaeologists and to some of the methods whereby their discoveries are made. Advances in archaeological method and theory over the past 100 years are explained and illustrated. Normally offered odd years.

ANTH415 **◆ (3)**

Urban Anthropology

An introduction to ethnographic approaches to understanding urban populations and problems. Special emphasis placed on examining the uses of quantitative methods in the design of urban community initiatives.

ANTH417 **◆ (2-3)**

Applied/Development Anthropology

An introduction to cultural anthropology with special emphasis on principles and techniques of research applicable to community and international development.

ANTH420 **◆ (3)**

Food and Culture

An analysis of the role of food in human affairs with special emphasis on understanding who is well fed and who is hungry among the world's peoples and why such huge differences exist in the level of food security among the world's people.

ANTH435 **◆ (3)**

Museum and Lab Methods

Methods for preparation and preservation of archaeological finds. Conservation, cleaning, cataloguing, and classification. Analysis of lithics, ceramics, faunal and floral remains, metals, and glass.

ANTH440 **◆ (1-3)**

Topics in Anthropology

Topics in cross-cultural anthropology. Repeatable as topics vary.

ANTH455 **◆ (3)**

Ethnography

An introduction to ethnography as a method for gathering data about human social interactions and communities. Overview of various ways of doing ethnographic fieldwork within and beyond the discipline of anthropology. Examples of ethnography in international development, business, industry and government will also be discussed. Every other year.

ANTH478 **◆ (3)**

Archaeological and Ethnographical Perspectives on the Middle East

History of exploration. Beginnings of sedentary food production and pastoralism. Rise of Egyptian and Mesopotamian civilization. Israel, Ammon, Moab, and Edom. Rome and Christianity. History of the Arabs and Islamic civilization. Ethnographical perspectives on women, families, tribes, and states. Islam and the modern world. Offered as credit on Summer Tours.

ANTH496 **◆ (1-8)**

Supervised Fieldwork in Anthropology or Archaeology

Students may apply to participate as trainees on research projects sponsored either by the Behavioral Sciences Department or the Institute of Archaeology.

ANTH600 **(2-3)**

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.

Behavioral Science

- BHSC100** § (2)
Philosophy of Service
 Provides a theoretical and practical basis for understanding and meeting needs of communities and individuals. Course materials include works from Christian and secular sources. Students develop an individualized practical plan to understand and meet needs. Does not apply to a major or minor.
- BHSC220** (3)
An Interdisciplinary Approach to Contemporary Social Issues
 Issues may include drug abuse, the family, crime/violence and punishment, AIDS, poverty, and health care. Integrates foundational social science with a Christian perspective to help students understand the origins of current societal issues and strategies for addressing those issues.
- BHSC220** V (3)
An Interdisciplinary Approach to Contemporary Social Issues
 AU/GU course—see content above.
- BHSC230** § (3)
Research Methods I: Statistics for the Behavioral Sciences
 Probability concepts, frequency distributions, measures of central tendency, measures of variation, using frequency distributions, point-estimation and confidence intervals, sampling distribution, levels of significance in hypothesis testing, t and z tests, correlation, chi-square and ANOVA.
- BHSC235** (3)
Culture, Place and Interdependence
 Uses and integrates concepts from anthropology, geography and other sciences to help students understand how human culture and natural habitat create regional, ethnic, religious and other social groups. Examines origins of group conflict and considers avenues of responsible action for resolution.
- BHSC235** V (3)
Culture, Place and Interdependence
 AU/GU course—see content above.
- BHSC300** § (2)
Philosophy of Service Fieldwork
 Provides an opportunity for the practical application of the theories, principles, and concepts learned in BHSC100. Prerequisite: BHSC100 or permission of Service Learning Coordinator. Does not apply to a major or minor.
- BHSC408** ◆ (2)
Intro to 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.
- BHSC425** ◆ (2)
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.
- BHSC438** (1–3)
Workshop
 Provides an opportunity to study in a focused area within the Behavioral Sciences. A paper is required for more than one credit and may be required for one credit.
- BHSC440** (1–4)
Topics in _____
 Examines emerging issues in the behavioral sciences. Repeatable in different specialized areas.
- BHSC449** ◆ (2)
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. Prerequisites: BSAD426/526. Evidence of Satisfactory completion of PDS modules, IS244 Developing and Managing Volunteers, IS 546-547 Continuity of Operations, and IS700 National Incident Management System.
- BHSC450** ◆ (3)
Community Health and Human Disease
 Examines in-depth emerging issues in the behavioral sciences. May be repeated in different specialized areas.
- BHSC478** ◆ (3)
Principles and Practice of Hazards Mitigation
 Study of preparedness as related to hazards in the local community with attention to means of mitigation as well as planning measures. Includes IS modules IS 271 Anticipating Hazardous Weather & Community Risk and IS 240 Hazardous Materials Prevention. Prerequisites: Evidence of Satisfactory completion of PDS modules IS-5 Intro to Hazardous Materials and IS-55 Hazardous Materials Guide for Citizens.
- BHSC490** ◆ (1–3)
Capstone in Emergency Preparedness (Practicum)
 Experience in Disaster Preparedness exercises. Individually planned with the student by the instructor in consultation with local campus and community Emergency Coordinators. Briefing and reflections with the instructor will be expected of students enrolled in this course. Permission of instructor required. May be repeated to 3 cr. Prerequisites: BHSC/SOWK 408 or equivalent and one other core course in Emergency Preparedness.
- BHSC495** (1–3)
Independent Study/Readings/Research/Project in Behavioral Sciences
 Individual assignments and/or reports and/or individualized research in behavioral sciences are set up on a contract basis with

no more than 3 credits per semester. Students may repeat or take any combination of departmental independent study courses for up to 6 credits. Consult staff before registering.

BHSC590 (1-3)
Internship
To be arranged in cooperation with the student's advisor.

BHSC648 (1-2)
Workshop
Provides an opportunity to study in a focused area within the behavioral sciences.

BHSC690 (1-3)
Independent Study/Readings/Research Project in Behavioral Sciences

Family Studies

FMST115 Alt (3)
Introduction to Family Studies
Study of the conceptual framework for the discipline and exploration of contemporary issues and trends in society as related to families. Normally offered odd years.

FMST310 Alt (3)
Parent-Child Relationships
Study of the concepts, challenges, and changes in the parent/child relationship including contemporary strategies, parenting in diverse family types, and changing parenting roles throughout the life cycle. Offered odd years.

FMST350 Alt (3)
Family Cultural Perspectives
Study of the family as a social institution, its biological and cultural foundations, and its historic development and changing structure and function. Cross-cultural uniqueness is examined. Offered even years.

FMST454 ♦ Alt (3)
Family Violence Across the Lifespan
Study of factors contributing to abuse in the family with emphasis on prevention of domestic violence. Offered odd years.

FMST456 ♦ Alt (3)
Marriage and the Family
Study of the family and the marriage relationship from a multicultural perspective, focusing on diversity and strengths of families, developing and maintaining satisfying intimate relationships, trends in family structure, family dynamics and the conceptual frameworks from which researchers, theoreticians and clinicians look at families. Offered even years.

FMST460 ♦ Alt (3)
Management and Decision Making in the Family
Principles of sound management of resources including time, money, and energy as they relate to individuals and groups throughout the life span, with emphasis on the family. Offered odd years.

FMST470 (1-8)
Field Experience
Supervised experience in observing, planning, directing, and/or assisting families in various home or organizational environments. Repeatable to 8 credits.

Geography

GEOG110 (3)
Survey of Geography
A survey of major geographic perspectives: physical, human, and regional. Applies toward General Education social science requirements.

GEOG240 § (3)
Physical Geography
The physical environment in which human societies exist; the earth's crust, its water systems, land systems, and climatic features. Normally offered even years.

GEOG245 (3)
Introduction to Meteorology and Climatology
Emphasis on atmospheric processes and regional distribution and classification of the world's climate.

GEOG260 (3)
Cultural Geography
The geographic viewpoint of the human occupancy of the earth in relation to the environment; including aspects of population, settlement, language, religion, and economy; a generalized survey of major world cultural areas to integrate course elements.

GEOG260 V (3)
Cultural Geography
AU/GU course—see content above.

GEOG335 (3)
Introduction to Geographic Information Systems
The study of the fundamentals of Geographic Information Systems (GIS). Emphasis on the foundations of these systems, their components and capabilities.

GEOG430 ♦ (3)
Urban Geography
Examination of spatial patterns and processes associated with urbanization within the framework of economy, culture and politics.

GEOG455 ♦ (3)
Environmental Disasters
An integrated study of the causes and geography of natural and man-made disasters. Understanding of extreme event prediction, early warning, and disaster mitigation. Organizations involved in disaster response.

GEOG460 ♦ (1-3)
Topics in _____
Study of selected topics in geography. Topic and credit to be announced in advance. Repeatable with different topics to 9 credits (to 3 credits for graduate students).

GEOG475 ♦ (3)
Regional Geography: _____
Regional study of physical, economic, and cultural characteristics of major regions of the world. Areas selected for analysis vary from semester to semester. Direct inquires to the department chair. Repeatable for different regions.

GEOG485 (1-6)
Geography Field Experience
Observation and evaluation of geographical phenomena in the

U.S. or foreign countries. May be based upon individual research, organized tours, or expeditions. A formal report is expected.

GEOG495 (1–3)
Independent Study

Independent work on a specified topic under the guidance of department advisor. Repeatable to 9 credits with the consent of the department chair.

Psychology

PSYC101 (3)
Introduction to Psychology

Principles of psychology including the study of growth, perception, learning, thinking, motivation, emotion, personality, and mental health.

PSYC101 V (3)
Introduction to Psychology

AU/GU course—see content above.

PSYC180 (3)
Dealing with Your Mind

An introduction to the brain and how it works, with an emphasis on processes used in everyday life: perception of our surroundings, memory and other facets of general cognition, and links to addictive behavior. The labs will give hands-on experience with these topics. Students will be exposed to research opportunities.

PSYC204 (3)
Personal, Social and Career Development

Application of psychological principles of behavior as they influence optimal personal, social and career development, with an emphasis on effective strategies for self-management and self-improvement.

PSYC210 S (3)
Introduction to Health Psychology

Study of causes for the rise of health psychology; interrelationships between psychology and health-related disciplines; models of disease and health care; interrelationships between stressful life events, social support, and wellness; illness behavior; psychology of addictive behavior; and behavioral health. Prerequisite: PSYC101.

PSYC301 (3)
Human Development—Lifespan

Lifespan is an integrative approach to psychological development which emphasizes the interdependency of physical, cognitive, emotional and social development. The interrelatedness of theory, research, and application are seen throughout the entire sequence of human development from conception to death. Prerequisite or corequisite: PSYC101 or written permission of the teacher.

PSYC252 (3)
The Psychology of Adolescence, Youth, and Aging

Current psychological theories relating to psychological development, maturity, and decline as evidenced during the adolescent, youth, middle age, and retirement years. Prerequisite: PSYC101.

PSYC252 V (3)
The Psychology of Adolescence, Youth, and Aging

AU/GU course—see content above.

PSYC269 (3)
History and Systems of Psychology

A study of significant schools, individuals and theories in the field of psychology, together with their contributions to present knowledge of behavior. Prerequisite: PSYC101.

PSYC269 V (3)
History and Systems of Psychology

AU/GU course—see content above.

PSYC315 V (3)
Organization and Work

AU/GU course. A discussion of human beings at work and how work interfaces with the community. The meaning of work, formal organization, informal group activity, occupational status and mobility, the structure and function of labor unions, and industry-community relationships are examined.

PSYC319 (3)
Stress Management

An introduction to stress along with signs and symptoms of stress and identification of stressors in a person's life. Students learn how to increase stress tolerance and implement change.

PSYC364 (3)
Learning and Behavior

A study of theories of learning which evaluates connections between learning and behavioral processes within and between humans and animals. A lab fee may be required. Prerequisite: PSYC101.

PSYC364 V (3)
Learning and Behavior

AU/GU course—see content above.

PSYC410 ♦ (3)
Introduction to Theories in Counseling & Psychotherapy

An introduction to the major theoretical models and concepts for counseling and psychotherapy. Concepts such as the philosophical assumptions, the therapeutic process, and the client/therapist relationship are discussed. Prerequisites: PSYC101, and one of the following: PSYC454, 269 or 460.

PSYC420 ♦ (3)
Human Sexuality

A study of the multiple aspects of sexuality within a framework of Christian values.

PSYC425 ♦ S (3)
Psycholinguistics

A survey of the psychological processes involved in human language use, including comprehension, acquisition, or language. The relationship of language to other thought processes and its neural correlates will also be discussed. A weekly lab will introduce common experimental methodologies in psycholinguistics. Prerequisite: PSYC101 or 180.

PSYC/SOCI432 ♦ S (3)
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. No lab fee. Prerequisite or corequisite: BHSC230 or STAT285.

PSYC/SOCI433 ◆ (3)
**Research Methods III: Advanced Research Design-
Experimental and 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. No lab fee. Corequisite: PSYC/SOCI434. Prerequisite: BHSC230 or STAT285 and PSYC432.

PSYC/SOCI434 ◆ § (3)

Research Methods IV: Advanced Statistical Analysis and 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: PSYC/SOCI433. Prerequisite: BHSC230 or STAT285 and PSYC/SOCI432.

PSYC434 V (4)

Research Methods IV: Advanced Statistical Analysis and SPSS
AU/GU course—see content above.

PSYC438 (1-3)

Workshop

Provides an opportunity to study in a focused area within the Behavioral Sciences. A paper is required for more than one credit and may be required for one credit.

PSYC445 ◆ § (3)

Cognitive Psychology

A study of how people use and acquire knowledge with emphasis on how people perceive, think, remember, store information, solve problems, and acquire and use language. A weekly lab focuses on experimental techniques that have been used to examine mental processing. Prerequisite: PSYC101 or 180.

PSYC449 ◆ § (3)

Neuropsychopharmacology

A study of the mechanisms of actions of psychotropic agents and how they affect human perception and behavior. Emphasis is placed on the organization and function of the nervous system and the molecular and biochemical basis of drugs used to treat behavioral and clinical disorders. Weekly: 2 lectures and one 3-hour lab. Prerequisites: PSYC101 or 180; BIOL111,112 or BIOL165, 166.

PSYC450 ◆ § (3)

Social Psychology

A study of human behavior within a group context. Included are attitudes, social roles, collective behavior, and the dynamic aspects of human interaction. Lab fee may be required. Prerequisites: PSYC101 and two other behavioral science courses.

PSYC454 ◆ (3)

Theories of Personality

Integrates subfields of psychology to enhance understanding of the individual personality. Prerequisite: PSYC101.

PSYC455 ◆ (2)

Treatment of Substance Abuse

An overview of treatment techniques and basic prevention

strategies including specific training in assessment and therapeutic techniques, examining the relationship between etiology and treatment. Treatment evaluation discussed. At-risk, vulnerable populations receive special consideration. Prerequisite: PSYC101; Prerequisite or corequisite: SOCI415.

PSYC458 ◆ Alt (3)

Advanced Theories of Addiction and Treatment

Surveys, critiques and integrates the primary theories currently used to explain the process, outcome and treatment of addictions. Covers biological, psychological, social and anthropological addiction theories. Primary substance-abuse prevention theories are surveyed. Implications for at-risk, vulnerable populations considered. Prerequisite: PSYC101; Prerequisite or corequisite: SOCI415.

PSYC460 ◆ (3)

Psychology of Abnormal Behavior

A study of deviant human behavior and theories of causation and remediation. Prerequisite: PSYC101.

PSYC465 ◆ (3)

Physiological Psychology

Introduces the biological bases of behavior. Examination of the neuroanatomical and physiological foundations of such topics as the mind/body problem, the development of language and learning, sexual behavior, recovery from brain damage, and psychopathology. Prerequisite: PSYC101. Normally offered odd years.

PSYC466 ◆ (3)

Psychology of the Exceptional Child

A survey of assessment, remediation, and adjustment for exceptional children and youth who require special education and related services. Various types of exceptionality are explored such as mental retardation, learning disabilities, emotional or behavioral disorders, giftedness, disorders of communication, and impairment of hearing or sight. Prerequisite: PSYC101. Normally offered odd years.

PSYC471 ◆ Alt (3)

Behavior Modification

The theory and techniques of behavior change utilizing principles of conditioning. Applications relevant to health-centered and educational settings are emphasized. Prerequisite: PSYC101. Normally offered even years.

PSYC480 (1-8)

Field Experience

Supervised field placement in a human services setting is approved in advance by the department chair. A minimum of 45 hours of fieldwork activity is required for each credit. Consult staff before registering. Open only to departmental majors. Repeatable to 8 credits.

PSYC486 ◆ (3)

Psychological Assessment

Theory and practice in individual and group testing in the areas of intelligence, aptitude, achievement, personality, and interest. Evaluation of tests and other instruments for measurement with a focus on their worth and limitations. A lab fee may be required. Prerequisite: PSYC101, BHSC230 or STAT285.

PSYC495 (1-3)

Independent Study/Readings/Research/Project in Psychology

Individual assignments and/or reports and/or individualized research in psychology on a contract basis with no more than 3 credits per semester. Students may repeat or take any combination

of departmental independent study courses up to 6 credits. Consult staff before registering.

PSYC495 V (1–3)

Independent Study/Readings/Research/Project in Psychology

AU/GU course. Provides an opportunity to work with an instructor on a research project and/or studies in psychology.

PSYC575 (1–3)

Topics in Psychology

Repeatable with different topics.

PSYC648 (1–3)

Workshop

Provides an opportunity to study in a focused area within the Behavioral Sciences. A paper is required for more than one credit.

Sociology

SOCI119 (3)

Principles of Sociology

A study of the development of sociology as a social science, some concepts and ideas associated with the study of human behavior, and an overview of the principles, terms, and concepts in the discipline.

SOCI119 V (3)

Principles of Sociology

AU/GU course—see content above.

SOCI120 (3)

Marriage Dynamics and Growth

An introductory study of the factors leading to a stable marriage relationship and growth within that relationship in contemporary American society.

SOCI315 Alt (3)

Criminology

Theories and techniques associated with apprehension, conviction, and detention of individuals who infringe criminal law in this society. Normally offered even years.

SOCI345 Alt (3)

Juvenile Delinquency

Topics related to modern youth in trouble, sociological analysis of the problems of youth, legal and societal factors involved in delinquency, and some of the remedial measures now being used. Offered odd years.

SOCI350/550 (2)

Introduction to 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.

SOCI360 Alt (3)

Introduction to International Development

Focuses on the dilemmas facing industrialized nations and developing nations in coping with severe global inequalities and poverty. Analyzes the popular strategies and explanations used by governments and non-governmental organizations (NGOs) to deal with these challenges. Normally offered odd years.

SOCI410 ♦ Alt (3)

Social Gerontology

A study of aging and ageism in the United States, including demographic trends, societal attitudes, problems of the elderly, and national policies relating to senior citizens in the cultural context of American society. Normally offered even years.

SOCI415 ♦ Alt (2)

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 ♦ Alt (3)

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.

SOCI425 ♦ (3)

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.

SOCI425 V (3)

Racial and Ethnic Relations

AU/GU course—see content above.

SOCI430 ♦ (3)

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.

SOCI432/PSYC432 ♦ (2–3)

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. No lab fee. Prerequisite or Corequisite: BHSC230 or STAT285.

SOCI/PSYC433 ♦ (3)

Research Methods III: Advanced Research Design-Experimental and Survey

The principles of designing, administering, interpreting, and writing experimental research, questionnaires and interview schedules. Survey also focuses on coding procedures and scale construction. Structured around a research project, and the interpretation of scientific reports and professional journals. Lab schedule will be arranged. No lab fee. Corequisite: PSYC434. Prerequisite: BHSC230 or STAT285 and PSYC432.

SOCI/PSYC434 ♦ \$ (3)

Research Methods IV: Advanced Statistical Analysis and 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: PSYC/SOCI433. Prerequisite: BHSC230 or STAT285 and PSYC/SOCI432.

SOCI460 ◆ (2)

Death and Grief in Contemporary Society

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

SOCI470 ◆ (3)

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.

SOCI474 ◆ Alt (3)

Social Thought and Theory

The roots of self-conscious social thought and the rise of sociology and anthropology as scientific disciplines in the 19th century. Major theoretical orientations in their fields, proponents, and impact on present-day sociology and anthropology are reviewed. Normally offered odd years.

SOCI480 (1-8)

Field Experience

Supervised field placement in a human services setting is approved in advance by the department chair. A minimum of 45 hours of fieldwork is required for each credit. Open only to departmental majors. Repeatable to 8 credits.

SOCI488 V (3)

The City in the Industrialized World

AU/GU course. The structure and development of the modern urban community with emphasis on ecological and demographic features of urban life. Normally offered even years.

SOCI495 (1-3)

Independent Study/Readings/Research/Project in Sociology

Individual assignments and/or reports and/or individualized research in sociology are set up on a contract basis with no more than 3 credits per semester. Students may repeat or take any combination of departmental independent study courses for up to 6 credits. Consult staff before registering.

SOCI520 (2)

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.

SOCI530 (1-2)

Community Needs Assessment & Capacity Mapping

Introduction to various methods for assessing community needs and mapping community capacity to address those needs.

SOCI535 (1-2)

Program Planning, Budgeting & Grantsmanship

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

SOCI545 (1-2)

Program Implementation and Evaluation

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

SOCI550/350 (2)

Introduction to 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.

SOCI580 (1-2)

Seminar in Community Development Leadership

Topics include philosophical and spiritual foundations, profiles in leadership, strategic planning, grantsmanship, networking and interagency relations, managing volunteers, program evaluation.

SOCI650 \$ (0)

Project Continuation

SOCI655 \$ (0)

Program Continuation

SOCI665 \$ (0)

Preparation for Comprehensive Exams

SOCI698 (1-3)

Project

Open only to students in the MSA in Community Development.

BEHAVIORAL NEUROSCIENCE

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 Duane McBride, Advisor, Behavioral Science
 John Berez, Psychology
 James Hayward, Biology
 Derrick Proctor, Psychology
 David Steen, Biology

Academic Programs	Credits
BS: Biology	
Neuroscience emphasis	67
Behavior/Mathematics emphasis	67
BS: Psychology	68
Behavioral Neuroscience emphasis	

Behavioral Neuroscience is a new interdisciplinary program at Andrews University that is based in Behavioral Science, Biology and Mathematics. It has been established with the support of an approximately one-half million dollar grant from the National Science Foundation. Its purpose is to provide new opportunities for undergraduates to prepare for exciting careers in the fascinating, rapidly growing scientific fields which involve the study of the brain and its control of behavior. Students will be involved in hands-on, laboratory experiences, using the latest equipment as well as class work which will emphasize neuronal function, processing by the brain and the latest understanding of topics such as perception, memory, cognition, sensory input, the basis for mental and emotional disorders, drug addiction and other topics. Research with a faculty mentor is an integral part of the program and is supported by student scholarships provided by the National Science Foundation grant. Students who enter this Behavioral Neuroscience program will complete a common core of classes and choose one of three emphases outlined below to complete a BS degree in either Biology or Psychology.

Undergraduate Programs

Behavioral Neuroscience Core—38-40 + 3 Gen. Ed.

General Education: PSYC180-3
 BIOL165, 166, ZOOL475, CHEM131, 132
 CHEM231, 232, 241, 242 or PHYS141, 142 or PHYS241, 242,
 271, 272
 PSYC364, 445, 449/BIOL450

BS: Biology

Neuroscience Emphasis—26

BIOL371, 372, 449, 495 (2 cr), ZOOL468, 484, three upper division electives from Biology, Psychology or BCHM422

Behavior/Mathematics Emphasis—28

BIOL371, 372, 449, 495 (2 cr), ZOOL484, MATH141, 142, 426, STAT340

BS: Psychology

Behavioral Neuroscience—24 + 3 Gen. Ed.

General Education—PSYC101

PSYC433, 434, 460, 465, four upper division electives from Biology, Mathematics or Psychology

Senior Thesis

A minimum of 3 credits of BIOL495 or HONS497. Biology majors may elect to complete a minimum of 3 credits of original research in a topic of mutual interest with a Biology Department staff member and present this original work in the form of a senior thesis. This research experience may be supported by a research scholarship.

Graduate Programs

The Biology Department offers courses leading to the Master of Science degree and also cooperates with the School of Education in offering courses leading to the Master of Arts in Teaching degree. Students are strongly urged to incorporate into their programs a summer of study at the Rosario Beach Marine Station at Anacortes, Washington. During the 8-week summer session, students may earn 6 to 8 credits.

The Biology Department collaborates in offering the MS: Mathematics and Science with the departments of Mathematics, Chemistry, and Physics. See the program description under Mathematics and Science, p. 154.

MS: Biology

In addition to the general requirements for admission to and enrollment in graduate degree programs outlined in this bulletin on pp. 44–53, students must meet the following departmental requirements.

Admission Requirements

- A bachelor's degree with major in biology or an approved, related discipline, including courses in cell/molecular biology, organismal physiology, developmental biology, genetics, and ecology.
- A minimum GPA of 3.00 (B) in the undergraduate major for admission to regular student status.
- Cognate sciences, including full-year courses in general chemistry, organic chemistry, and physics. Mathematics through calculus level is encouraged.

Degree Requirements

- The inclusion of BIOL550 or IDSC526, and BIOL681, 682.
- A written comprehensive examination completed before the third semester in residence.
- A thesis earning 6 credits.
- A final oral examination in defense of the thesis.
- A minimum of 30 credits of approved course work and thesis.

MAT: Biology

Designed to prepare students for teaching biology in secondary schools, this degree is offered through the School of Education. A minor or its equivalent in biology on the undergraduate level is a prerequisite. In consultation with the department chair or the graduate program director, a minimum of 12 (6 credits must be 500-level or above) credits from courses listed below may be applied toward this program.

Required courses are BIOL550 or IDSC526. For further information, see the School of Education section of this bulletin on p. 261.

Courses

(Credits)

See inside front cover for symbol code.

General

BIOL100 \$ (4)

Human Biology

This course is designed to provide students with a basic understanding of the structure and function of the human body. Emphasis is placed on the practical application of principles learned in the areas of nutrition, anatomy and physiology. Meets the life science general education requirement. Weekly: 3 lectures and 1 lab. *Spring*

BIOL111, 112, 113 \$ (4, 3, 1)

Anatomy and Physiology I, II, III

BIOL111 and 112 includes cell biology, functional anatomy and control of each organ system of the human. BIOL111 Weekly: 3 lectures and 1 lab; BIOL112 Weekly: 2 lectures and 1 lab; BIOL113 Weekly: 1 lecture and 1 lab, includes more detailed anatomy. BIOL111 is a prerequisite for BIOL112. BIOL112 or consent of the instructor is the prerequisite for BIOL113. Does not apply to a major or minor. BIOL111: *Fall*; BIOL112: *Spring*; BIOL113: *Spring*.

BIOL208 \$ (4)

Principles of Environmental Science

Study of basic ecological principles as applied to human activities. Discussions deal with contemporary environmental issues. Lab includes field trips, guest speakers, and experiments. Meets the life science general education requirement and applies toward the environmental science major and certain state educational certification requirements. Weekly: 3 lectures and 1 lab. *Fall, Spring*

BIOL260 \$ (4)

General Microbiology

Includes history, morphology, classification, control, growth, transmission, and pathogenicity of selected bacteria, viruses, rickettsia, fungi, and parasites. Covers the nature of host defenses against pathogens, including the acquisition of specific immunity and immune disorders. Weekly: 3 lectures and two 1½ hour labs. Does not apply on major or minor. *Fall*

BIOL330 \$ (4)

History of Earth and Life

Survey of fundamental concepts of geology and paleontology with application to a study of the history of the earth and of life. Consideration is given to interactions of religious, philosophical, and geological ideas, within a biblical world view. Meets the life science general education requirement. Weekly: 2 lectures and 1 lab. Does not apply to a major or minor. *Spring*

Required Core

BIOL165, 166 \$ (5, 5 or 4, 4)

Foundations of Biology

Provides a firm foundation for students majoring or minoring in the biological sciences. Weekly: 5 lectures and one 3-hour lab. Ten credits when offered during the academic year; 8 credits when offered at the Marine Biological Station during the summer. BIOL165: *Fall*; BIOL166: *Spring*

BIOLOGY

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 Robert E. Zdor

Academic Programs	Credits
BS: Biology	
Behavior/Mathematics	67
Biomedical	37–38
Botany	42
Molecular Biology	36–37
Neurobiology	38
Neuroscience	67
Special	42
Zoology	42
Minor in Biology	22
Minor in Environmental Sciences	28
MS: Biology	30
MAT: Biology	

Each degree offered by the Biology Department includes a common core curriculum and additional courses tailored to students' special needs.

Highly motivated students may compete for the Biology Undergraduate Research Traineeship (BURT) program. For full details, consult the Biology Department.

Undergraduate Programs

BS: Biology

All biology majors must complete the following core and cognate courses:

Biology Core—24

BIOL165, 166, 348, 371, 372, 449, 451, 452.

Cognate Core—24 or 26

CHEM131, 132, 231, 232, 241, 242; PHYS141 & 142 or 241/271 & 242/272

General Education Cognates

RELT340, PSYC101 or PSYC180. Students taking the Honors Core do not need RELT340.

Students must complete the biology core, the cognate core, and the requirements for one of the emphases listed on the following page.

Botany Emphasis—18

Upper-division biology courses; must include a botany course (BOT prefix) drawn from each of the environmental, morphological, and functional groups of courses listed below. In addition, one zoological course (ZOO prefix) must be included.

Zoology Emphasis—18

Upper-division biology courses; must include a zoology course (ZOO prefix) drawn from each of the environmental, morphological, and functional groups of courses listed below. In addition, one botany course (BOT prefix) must be included.

Biomedical Emphasis—13–14

Must include four of the following: ZOO315, 464, 465, BIOL475; or PHTH417, 427. BCHM421 must be included in the cognate core.

Molecular Biology Emphasis—12–13

Must include BIOL418, 419, 445, 447, and **one** of the following four courses: BIOL475; BIOL444, 446; ZOO315; BOT470 or ZOO464. BCHM421 must be included in the cognate core.

Neurobiology Emphasis—14

Upper-division biology courses; must include a zoology course (ZOO prefix) drawn from each of the environmental, morphological, and functional groups of courses listed below. In addition, ZOO475 and either PSYC364 or 449 must be taken. BCHM422 must be included in the cognate core.

Special Emphasis—18

In situations where students are preparing for a specific job opportunity or a graduate or professional program, the special emphasis may be considered if other degree programs are not adequate. The credits must include one biology course each from the functional, morphological, and environmental courses listed below. Additional credits to reach a minimum of 18 are to be selected from courses in biology or other disciplines in consultation with a Biology Department advisor. Departmental approval must be received before the beginning of the spring semester of the student's junior year.

Behavior/Mathematics Emphasis—28

See p. 109.

Neuroscience Emphasis—26

See p. 109.

Minor in Biology—22

BIOL165, 166, 449 and one course each from environmental, morphological, and functional biology electives.

Minor in Environmental Sciences—28

Suggested electives chosen in consultation with the advisor include: BHSC450, BIOL479, 487, BOT468, 475, CHEM340, GEOG240, PLSC425, ZOO454, 458, 459, 484

- BIOL348** § (3) **General Ecology**
Ecological principles as applied to individual, population, community, and ecosystem levels of organization. Labs feature the characterization of ecological systems using standard field and lab techniques. Weekly: 2 lectures and 1 lab. Prerequisites: BIOL165, 166 or 208. *Fall*
- BIOL371** § (3) **Genetics, Cellular and Molecular Biology I**
Mechanisms of heredity are considered in light of classical population and molecular genetics. Labs feature experience in *Drosophila* genetics, chromosome analysis, statistical techniques, and recombinant DNA technology. Weekly: 2 lectures and 1 lab. Prerequisite: BIOL166, and completion of or simultaneous enrollment in CHEM131. *Fall*
- BIOL372** § (3) **Genetics, Cellular and Molecular Biology II**
Information from molecular biology, biochemistry, biophysics, physical chemistry, and electron microscopy are integrated to present the cell as a functional unit. Labs provide experience in the collection and analysis of quantitative data about cells. Weekly: 2 lectures and 1 lab. Prerequisite: BIOL166, and completion of or simultaneous enrollment in CHEM132. *Spring*
- BIOL449** § (3) **Historical and Philosophical Biology**
Examination of biological, paleontological, and geological concepts central to the study of historical events in biological systems. Considers the interactions of data, theories, and extra scientific concepts in historical biology, within the particular context of a biblical world view. Weekly: 2 lectures and 1 lab. Prerequisite: BIOL166. *Spring*
- BIOL451, 452** (1, 1) **Questions in Biology: Analysis, Evaluation and Answers**
Lectures, discussions, and individual work centered around asking and answering important questions in the life sciences: research in biology, discussions on important issues in origins; discussions on major topics in bioethics. Attendance at monthly research seminars required. Open to senior Biology majors. Weekly: 1 lecture. BIOL451: *Fall*; BIOL452: *Spring*
- Electives**
(Elective courses offered at the Marine Biological Station may be included under these electives.)
- Group A: Environmental Biology**
- BIOL208** § (4) **Principles of Environmental Science**
Study of basic ecological principles as applied to human activities. Discussions deal with contemporary environmental issues. Lab includes field trips, guest speakers, and experiments. Meets General Education science requirements for non-science majors and applies toward the environmental science major and certain state educational certification requirements. Weekly: 3 lectures and 1 lab. *Fall, Spring*
- BIOL479** ◆ (3.5) **Marine Ecology (offered only at Marine Station)**
A study of interspecific, intraspecific, and community relationships demonstrated by marine organisms. *Summer*
- BIOL487** ◆ § (3) **Biogeography**
The distribution of plants and animals in relation to their environment, including consideration of major biogeographic regions of the world and the role of distribution in adaptive change and diversification of life in the past and present. Weekly: 2 lectures and 1 conference period. *Spring* (odd years)
- BOT450** ◆ § (3) **Medical Botany**
Designed as an interface between botany, medicine, anthropology and pharmacology to define the impact plants have with the remedial, harmful or psychoactive health of humans. Weekly: 3 lectures & 1 lab. Prerequisites: BIOL112. *Spring*
- BOT468** ◆ (3.5) **Marine Botany (offered only at Marine Station)**
A systematic study of marine plants found in Puget Sound, with a survey of marine plants from other areas. *Summer*
- BOT475** ◆ § (4) **Biodiversity of Vascular Plants**
A taxonomic and morphological study of vascular plants emphasizing the plants found in the Great Lakes area. Field trips. Weekly: 3 lectures and 1 lab. Open to non-science majors. *Fall*
- ZOOL454** S ◆ § (3-4) **Vertebrate Zoology**
Covers the various specialties of vertebrate biology, including herpetology, ornithology, and mammalogy. Repeatable in the different specialized areas. Open to non-science majors. Weekly: 2 lectures and 1 or 2 labs. *Vertebrate Zoology: Mammalogy* (*Fall*, even years) and *Vertebrate Zoology: Ornithology* (*Spring*, even years) both qualify as “S” courses for General Education Service Learning.
- ZOOL458** ◆ (3.5) **Marine Invertebrates (offered only at Marine Station)**
Biology of invertebrates studied in the marine environment of Puget Sound. A survey of the various phyla is conducted by studying the living animals in the field, and by tide pool observation, dredging, and scuba diving. A project on a specific group or species is required. *Summer*
- ZOOL459** ◆ § (3-4) **Entomology**
Study of the fundamental aspects of insect biology. Weekly: 2 lectures and 1-2 labs. *As scheduled*
- Group B: Morphological Biology**
- BIOL428** ◆ § (3) **Paleobiology**
Covers various specialties including History of Life; Vertebrate Paleontology; Paleobiology of Dinosaurs. Origins, history, adaptations, diversity, and paleoecology of ancient organisms as documented by the fossil record. Repeatable in different areas. Weekly: 2 lectures and 1 lab. Prerequisites: BIOL166. *Fall* (odd years)
- BOT430** ◆ § (3) **Plant Anatomy**
A study of cell and tissue structure and organ development in vascular plants. Weekly: 2 lectures and 1 lab. *As scheduled*

- ZOOL315** § (3)
Animal Development
 A study of the cellular and tissue-level events that result in the development of integrated organisms. Vertebrate development is emphasized in the lab using frog and chick models. Weekly: 2 lectures and 1 lab. Prerequisite: BIOL166. *Spring*
- ZOOL316** (1)
Human Embryology
 Acquaints students with the process of human development and embryology. Prerequisite: BIOL166. Prior or concurrent registration with ZOOL315 recommended. Weekly: 1 lecture. *Spring*
- ZOOL465** ◆ § (3)
Histology
 Microscopic anatomy, cytology, ultrastructure of tissues and organ systems are correlated with function. Emphasis on normal tissues of vertebrates. Weekly: 2 lectures and 1 lab. *Spring*
- Group C: Functional Biology**
- BIOL418** ◆ (2)
Immunology
 Topics include organs and cells of the immune system, antigens, immunoglobulins, the MHC, antibody diversity, tolerance and memory, complement, cell mediated immunity, regulation, hypersensitivity, autoimmune diseases, transplantation, and tumor immunology. Weekly: 2 lectures. Prerequisites: BIOL166. *Spring*
- BIOL419** ◆ § (1)
Immunology Lab
 A theoretical and practical study of techniques used in modern immunology. Includes immunoserological methods; isolation and detection of immunoglobulin molecules in immune serum by SDS-PAGE, western blotting, and immunofluorescence antibody (IFA) methods; enzyme-linked immunosorbant assay (ELISA), in vitro phagocytosis. Weekly: 1 lab. Pre- or corequisite: BIOL418. *Spring*
- BIOL445** ◆ § (3)
Molecular Genetics
 An advanced consideration of the structure, function, and manipulation of nucleic acids and application of molecular information in other disciplines. Weekly: 2 lectures and 1 lab. Prerequisites: BIOL371. *Spring*
- BOT470** ◆ § (3)
Plant Physiology
 Study of plant functions including water relations, metabolic pathways, growth regulators, and photomorphogenesis. Weekly: 2 lectures and 1 lab. Prerequisites: BIOL166; CHEM131. *As scheduled*
- ZOOL464** ◆ § (4)
Systems Physiology
 Functional processes used by animals in adjusting to their external environment and controlling their internal environment. Labs involve the firsthand analysis of selected aspects of the major functional systems. Weekly: 3 lectures and 1 lab. Prerequisite: BIOL166, CHEM131. *Fall*
- ZOOL468** § (3)
Systems Physiology: Organismal Maintenance
 Functional processes that control an animal's internal environment. This course is the same as ZOOL464 but excludes the material on the nervous system. Students who have taken Neurobiology begin the course later in the semester. Weekly: 3 lectures and 1 lab. Prerequisite: ZOOL475. *Fall*
- ZOOL484** ◆ § (3)
Animal Behavior
 Behavior of animals including considerations of social interactions, learning processes, instinct, motivation, experimental methods, and the analysis of behavior patterns characteristic of various species. Weekly: 2 lectures and 1 lab. Prerequisite: BIOL166. *Spring* (odd years)
- Group D: Other Electives**
- BIOL444** ◆ (1)
Electron Microscopy in Biological Investigations
 The theory, functions, and use of the transmission and scanning electron microscopes. Weekly: 1 lecture. *Spring* (odd years)
- BIOL446** ◆ § (2)
Electron Microscopy Laboratory
 Lab preparation of tissues for transmission and scanning electron microscopy with hands-on experience with the ultramicrotome and both T.E.M. and S.E.M. instruments. Acceptable photographs with interpretations required with lab reports on appropriate research projects. Weekly: 2 labs. Prerequisite: Prior or concurrent registration in BIOL444. *Spring* (odd years)
- BIOL447** ◆ § (3)
Tissue Culture
 Study of theory, application, and techniques useful for propagating tissues in the research laboratory. Topics include sterile techniques, nutrition, media preparation, establishment and maintenance of primary and secondary cultures, enumeration, and analysis. Weekly: 2 lectures and 1 lab. Prerequisite: BIOL166. Pre- or corequisite: CHEM231. *Spring* (even years)
- BIOL450** ◆ § (3)
Neuropsychopharmacology
 A study of the mechanisms of actions of psychotropic agents and how they affect human perception and behavior. Emphasis is placed on the organization and function of the nervous system and the molecular and biochemical basis of drugs used to treat behavioral and clinical disorders. Weekly: 2 lectures and one 3-hour lab. Prerequisites: PSYC101 or 180; BIOL111,112 or BIOL165, 166. *Spring*
- BIOL475** ◆ § (3)
Biology of Bacteria
 Study of the properties of bacteria that illustrate their function and relationship to other living systems. Topics include structure and function, classification, and interaction with the environment. Weekly: 2 lectures and 1 lab. Prerequisites: BIOL166. Organic Chemistry background recommended. *Fall*
- ZOOL425** ◆ § (3)
Parasitology
 Emphasis on better known parasites of humans and animals. Attention given to ecological factors concerned with host-parasite contact, pathogenicity and pathology, and treatment and effect on parasitized populations. Weekly: 2 lectures and 1 lab. Prerequisites: BIOL166. *Fall*
- ZOOL475** ◆ § (3)
Neurobiology
 The neural basis of behavior, with some emphasis on the human nervous system, including cellular and molecular approaches to neuron function, development of neurons and circuits, and neuro-endocrine mechanisms. Labs develop skills in electrophysiology and neuroanatomy. Weekly: 2 lectures and 1 lab. Prerequisite: BIOL166. *Fall*

Research and Specialized Studies

BIOL405 (1-4)
Topics in _____
 Investigates various specialties of biology. Repeatable in different areas. *Fall, Spring, Summer*

BIOL495 (1-4)
Independent Readings/Research
 Independent readings or research in biology under the direction of the instructor. Consent of instructor required. *Fall, Spring, Summer*

Graduate

BIOL516 (4)
Behavior of Marine Organisms
(offered only at Marine Station)
 Study of inter- and intra-specific behavior of marine animals and their behavioral response to the physical environment. Involves lab experience, field observation, and a research project. Instructor's permission required. *Summer*

BIOL550 (3)
Issues in Origins and Speciation
 A comparative survey of the assumptions, attitudes, methods, and conclusions of science and religion in the handling of data. Attention is given to current scientific data and their relationship to an understanding of earth history and the present diversity of life. Weekly: 2 lectures. *Spring*

BOT515 \$ (3)
Plant Cell Biology
 Functional activities of plant tissues provide the basis for this study of the ultrastructure of a variety of plant cell types. Attention is given to the cytoskeleton and other organelles involved in plant cell morphogenesis. Weekly: 2 lectures and 1 lab. Prerequisite: BOT470. *As scheduled*

BOT525 \$ (3)
Molecular Laboratory Techniques
 Acquaints students with modern lab techniques of molecular biology. The manipulation and study of nucleic acids and proteins using model systems involving plant-microbe interactions. Weekly: 2 labs. *Fall* (even years)

BOT530 \$ (3)
Advanced Systematic Botany
 Literature and philosophy of plant classification, processes of speciation in higher plants, sources and interpretation of data, bio-systematic methods, and plant nomenclature. Weekly: 2 lectures and 1 lab. Prerequisite: BOT475. *As scheduled*

ZOOL500 \$ (3)
Protozoology
 Protozoa, including morphology, physiology, systematics, ecology, reproduction, and host-parasite relationships; emphasis on the parasitic protozoa, but free-living forms also considered; current problems encountered in protozoan research and methods of studying protozoa. Weekly: 2 lectures and 1 lab. Prerequisite: ZOOL425. *As scheduled*

ZOOL520 (2)
Molecular and Developmental Neurobiology
 A seminar course that deals in depth with current and relevant

issues in the areas of molecular and developmental neurobiology. Offered alternate years. Weekly: 2 lectures. *As scheduled*

ZOOL565 \$ (3)
Environmental Physiology
 Study of the physiological responses of animals to their environments. Topics include environmental periodicities and biological clocks, thermal budgets, water balances, and adaptations to extreme environments. Weekly: 2 lectures and 1 lab/problem session. *As scheduled*

BIOL590 (1-4)
Topics in _____
 Investigates various specialties of biology. Repeatable in different areas. *As scheduled*

BIOL648 (1-4)
Workshop

BIOL655 \$ (0)
Program Continuation

BIOL660 \$ (0)
Thesis Continuation

BIOL681, 682 (1, 1)
Research Methods and Biology Seminar
 An introduction to graduate studies in biology, the nature and methods of science, and principles of research ethics. During second semester reports are made by each student to the group on topics from current literature and on specific problems in biology. Participation once per week for 2 semesters is required. BIOL681: *Fall*; BIOL682: *Spring*

BIOL690 (1-4)
Independent Study
 Independent study in biology under the direction of the instructor. Consent of instructor required. *Fall, Spring, Summer*

BIOL697 (1-4)
Research in Biology
 Repeatable to 4 credits. *Arranged*

BIOL699 (3)
Master's Thesis
 Repeatable to 6 credits. *Arranged*

CHEMISTRY AND BIOCHEMISTRY

Halenz Hall, Room 225
(269) 471-3247 or 471-3248
chemistry@andrews.edu
<http://www.andrews.edu/CHEM/>

Faculty

G. William Mutch, *Chair*
David E. Alonso
Getahun Merga
Desmond H. Murray
D. David Nowack
Peter A. Wong

Academic Programs	Credits
BS: Chemistry	38
BS: Chemistry (Approved by the American Chemical Society (ACS) Committee on Professional Training)	
BS: Biochemistry	34
Minor in Chemistry	20

Students who plan to major in chemistry or biochemistry are expected to have entrance credit in the preparatory subjects of chemistry and mathematics (including algebra and trigonometry); a background in physics is desirable. Those who do not have entrance credit or equivalent training in these subjects, particularly mathematics, may not fulfill the department graduation requirements in four years.

Students are encouraged to plan early for an on-campus or off-campus research experience required of all students in the Bachelor of Science degree programs in chemistry and strongly recommended for those in the Bachelor of Science degree program in biochemistry. This experience may take the form of a cooperative educational-research experience or research in an academic, industrial, or governmental laboratory setting. Interested students should consult the department chair.

American Chemical Society Certification

Students desiring American Chemical Society certification must

- Complete the required courses for the (ACS) Bachelor of Science degree in chemistry as spelled out in this bulletin
- Achieve a minimum GPA of 3.00 in all chemistry courses taken at Andrews University
- Satisfactorily complete a research or cooperative educational experience in chemistry
- Pass at least one advanced course selected from the following: CHEM470, 474 or 475.

A complete statement of certification requirements is available from the department chair.

Undergraduate Programs

Core Courses—30

CHEM131, 132, 200, 231, 232, 241, 242, 311, 312, 411, 412, 431, 441, BCHM421

BS: Chemistry—38

Major Requirements: Core plus CHEM415, 440.

Research/Cooperative Experience: An on-campus or off-campus research or cooperative educational experience. The student may satisfy this requirement by matriculating in CHEM495, HONS497, 498 or IDSC380.

Cognate Courses: CPTR125 or CPTR151; MATH141, 142; PHYS241, 242, 271, 272.

BS: Chemistry—44

(American Chemical Society approved)

Major Requirements: Core plus CHEM440, 415, 432, 442; and one course selected from the following: CHEM470, 474, or 475.

Research/Cooperative Experience: An on-campus or off-campus research or cooperative educational experience. The student may satisfy this requirement by matriculating in CHEM495, HONS497, 498 or IDSC380.

Cognate Courses: MATH141, 142, 286; CPTR125 or CPTR151; PHYS241, 242, 271, 272.

Courses in economics and marketing are strongly recommended. A reading knowledge of German or French, although not required for professional undergraduate education in chemistry, is strongly recommended for students planning advanced study.

BS: Biochemistry—34

Major Requirements: Core plus BCHM422, 430.

Cognate Courses: BIOL165, 166; MATH141, 142; PHYS141, 142 (or PHYS241, 242, 271, 272); and two courses selected from BIOL371, 372; FDNT485; ZOOL315, 464, 465.

Students desiring a career in biochemistry might be better served by adding the biochemistry courses to the Bachelor of Science degree in chemistry, but the Bachelor of Science degree in biochemistry can be strengthened by the addition of CHEM415, 440, and 495.

Minor in Chemistry—20

CHEM131, 132, 231, 232, 241, 242, plus 4 credits of majors level chemistry or biochemistry.

Graduate Program

The Department of Chemistry and Biochemistry collaborates in offering the MS: Mathematics and Science with the departments of Mathematics, Biology, and Physics. See the program description under Mathematics and Science, p. 154.

Courses**(Credits)**

See inside front cover for symbol code.

BCHM120**\$ (4)****Introduction to Biological Chemistry**

A survey of major concepts in biochemistry such as structures of biological molecules, their functions, energy metabolism, regulation of biochemical pathways; for nursing, dietetics, and allied health students. Weekly: 3 lectures, 1 recitation, and a 3-hour lab. Not applicable towards a major or minor in chemistry or biochemistry. Prerequisite: CHEM110. *Spring*

BCHM421**◆ (4)****Biochemistry I**

Study of the fundamental principles of enzyme kinetics and mechanisms based on the structure and chemistry of biomolecules including amino acids, carbohydrates, lipids, proteins, nucleotides, nucleic acids, and biological membranes. Weekly: 4 lectures. Prerequisite: CHEM232. *Fall*

BCHM422**◆ (3)****Biochemistry II**

Continuation of BCHM421 including selected topics of hormone and regulatory biochemistry, and the study of the four primary neurotransmitter systems—acetylcholine, catecholamines, serotonin, and gamma-aminobutyric acid. Weekly: 3 lectures. Prerequisites: BCHM421. *Spring*

BCHM430**◆ \$ (1)****Biochemistry Lab**

Introduction to quantitative and qualitative methods for the isolation, purification and identification of biological materials and applications of enzyme kinetics. Weekly: 4 hours of lab. Prerequisite: BCHM421 and registration in BCHM422. *Spring*

CHEM100**\$ (4)****Consumer Chemistry**

A one-semester course primarily for non-science majors presenting an introduction to fundamental concepts of chemistry to convey an appreciative understanding of the nature of chemistry and how it is applied to our daily lives. Topics of consumer chemistry to be studied will be selected from fuels, energy, polymers, fertilizers, pesticides, food and food additives, household cleaners, cosmetics and personal care chemicals, pharmaceuticals, and air and water pollution. Meets the physical science general education requirement. Three lectures per week and one 3-hour laboratory. Not applicable toward a major or minor in chemistry or biochemistry.

CHEM110**\$ (4)****Introduction to Inorganic and Organic Chemistry**

An introduction to the principles and applications of inorganic and organic chemistry; for nursing, dietetics, and allied health students. Meets the natural/physical science general education restricted choice requirement. Weekly: 3 lectures, 1 recitation, and a 3-hour lab. *Fall*

CHEM131**\$ (4)****General Chemistry I**

This first course in chemistry is for students planning to major in science and engineering. Topics include stoichiometry, atomic and molecular structure, bonding, states of matter, solutions, chemical kinetics, and chemical equilibrium. Weekly: 3 lectures, 2 recitations, and a 3-hour lab. Prerequisite: MPE \geq P3 or MATH166 or MATH141; High school chemistry or physics strongly recommended. *Fall*

CHEM132**\$ (4)****General Chemistry II**

A continuation of CHEM131 with topics including thermodynamics, acid and base chemistry, descriptive and nuclear chemistry. Weekly: 3 lectures, 2 recitations, and a 3-hour lab. Prerequisite: a grade of C- or better in CHEM131. *Spring*

CHEM200**\$ (4)****Quantitative Analysis**

Lecture topics include statistics, chemical equilibrium, titrimetric procedures, gravimetric procedures, and electrochemistry. Laboratory experiments include gravimetric procedures and titrimetric procedures of acid and base systems and redox systems, electrochemistry, and an introduction to instrumental methods. Weekly: 2 lectures and two 4-hour labs. Prerequisite: CHEM132. *Fall*

CHEM231**(3)****Organic Chemistry I**

The chemistry of carbon-containing compounds with emphasis on nomenclature, molecular structure, spectra-structure relationships, and a mechanistic approach to organic reactions. Weekly: 3 lectures and 2 recitations. Prerequisite: CHEM132. *Fall*

CHEM232**(3)****Organic Chemistry II**

This course is a continuation of CHEM231. Weekly: 3 lectures and 2 recitations. Prerequisite: a grade of C- or better in CHEM231. *Spring*

CHEM241**\$ (1)****Organic Chemistry Laboratory I**

Experiments related to the course content of CHEM231. Weekly: one 4-hour laboratory. Prerequisite: CHEM231 or concurrent enrollment in CHEM231. *Fall*

CHEM242**\$ (1)****Organic Chemistry Laboratory II**

Experiments related to the course content of CHEM232. Weekly one 4-hour laboratory. Prerequisite: CHEM232 or concurrent enrollment in CHEM232. *Spring*

CHEM300**Alt \$ (2)****Laboratory Glassblowing**

Practice of fundamental glassblowing skills common to both scientific and creative glass blowing. Two projects are required. The student may choose between scientific and creative projects. Weekly: 1 lecture demonstration and 4 hours of lab. Not applicable towards a major or minor in chemistry or toward the General Education requirement in natural science. Offered *Fall* (even years or as needed)

CHEM311**(.5)****Seminar in Chemistry**

Departmental seminar series devoted to topics in current chemical research by students, faculty, and guest speakers. This course is required of, and open only to, junior chemistry and biochemistry majors, and attendance for both semesters is required for one credit; freshmen and sophomores are encouraged to attend. Grading is on an S/U basis. A deferred grade (DG) is assigned Fall Semester and is removed upon successful completion of CHEM312. Weekly: 1 seminar. Prerequisite: CHEM232. *Fall*

CHEM312**(.5)****Seminar in Chemistry**

Continuation of CHEM311. This course is required of, and open only to, junior chemistry and biochemistry majors; freshmen and sophomores are encouraged to attend. Grading is on S/U basis. Weekly: 1 seminar. Prerequisite: CHEM311. *Spring*

CHEM340 § (4)**Environmental Chemistry**

A survey of environmental and energy-related problems. Topics include air, soil, and water pollution, energy and other resources, solid wastes and recycling, and toxic chemicals. Weekly: 3 lectures and one 4-hour lab. Not applicable towards a major in chemistry or biochemistry. Prerequisites: CHEM132; CHEM232 or CHEM200 strongly recommended. *Spring* (odd years or as needed)

CHEM410 ♦ § (2)**Forensic Chemistry**

Principles of chemistry as applied to the methods of analysis and identification of drugs. Rules of evidence as they apply to testimony in court. Observation of drug-related court procedures. Weekly: 1 lecture and two 3-hour labs. Participation must be arranged with the instructor at least 2 months prior to beginning of course. Prerequisites: CHEM200, 232. *Spring*

CHEM411 (5)**Seminar in Chemistry**

First half of semester consists of two meetings per week: one is an introduction to chemical literature and computer searching of Chemical Abstracts and chemical databases, the other meeting is the regular seminar series presented by students, faculty, and invited speakers. During the semester, each student prepares and presents a seminar. This course is required of, and open only to, senior chemistry and biochemistry majors, and attendance for both semesters is required for one credit. A deferred grade (DG) is assigned Fall Semester and is removed upon successful completion of CHEM412. Weekly: Two meetings during first half of semester, one meeting remainder of semester. Prerequisite: CHEM312. *Fall*

CHEM412 (5)**Seminar in Chemistry**

Continuation of CHEM411. During the semester, each student prepares and presents a seminar. This course is required of, and open only to, seniors. Prerequisite: CHEM411. *Spring*

CHEM415 ♦ (4)**Advanced Inorganic Chemistry**

Atomic and molecular structure, symmetry, group theory, solid state, acids and bases; structure, bonding, spectra, and reaction mechanisms of d-metal complexes, systematic chemistry of non-metals; organometallic chemistry and catalysis. Weekly: 4 lectures. Prerequisites: CHEM232, 431. *Spring*

CHEM431 ♦ (3)**Physical Chemistry I**

Fundamental concepts in chemical thermodynamics, free energy, chemical equilibria, phase changes, solutions, molecular transport, chemical dynamics, and electrochemistry. Weekly: 3 lectures. Prerequisites: CHEM200, MATH142, PHYS142 (or 242, 272). *Fall*

CHEM432 ♦ (3)**Physical Chemistry II**

Wave mechanics, atomic and molecular structure, chemical bonding, atomic and molecular spectroscopies, and applications to chemical dynamics and statistical thermodynamics. Weekly: 3 lectures. Prerequisites: CHEM431, MATH286; MATH240 strongly recommended. *Spring*

CHEM440 ♦ § (4)**Instrumental Analysis**

Theory and practice of analytical separations and chemical analyses by chromatographic, optical, and electrochemical methods. Introduction to interface of instruments with micro-

computers. Instruments used include emission and absorption spectrometers, lasers, mass spectrometer, chromatographs, micro-computers, analog and digital devices. Weekly: 2 lectures and two 4-hour labs. Prerequisites: CHEM200, MATH142. *Fall*

CHEM441 ♦ § (1)**Physical Chemistry Laboratory I**

Experiments related to the course content of CHEM431. Weekly: one 4-hour laboratory. Prerequisite: concurrent enrollment in CHEM431. *Fall*

CHEM442 ♦ § (1)**Physical Chemistry Laboratory II**

Experiments related to the course content of CHEM432. Weekly: one 4-hour laboratory. Prerequisite: concurrent enrollment in CHEM 432. *Spring*

CHEM470 ♦ § (2)**Modern Synthetic Techniques**

An advanced laboratory course designed to incorporate a wide variety of modern synthetic techniques of organic, organometallic, and inorganic chemistry. Weekly: two 4-hour labs. Prerequisites: CHEM474,415 or concurrent enrollment in CHEM415. *Spring*

CHEM474 (2)**Advanced Topics in Organic Chemistry**

Study of the principles of modern synthetic organic chemistry with applications from one or more of the following areas: natural product, medicinal, or polymer chemistry. Weekly: 2 lectures. Prerequisite: CHEM232. *Fall*

CHEM475 ♦ (2)**Advanced Topics in Physical Chemistry**

Advanced study of molecular spectroscopy, statistical thermodynamics, chemical dynamics, or the application of quantum mechanics. Prerequisites: CHEM432 or CHEM431 and permission of the instructor.

CHEM495 ♦ (1-4)**Independent Research**

An opportunity for chemistry and biochemistry majors to gain research experience by joining with a faculty member in study of an area of special interest.

Graduate**CHEM530** (2-4)**Topics in Teaching Chemistry**

Each time the course is offered, it treats one of the following areas:

- Concepts in Chemistry
Fundamental ideas of chemistry
- Demonstrations
Simple experiments which illustrate chemical principles
- Problem-Solving Strategies
Exploration into the mental processes and logic behind problem-solving.

None of the above areas are to occur twice in one student's program. Prerequisite: CHEM232. Repeatable to 6 credits.

CHEM540 (2-4)**Topics in Chemistry**

Independent readings to be chosen in consultation with the instructor. A written report and an oral presentation covering the materials read are required. A minimum of 60 hours of work is required for each credit. Prerequisite: CHEM431. Repeatable to 6 credits.

CLINICAL AND LABORATORY SCIENCES

Halenz Hall, Room 326
 (269) 471-3336
 cls@andrews.edu
 http://www.andrews.edu/cls

Faculty

Marcia A. Kilsby, *Chair, CLS Program Director*
 Albert W. McMullen
 Karen Reiner
 Richard D. Show, *Graduate Program Coordinator*

Academic Programs	Credits
BS in Clinical Laboratory Science (BSCLS)	124
BS: Allied Health Administration	65
MS in Clinical Laboratory Science (MSCLS)	32
Biomedical	
Business and Management	
Education	

The Department of Clinical and Laboratory Sciences prepares students who are committed to preserving and protecting the dignity of life and death. They promote values and attitudes consistent with the Seventh-day Adventist Christian lifestyle. They strive to instill in students a life-long personal quest for individual growth and fulfillment and for continual excellence in health-care practice.

Clinical Laboratory Science (Medical Technology)

The degree program includes three years of undergraduate (pre-clinical) studies plus one year (3 semesters) of clinical (professional) education.

Pre-clinical Program. The first three years of undergraduate study include General Education, cognate science, and pre-clinical degree requirements. Program options feature directed elective course work selected in consultation with the faculty advisor according to the student's career goals and interests.

Clinical (Professional) Program. The year of clinical studies is comprised of lectures and student laboratories on the Berrien Springs campus and clinical practica at an affiliated hospital or clinical laboratory site.

Clinical Experience (Practica). Students work side-by-side with practicing professionals in patient health care during the final portion of the clinical year. Andrews University maintains a number of affiliations with clinical institutions across the country. Student preferences for clinical site assignments are solicited and granted when possible. Final site assignments are made at the discretion of the faculty.

Clinical Year Admission Requirements. An independent admissions process is required for university students who wish to enter

clinical studies. Application forms may be obtained from the Department of Clinical and Laboratory Sciences office. Students should complete these applications and return them to the departmental office by January 31st prior to their anticipated clinical-study year.

Admission requires an overall GPA of 2.50. In the admissions process, the GPAs for the cognate science courses and clinical laboratory science content courses are computed together. This combined GPA must also be a minimum of 2.50. Preference is given to students with the higher GPAs.

Applicants must be able to meet the program's published *Essential Functions*, copies of which are incorporated into the application packet, and express a willingness to comply with the principles, rules, regulations, and policies of both the university and the program as they relate to the ideals and values of the Seventh-day Adventist Church and the clinical laboratory science profession.

All prerequisite course work, including General Education, cognate science, and pre-clinical courses, must be completed prior to entry into the clinical year. A personal interview may be required at the discretion of the Admissions Committee.

In exceptional circumstances, the Admissions Committee may accept students outside the stated policy.

Student Progression in Clinical Year. The clinical year is highly structured and sequential. Enrolled students may not drop a class, audit a class, or earn a grade lower than C- in any class. Students may enter clinical practica only upon satisfactory completion of on-campus course work. Satisfactory completion is defined as a senior-year minimum cumulative GPA of 2.50 and the recommendation of the faculty. A student receiving a cumulative GPA of less than 2.50 may be allowed to advance if the program faculty identifies exceptional circumstances and recommends that the student continue in the program.

Student continuance in the clinical practica is conditional upon acceptable ethical deportment and exemplary patient-care practices. The hospital supervisors and program faculty are final arbiters in determining student continuance.

Professional Certification. Students who complete the degree program are eligible to write national certification examinations sponsored by the American Society for Clinical Pathology (ASCP) and the National Credentialing Agency for Laboratory Personnel (NCA).

Program Accreditation. The Andrews University Program for Clinical Laboratory Sciences holds accreditation from the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS), 8410 West Bryn Mawr Avenue, Suite 670, Chicago, IL 60631-3415, (773) 714-8880 fax (773) 714-8886, email at info@naacsls.org, or the web at www.naacsls.org.

Academic Calendar 2007–2008

2007

July 27 Fri Senior Summer term (Clinicals) ends
 July 30 Mon Registry Review Week begins
 Aug 4 Sat Certification ceremony

2008

May 2 Fri Senior Spring semester (Clinicals) ends
 May 5 Mon Senior Summer semester (Clinicals) begins
 July 25 Fri Senior Summer term (Clinicals) ends
 July 28 Mon Registry Review Week begins
 Aug 2 Sat Certification ceremony

Undergraduate Programs

BS in Clinical Laboratory Science (BSCLS)—124

General Education requirements—32

(Adjustments for BSCLS)

Directed Electives

Arts & Humanities—3

Language/Communication—9

Social Science—3

Mathematics—3

AU students—Statistics preferred. Students transferring into clinical program—any college-level course.

PE/Wellness—2

HLED120 plus one activity course. Must also pass a physician-administered physical exam before advancement to clinical practica

Physical/Natural Sciences: see cognate sciences below

Religion—12

(or one course per year of residence)

Service Fieldwork—fulfilled through 23 credits of clinical practicum.

Cognate Science Requirements—26

BIOL165: BIOL166 or 111; CHEM131, 132, 231, 232, 241, 242.

(Fulfills General Education Life/Physical Science requirement)

Major Requirements—61

Prerequisites—11

CLSC105, 110, 230, 250, 260

Major courses—50

CLSC320, 400, 401, 402, 411, 412, 413, 421, 423, 431, 432, 433, 441, 442, 443, 451, 452, 453, 460, 463, 495.

Directed electives—5–8

Students select courses in consultation with and by the consent of their advisors in a planned program to enhance professional preparation. Courses are chosen from biology, business, chemistry, computer science, electronics, and education. Pre-medical/pre-dental students must include PHYS141 142 General Physics (8 credits).

BS: Allied Health Administration—65

This degree is designed for health-care professionals seeking to enhance the knowledge they already have and to help them prepare for future career employment requirements. The degree format features a strong general education and administrative/business component and provides an academic foundation for health-care administrative positions. It is open only to individuals holding an associate degree or a two-year certificate in an allied-health professional area with earned certification where applicable in such areas as diagnostic ultrasound, nuclear medicine, physician assistant, radiation therapy, radiologic technology, respiratory therapy, and special procedures in radiologic technology. Admission to the program is by permission of the Department of Clinical and Laboratory Sciences chair.

Degree Requirements—124

Transfer credits accepted from an AS degree or certificate program—34

General Education Requirements—46

Complete Bachelor of Science General Education requirements.

Business/Administration Courses—27

ACCT 121, 122, BSAD341, 355, 384, ECON226, MKTG310 and management courses selected in consultation with and approval of the advisor.

ALHE480 Practicum in Administration—4

Graduate Programs

MS in Clinical Laboratory Science (MSCLS)—32

The Department of Clinical and Laboratory Sciences offers a graduate program leading to the Master of Science in Clinical Laboratory Science. In response to the diversity of career skills required by the clinical laboratory scientist (medical technologist), the degree features a variety of program emphases, including concentrations in biomedical sciences, business and management, and education.

Admission requirements. In addition to the minimum general requirements for admission to a graduate program listed in the graduate admission section of this bulletin, the following are departmental requirements:

- Applicants' previous course work must include 16 semester credits of biological sciences, 16 semester credits of chemistry, and one college-level course in mathematics. Deficiencies must be removed prior to admission to the graduate program.
- Applicants must hold professional certification and/or licensure in clinical laboratory science (medical technology) acceptable to the admissions committee. Certification may be either general or in one of the recognized areas of specialization. Acceptable certification is usually defined as that offered by the American Society for Clinical Pathology or The National Credentialing Agency for Laboratory Personnel sponsored by the American Society for Clinical Laboratory Science.

Individuals lacking professional certification may be granted provisional admission while they pursue the course work required for eligibility to write the national certification examinations.

These clinical courses and their prerequisites require a minimum of four academic semesters. The courses include CLSC320, 400, 401, 402, 411, 412, 413, 421, 423, 431, 432, 433, 441, 442, 443, 451, 452, 453, 460, 463, and 495. Students must receive professional certification before completing 9 graduate credits.

Degree Requirements

In addition to meeting the general requirements for graduate degree programs, students must meet the following departmental requirements:

- Complete a minimum of 32 semester credits including the core of 20 semester credits and 12 semester credits selected from the emphasis chosen.
- Have the graduate program coordinator approve course selections and course sequencing. Students may substitute alternate courses listed in this bulletin with the consent of the coordinator and the approval of the dean of the College of Arts and Sciences.
- No grade lower than C is acceptable in the graduate portion of the program.
- Maintain a minimum cumulative GPA of 3.00 for the graduate portion of the program.

Core courses—20

ACCT500 or 635; BSAD500; CLSC501, 502, 561, 562, 585; plus a minimum of 3 graduate religion credits selected in consultation with graduate program coordinator

A minimum of 12 semester credits from one of the following options:

Biomedical Emphasis: BCHM421, 422, 430; BIOL419, 444, 445, 446, 447, PHTH417, 427, 447, 457, BOT525, ZOOL464, 475, 500

Business and Management Emphasis: ACCT635 (if not taken as part of the core), BSAD515, 530, 670, MKTG500, 540, NRS517

Education Emphasis: EDAL520, EDCI547, 565, 636, 655, EDFN500, EDPC514, EDTE408, 424

Enrollment Continuation Requirements. A student whose cumulative graduate GPA falls below 3.00 in any given semester is placed on academic probation. Academic probation students are not allowed to register for or continue participation in CLSC585.

In consultation with the graduate program coordinator, the clinical laboratory science graduate faculty determines the student's proposed course load for the following semester. The faculty's recommendation is referred to the dean/graduate program coordinator of the College of Arts and Sciences for final approval.

A student who does not raise his/her graduate GPA to 3.00 within one full-time equivalent semester (12 credits) is terminated from the program. Exceptions require the approval of the clinical laboratory science graduate faculty and the dean/graduate program coordinator of the College of Arts and Sciences.

Courses (Credits)

See inside front cover for symbol code.

ALHE440 (1-4)

Topics in _____

Repeatable in different areas. Prerequisite: permission of Program Director.

ALHE480 (4)

Practicum in _____

Prerequisite: Permission of Program Director.

CLSC105 (1)

Introduction to Clinical Laboratory Science

Lectures and/or demonstrations presented by each of the departmental faculty members covering the major disciplines in clinical laboratory science. A field trip to visit a clinical laboratory is also included. Weekly: one lecture.

CLSC110 (1)

Medical Terminology

An in-depth study of medical terms and abbreviations relating to diseases, disorders, and drugs. (This course is also available to off-campus students through Distance Learning. Prerequisite: permission of instructor.)

CLSC230 § (3)

Fundamentals of Clinical Microbiology

Orientation to clinical microbiology; specimen selection, collection, and transport; microscopic evaluation; stains and sterilization techniques; media and incubation selections; identification of routine and non-routine microorganisms; susceptibility testing; automation and quality assurance. Weekly: Two lectures and two labs.

CLSC250 § (3)

Fundamentals of Clinical Chemistry

Clinical lab procedures, safety, application of statistical procedures in quality control, and principles of clinical laboratory instrumentation. Topics include carbohydrates, lipids, electrolytes, and hepatic function with selected pathologies. Weekly: Three lectures and one lab.

CLSC260 § (3)

Fundamentals of Human Blood Biology

Introduces the production, maturation, function of normal blood cells and hemostasis; blood group antigen systems, antibody

identification and compatibility testing. Selected routine manual hematology, hemostasis, and immunohematology procedures are performed. Weekly: Two lectures and one lab.

CLSC320 (3)

Principles of Immunology

Innate and acquired immune systems of the human organism; immunoglobulin production, structure, function, and diversity; antigen characteristics, variety, and specific red cell groups; tolerance and memory; complement structure and function; cell mediated immunity function and regulation; autoimmune disorders; transplantation and tumor immunology; immunodeficiency disorders; principles and procedures of techniques used in modern immunology lab. Weekly: Three lectures.

CLSC400 (2)

Specimen Procurement and Processing

Clinical specimen collection and processing; point-of-care testing, professional ethics; phlebotomy practicum. Prerequisite: permission of the instructor.

CLSC401, 402 (0)

Clinical Year Seminar I, II

Introduction to educational methodology, team building, service outreach, clinical laboratory sciences literature and research design and practice. Preparation and delivery of written and oral presentations on current topics. Attendance to all sessions is required. A pass/fail grade is assigned. Prerequisite: permission of Program Director.

CLSC411 (3)

Hematology

Cellular elements of the blood, their maturation, functions, and morphologies; abnormal and disease state hematologies; principles and procedures of routine and special hematology assay methodologies; correlation of patient conditions with results of hematology assay results. Prerequisites: CLSC260 and permission of Program Director.

CLSC412 (1)

Hemostasis

Hemostasis systems, their function, interaction, and monitoring; correlation of hemostasis assay results with various disorders; thrombosis and anticoagulant therapy; principles and procedures of routine and special hemostasis assays. Prerequisites: CLSC411 and permission of Program Director.

CLSC413 (4)

Clinical Hematology & Hemostasis Practicum

Professional health-care laboratory practicum; emphasis in patient-care application of hematology and hemostasis procedures. Prerequisites: CLSC411, 412 and permission of Program Director.

CLSC421 (2)

Clinical Immunology

Antigen/antibody functions and interactions; detection and analyses. Basic immunologic mechanisms. Theory of immunologic and serologic procedures. Immunologic manifestations in infectious diseases. Quality control in immunology. Prerequisites: CLSC320 and permission of Program Director.

CLSC423 (1)

Clinical Immunology Practicum

Professional health-care laboratory practicum: emphasizes patient-care applications of immunologic and serologic procedures. Prerequisites: CLSC421 and permission of Program Director.

- CLSC431** (4)
Clinical Microbiology
Simulated clinical practice for the separation of normal flora from pathogenic microorganisms encountered in various body sites; emphasis on identification of pathogens, solving case histories and unknowns; study of antimicrobial mode of action and testing. Specimen collection, culture and identification of mycobacteria. Prerequisites: CLSC230 and permission of Program Director.
- CLSC432** (2)
Special Microbiology
Study of parasites, fungi and viruses involved in human infections. Emphasis on specimen collection and preservation, culture and identification procedures. Prerequisites: CLSC431 and permission of Program Director.
- CLSC433** (5)
Clinical Microbiology Practicum
Professional health-care laboratory practicum; emphasis in patient-care applications of bacteriology, mycology, parasitology, and virology. Prerequisites: CLSC431, CLSC432 and permission of Program Director.
- CLSC441** (3)
Immunohematology
Blood grouping and typing; blood group antigen systems; compatibility testing; antibody identification; quality control and quality assurance; donor recruitment and selection; blood-banking records; grouping and compatibility problem solving; patient clinical state correlations. Prerequisites: CLSC260, CLSC320 and permission of Program Director.
- CLSC442** (1)
Transfusion Medicine
In-depth study of immunohematology testing results, clinical patient manifestations, blood component therapy and blood product requirements. Prerequisites: CLSC441 and permission of Program Director.
- CLSC443** (4)
Clinical Immunohematology Practicum
Professional health-care laboratory practicum; emphasis in patient-care applications of immunohematology. Prerequisites: CLSC441, 442 and permission of Program Director.
- CLSC451** (4)
Clinical Chemistry
Carbohydrate, lipid, enzyme, electrolyte, acid-base balance, trace element, protein systems, and gastric functions; correlation with normal physiology and selected pathological correlations. Analysis of relevant blood and body fluids constituents. Prerequisites: CLSC250 and permission of Program Director.
- CLSC452** (2)
Clinical Chemistry and Body Fluids
Liver function, renal function, endocrinology, toxicology, and therapeutic drug monitoring. Analysis of various body fluids such as serous fluids, synovial fluid, amniotic fluid, and urine. Correlations with normal physiology and selected pathological conditions. Prerequisites: CLSC451 and permission of Program Director.
- CLSC453** (5)
Clinical Chemistry Practicum
Professional health-care laboratory practicum. Emphasis on patient-care applications in clinical chemistry. Prerequisites: CLSC451, 452 and permission of Program Director.
- CLSC460** (2)
Clinical Laboratory Systems
Survey of current Laboratory Information Systems (LIS) including database design and maintenance, test requesting, result entry, result reporting, quality control applications, and peripheral devices. Discussion in selected areas that include health-care organizational structures; problem solving in the clinical laboratory; development of personnel evaluation procedures; supply and equipment acquisition; budget preparation and analysis; ethics; and regulatory processes. Prerequisite: permission of Program Director.
- CLSC463** (1)
Clinical Microscopy Practicum
Professional health-care laboratory practicum. Emphasis in patient-care applications of body fluids. Prerequisites: CLSC452 and permission of Program Director.
- CLSC490** (1-4)
Topics in _____
An in-depth study of selected topics in the clinical laboratory sciences. Repeatable in different specialized areas. Prerequisite: permission of Program Director.
- CLSC495** (1-4)
Independent Study/Readings/Research/Project
Topics may be from areas relevant to clinical laboratory practice and must be approved by the Program Director. Repeatable in a different subject area. Independent readings earn S/U grades. Prerequisite: permission of Program Director.
- CLSC496** (1)
Extended Clinical Practicum
A twelve-week professional health-care laboratory practicum. Emphasis in patient-care applications. Subject areas are to be coordinated with the Clinical Site Education Coordinator and the Program Director. Graded S/U. Prerequisites: successful completion of the twenty-week clinical practica of the Clinical-Year Program and permission of Program Director.
- CLSC501, 502** (1)
Seminar in Clinical Laboratory Science
Introduction to educational theory, teaching methods and assessment. Cooperative research into topics of current interest in the literature. Each semester the student prepares a written and oral presentation based on current readings. Faculty and guest lectures also contribute to the seminar series. Admission by permission of Graduate Program Coordinator.
- CLSC561** (3)
Laboratory Management Issues and Strategies
The health-care environment is rapidly changing, and will continue to change for the foreseeable future. In the clinical laboratory, ever-changing government regulations and reimbursement policies require a laboratory manager to be flexible and adopt new skills. Issues faced by the manager and styles and strategies used to deal with these issues are explored. Prerequisite: Permission of Graduate Program Coordinator.
- CLSC562** (3)
Issues in Clinical Laboratory Regulations and Practice
Clinical laboratories are increasingly regulated by state, federal and other agencies. Applicable regulations will be examined and their impact on laboratory operations evaluated. A selected number of laboratory quality assurance procedures, as specified by CLIA '88 regulations, will be performed in the laboratory.

Prerequisites: Statistics and permission of Graduate Program Coordinator.

CLSC585 (5)***Advanced Studies in Clinical Laboratory Science***

Designed in consultation with and coordinated by the area specialty advisor. Cumulative report, presentation, and defense required. Prerequisite: Certification and/or licensure as a clinical laboratory scientist and permission of Graduate Program Coordinator. Clinical placement depends on clinical site availability.

CLSC595 (1-4)***Independent Study/Readings/Research Project***

Topics may be from immunology, immunohematology, clinical chemistry, hematology, microbiology and other areas of patient-care science, clinical laboratory science education, management, or applications specially relevant to clinical laboratories. Repeatable in a different subject area for a total of four (4) credits. Independent readings earn S/U grades. Prerequisite: permission of Graduate Program Coordinator.

CLSC650 \$ (0)***Project Continuation*****CLSC655 \$ (0)*****Program Continuation*****COMMUNICATION**

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Academic Programs	Credits
BA: Communication	38
International Communication Emphasis	59
Communication Management Emphasis	59
Media Technology Emphasis	59
BA: Journalism	38
Media Studies Emphasis	59
BA: Public Relations	38
International Public Relations Emphasis	59
BFA: Bachelor of Fine Arts	
Art Direction/Advertising Emphasis	72-74
BS: Communication Arts	
Secondary Education Emphasis	36-38
Minor in Communication Studies	20
Minor in Journalism	20
Minor in Media Studies	20
Minor in Public Relations	20
MA: Communication Interdisciplinary Studies	
Interdisciplinary Program	40-43
Emphasis Programs	40
Graduate Certificate Program	12

The Department of Communication offers a variety of undergraduate programs as well as a master's program. Interdisciplinary programs include Master's in Communication: Interdisciplinary Studies, Bachelor of Fine Arts in Art Direction/Advertising Emphasis, and Bachelor of Science in Communication Arts.

"Communicating for community" reflects the vision of the programs offered by the Department of Communication. The Andrews University Communication Department is a Christ-centered, team-based, student-focused community that develops excellent communicators who meet the challenges of church and society. Communication is all about connection—successfully sharing messages and meaning. Communication competence is critical to being an effective leader. Lee Iacocca, chairman and CEO Chrysler Corporation said, "the most important thing I learned in school was how to communicate...you can have brilliant ideas, but if you can't get them across, your brains won't get you anywhere." Learning the skills of how to communicate, whatever your calling is in life, is a good place to start as you ascend the professional ladder of success.

Whether you're interested in Journalism or Broadcasting, whether you want to develop your skills at Public Speaking or Event Planning—from Advertising to Administration, Ministry to Media, Publishing to Public Relations, what we offer at the Department of Communication will well equip you to serve.

Electronic media are a part of our focus but ideas, concepts, creativity and the human connection transcend technology. Your ideas of accomplishing God's mission will be stretched as you are inspired by all the innovative ways in which you can support the task of taking the good news to the whole world at this time.

Lambda Pi Eta

Lambda Pi Eta is the National Communication Association (NCA) affiliated honor society.

Undergraduate Programs

After completing the freshman/sophomore sequence of courses, students should make application to the faculty to continue their chosen majors. Students may be asked to take specific communication courses to develop required skills. Transfer students beyond the sophomore year are allowed one year to make up deficiencies.

Internships

Journalism and PR majors must submit applications for required internships during the sophomore and/or junior year. Students must fulfill the required number of clock hours to meet the requirements for their degree.

Communication majors are encouraged to participate in the internship program and must then submit applications for internships during the junior or senior year. Students must have department permission prior to applying for internships. It is strongly recommended that students complete COMM480 prior to submitting applications.

Practicum

Practicum refers to the out-of-class opportunities on campus and in the immediate area for developing skills valuable to the communication professional. Students are encouraged to apply to the department for such opportunities. These experiences will be documented in a Portfolio as evidence of the student's involvement in the practical application of theory.

Communication Core—11

Required for each of the three majors and interdisciplinary emphases offered: COMM215, 230, 480, JOUR230.

BA: Communication—38

Major requirements: *Communication core* plus JOUR140; COMM280 or 465; COMM320, 405, 436, 456, 475; and 6 credits of electives chosen in consultation with the advisor. *A minor or a second major is required for this major.*

Students seeking Michigan State certification for elementary- or secondary-school teaching must take COMM450.

International Communication Emphasis—59

Major requirements: *Communication core* plus JOUR140, COMM280 or 465; COMM320, 405, 436, 456, 475; 6 credits of communication electives chosen in consultation with the

advisor; plus ANTH200, PLSC255, 230; and 12 credits of multi-disciplinary course electives chosen in consultation with the advisor.

The Adventist Colleges Abroad Program (full year or summer) or participation in the Student Missionary program or a comparable international experience is required.

A second major or minor is not required.

Communication Management Emphasis—59

Major requirements: *Communication core* plus JOUR140, COMM280 or 465, COMM454 Topics in Communication: Organizational communication, COMM425, COMM290, 320, 405, 436, 456, 475; 3 credits of communication electives chosen in consultation with the advisor; plus PREL460; required 12 credits of multi-disciplinary courses, BSAD355, 384 or 436; and rest of electives from the School of Business chosen in consultation with the advisor.

Electives should reflect the emphasis in management and communication. An internship in an area suitable for the student's career goals is a requirement.

A second major or minor is not required.

Media Technology Emphasis—59

Major requirements: *Communication core* plus JOUR140, 455, 465, COMM425; COMM280 or 465; COMM320/436, 405, 456 (24 credits) and multi-disciplinary electives (2-3 credits). Required interdisciplinary courses for video production emphasis: PHTO130, DGME175, 215, VDEO210, 320, MDIA485 and capstone course IDSC495: Media Production. Electives to be chosen in consultation with advisor.

An internship in the area of Video Production is required. IDSC495 Media Production is highly recommended as fulfilling the internship requirements.

A second major or minor is not required.

Recommended General Education course PHTO115 Introduction to Photography.

BA: Journalism—38

Major requirements: *Communication core* plus JOUR140, 330, 375, 389, 445, 455, 465; COMM320 or 436; and 3 credits of electives chosen in consultation with advisor. **Cognate:** PHTO115 or equivalent. *A minor or second major is required for this major.*

Students may apply two of the following courses to the major: DGME180; ART414; ENGL438, 467.

Media Studies Emphasis—59

Major requirements: *Communication core* plus COMM280 or 465; COMM290, 320 or 436, 405, 456; COMM454; COMM425; JOUR140, 330, 375 or 445; 6 credits of communication electives chosen in consultation with the advisor; plus ENGL430, 220 or 438 or 315 or 467; plus PHTO130; and 9 credits of multi-disciplinary courses chosen in consultation with the advisor. There must be a balance between art, design and the technical courses. An internship in an area of media is required.

A second major or minor is not required.

BA: Public Relations—38

Major requirements: *Communication core*; PREL255, 320, 389, 454, 460, 465; COMM405 or COMM456; JOUR140, 445; and 3 credits of electives chosen in consultation with the advisor. *A minor or second major is required for this major.*

Students may apply two of the following courses to the major: ART214, 414; DGME185, 225.

Recommended minors are marketing, graphic arts, behavioral sciences, business, English, or graphic design.

International Public Relations Emphasis—59

Major Requirements: *Communication core*; PREL255, 320, 389, 454, 460, 465; COMM405 or COMM456, JOUR140, 445; plus 6 credits of electives chosen in consultation with the advisor; plus PLSC255, 230, ANTH200; plus 9 credits of multi-disciplinary course electives chosen in consultation with the advisor.

The Adventist Colleges Abroad Program (full year or summer) or participation in the Student Missionary program or a comparable international experience is required.

A second major or minor is not required.

BFA: Bachelor of Fine Arts

Art Direction/Advertising Portfolio Track—36

The Art Direction/Advertising Track prepares students for work in the advertising professions. It combines both tools for visual dialogue and tools for written communication.

36 Total Credits. Including: ART414 Design for Visual Communication (8), JOUR140 Introduction to Mass Communication (3), JOUR230 Beginning Media Writing (3), MKTG368 Advertising and Promotion (3), COMM405 Persuasion (3), COMM456 Group Dynamics and Leadership (3), Senior Exhibition, Portfolio (2), ART487 Internship (1). With an additional 10 credits to be chosen with your advisor from ARTH, PHTO, DGME, COMM, VDEO, MDIA, JOUR or MKTG courses. Suggested electives include: JOUR465 Topics: Scriptwriting, COMM425 Media Literacy, COMM454 Topics: Organizational Communication.

Minor in Communication Studies—20

At least 10 credits must be upper division. Students apply to the department for this minor. When accepted, each student designs minor in consultation with departmental minor advisor to ensure that the plan of study is appropriate for the student's goals. Communication-core classes are recommended.

Minor in Journalism—20

JOUR140, 230, 330 or 445, 375; and electives chosen from other courses allowed in the major in Journalism.

Minor in Media Studies—20

JOUR140, 230, COMM425 Media Literacy, COMM290; and electives chosen in consultation with advisor to meet career goals.

Minor in Public Relations—20

JOUR140, 230; PREL255, 454, 460; COMM405; and electives chosen from other courses allowed for the major in Public Relations. Other recommended minors may be selected from Management, Marketing, Graphic Design, Visual Art, Behavioral Sciences, Business, English, Modern Languages and a combination of Art, Design and Digital Imaging courses.

Students interested in:

- Secondary Teaching certification may major or minor in Communication Arts.
- Art Direction/Advertising may register for a BFA degree.

BFA (Bachelor of Fine Arts)

The three closely related departments of Art & Design, Communication, and Digital Media & Photography offer students an exciting opportunity to earn a collaborative Bachelor of Fine Arts degree (BFA).

Each of the BFA degree emphases has a 4-part curriculum:

- (1) Art History and Theory Core
- (2) Studio Core
- (3) Foundation Courses, and
- (4) Concentration Areas.

BS: Communication Arts—36–38

This degree, granted by the College of Arts and Sciences in cooperation with the Department of Teaching and Learning, prepares students to teach communication arts at the secondary level. *Secondary certification is required.* The student should consult the Teaching, Learning, and Curriculum section in the School of Education (SED), p. 252, for General Education requirements and secondary professional education courses, as well as the number of credits required for student teaching.

Core—10

COMM215, 480, JOUR230

Foundational courses—26–28

COMM280, 320, 425, 450, 475, JOUR330, 445, 455, 465

Communication Arts Minor (Secondary)—20

Core and 10 credits of electives selected from foundational courses of the major.

Graduate Program

The Master of Arts: Communication Interdisciplinary Studies is designed for students who wish to develop advanced-level communication skills in combination with knowledge or skills in another area or areas.

Students may select either the interdisciplinary program or one of the emphasis areas. The procedures are explained in the department's *Graduate Student Manual*. The *Graduate Student Manual* is available online at: www.andrews.edu/comm under Graduate Students.

General Admission Requirements

Graduate Program admission requirements, academic information and graduation procedures are detailed on p. 44. The Master of Arts: Communication Interdisciplinary Studies Student Manual details the procedures required by the Department of Communication (available online and from the Department).

Departmental Admission Requirements

This is a summary of the procedures that a student planning to enroll in the MA should note:

- 1) At the time of application for admission, students must:
 - a) have a bachelor's degree or its equivalent.
 - b) present a portfolio of current evidence of communication experience/background.
 - c) submit a *Statement of Purpose* which explains how the relevant disciplines will be integrated to meet his/her career and academic goals.

- 2) Upon acceptance and registration, the student in conjunction with the graduate advisor will develop a *Plan of Study* which is based on the student's *Statement of Purpose*.
- 3) In addition to the admission requirements of the School of Graduate Studies, the student applying to the Department of Communication must:
 - a) have a minimum of 12 semester credits in communication.
 - b) have an overall GPA of 2.75
 - c) complete all deficiencies at the beginning of the program. These courses are in addition to the regular graduate-degree course work.
 - d) evidence a sufficient command of the English language to succeed in the proposed program. This requires a minimum TOEFL score of 600 average with no section score lower than 60 and a minimum 5.5 score on the TWE (Test of Written English) or a minimum MELAB average score of 90 with no section lower than 88. No test score may be older than one year.

Progression

All graduate students need to understand that

- The GRE must be completed in order to register for the second semester courses.
- A student on regular status must, in consultation with the graduate advisor, identify members to serve on a supervisory committee. This committee is appointed before students register for their second semester in the program. It determines individual requirements for completion with reference to a student's *Plan of Study*.
- A 3.00 GPA per semester must be maintained.
- Application for Graduation must be completed before completing the Advancement to Candidacy.
- Upon completion of 50% of course work, Advancement to Candidacy is initiated by the student, who completes all the required forms.

Forms are submitted to the chair of the Department Graduate Program Sub-committee. On approval, recommendations are made to the Records Office and to the Dean of Graduate Studies.

See pp. 28–29 for further details on graduation procedures and degree conferral.

MA Degree Requirements

- 1) Comply with the standards outlined in the Graduate Degree Academic Information section of the bulletin.
- 2) Select either the interdisciplinary program or one of the emphases and complete a curriculum consisting of a minimum of 40 credits of course work approved by the supervising committee.
- 3) Pass a comprehensive examination over the areas selected for the degree.
- 4) Submit and successfully defend a portfolio.

Interdisciplinary Program—40–43

Communication core—12

COMM515, 520 or an approved graduate level research class, 590, 651, 652.

Two projects—4

Selected from COMM589, 599, 695. Students consult with their advisor and with their supervising committee to determine what combination of the above is most suited to their degree goals.

Additional communication courses—12

Selected with the approval of the supervising committee.

Additional courses in other area(s)—12–15

Selected with the approval of the other department(s) and the student's supervising committee.

Total MA degree credits required—40–43

Emphasis Programs

Communication core—12

COMM515, 520 or an approved graduate level research class, 648, 651, 652.

Two Projects—4

Students must complete two of COMM589, 599 or 695.

Communication Electives—12

Selected with the approval of the supervising committee.

Emphasis—12

Advancement and Fundraising Emphasis

Core: PREL510, BSAD500 plus 8 credits of electives selected with approval of the supervising committee.

International Community & Communication Emphasis

Core: COMM590 Grad Seminar: Development and Communication, COMM590 Grad Seminar: International Communication plus 8 credits of electives selected with approval of the supervising committee.

Communication Management and Strategy Emphasis

Core: COMM590 Grad Seminar: Leadership Communication, COMM590 Grad Seminar: Organizational Communication plus 8 credits of electives selected with approval of the supervising committee.

Media Studies Emphasis

Electives in Public Relations, Journalism New Media selected with approval of the supervising committee.

Total MA degree credits required—40

Graduate Certificate Program

The Graduate Certificate Program in Communication is a focused group of Andrews University courses in the field of communication. It is a response to the gospel commission, the mission of the church and the emergence and importance of the role of communication directors at all levels of the church. The intent is to provide training for those involved in communication programs both nationally and internationally.

The Graduate Certificate Program is not limited to church-related professionals only. It is designed to enhance the competitiveness of anyone in the communication profession.

A portfolio of current evidence related to experience within related areas of communication must be submitted before completion of the Graduate Certificate Program. A student who successfully completes the 12 credits will have met the requirements of the Graduate Certificate Program which is noted on the student's transcript.

Admission and Time Limit

Graduate admission processes and standards of the Graduate School apply. The Graduate Record Exam (GRE) is not required. The time limit for completion of the certificate program should not exceed five years from the first enrollment.

Prerequisite

Bachelor's degree

Delivery System

Courses may be delivered as summer courses, as intensives on a three-year rotation basis and pre-campus and post-campus work may be required. The courses may be offered on a regular on-campus basis during the semester.

Curriculum

Total Credits for Graduate Certificate—12

Core—5

COMM648 Communication Workshop: Competencies in speaking, writing, visual communication, PLSC420 Human Rights, Violations, Reconciliations, COMM554 Topics in Communicating Mission

Electives—7 credits

COMM648 Communication Workshop, COMM554 Topics in: International Communication, COMM590 Graduate Seminar: Development and Communication, COMM590 Graduate Seminar: Teambuilding, COMM590 Graduate Seminar: Leadership Communication, PREL460 Development, PREL510 Advancement and Communication

Courses

See inside front cover for symbol code.

(Credits)

Communication

COMM104 § (3)

Communication Skills

Study of the human communication process—including a multicultural perspective and the importance of diversity—focusing on interactions with oneself, with one other person, with a small group, and within public-speaking situations. Transfer students, juniors, and seniors meet the General Education requirement by taking one of the following: COMM320, 436, or 456. Communication majors who transfer in take COMM320, 436 or 456.

COMM104 V (3)

Communication Skills

AU/GU course—see content above.

COMM215 § (4)

Introduction to Communication Theory and Research

A study of classical and modern theories of rhetoric, interpersonal communication, language, and the role of communication in establishing social reality. Includes a survey of critical research related to these major theories and a sample research project.

COMM230 (1)

Communication Practices

A foundational course which introduces students to the study of the human communication process and career opportunities in the field of communication. Majors and minors are advised to complete this course.

COMM280 (3)

Voice and Diction

Through vocal analysis and studying the production and differentiation of sound units in the English language, students identify and develop vocal strengths and identify and remedy vocal problems. Students learn to use their voices to achieve maximum understanding and pleasure. Includes theory, practice exercises, public performances, and an introduction to the International Phonetic Alphabet.

COMM290 § (1–3)

Practicum

Supervised work experience in journalism, public relations, or another aspect of communication. A minimum of 75 clock hours of work experience is required. Obtain procedures and guidelines from the department. S/U grade

COMM320 § (3)

Interpersonal Communication

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

COMM340 Alt (3)

Argumentation and Debate

An examination of argumentation and debate theory with practical application of debate skills including building and organizing cases, and analyzing and rebutting arguments. Particularly useful for students in fields such as pre-law and business which require decision making and argumentation. Prerequisite: COMM104 or COMM230.

COMM389 § (1–3)

Internship in Communication

Students work full time at communication enterprises. At least 90 clock hours per credit of work experience are required. Obtain procedures and guidelines from the department. S/U grade.

COMM405 Alt ♦ (3)

Persuasion

The analysis of persuasive appeals from the point of view of a critical consumer plus practical experience, oral and written, in ethically persuading others. Prerequisite: COMM104 or COMM230.

COMM425 ♦ § (3)

Media Literacy

A critical and experiential approach to information conveyed through the mass media. It includes an introduction to myth and meaning and the importance of understanding prevailing ideologies in the context of a Christian world view and a sense of identity.

COMM435 (2)

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 Alt ♦ § (3)

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.

- COMM445** Alt ♦ (3)
Family Communication
 The study of the interactive relationships between gender and communication as experienced in various contexts such as personal relationships, school and work settings (odd years).
- COMM446** Alt ♦ (3)
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).
- COMM450** Alt ♦ § (3)
Communication in the Classroom
 The study and development of effective communication skills within the context of the classroom. Focus is on interactive learning where the student rather than the instructor is central. Open only to upper division and graduate students.
- COMM454** ♦ (1-3)
Topics in Communication: _____
 Topics of current significance. Repeatable with different topics. Credit to be announced with topic in advance.
- COMM456** S ♦ § (3)
Group Dynamics and Leadership
 An experiential study of groups in process within organizations for the purpose of problem-solving and team building. Students work in teams to plan and complete a service project during the semester.
- COMM465** ♦ (3)
Topics in Communication Arts: _____
 Study of selected topics in Communication Arts. Topic to be announced in advance. Repeatable to 9 credits with different topics. Prerequisites: Varies according to topic.
- *Drama*
 - *Interpretive Reading*
 - *British Dramatic Arts*
- COMM475** Alt ♦ § (3)
Effective Presentations
 For students who wish to continue their study and practice of public oral presentations. Grounded in rhetorical theory and research. Students deliver presentations on subjects of their choice to an interdisciplinary audience and, in addition to improving their public-speaking skills, they gain expertise in using presentational aids, in analyzing oral argument, in assessment of their own speaking skills and in evaluating the effectiveness of others' presentations. Prerequisite: COMM104 or COMM230.
- COMM480** § (3)
Communicating for Community
 A practical capstone class which helps students integrate and synthesize material acquired in their major. Practical applications are made to specific communities of practice. Students are required to complete their portfolios including mission statements and samples of performance in their major, and give evidence of an organized job search. Preparation for internship.
- COMM495** § (1-3)
Independent Study/Readings/Research
 Topics chosen in consultation with an instructor. Repeatable to 3 credits. Requires prior approval from instructor.
- COMM515** (3)
Communication Theories
 The study of communication theories from covering laws, human action, and systems perspectives. Students engage in seminar presentations and classroom discussions of how the theories can be applied in practical ways.
- COMM535** (2)
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.
- COMM536** (2-3)
Issues in Intercultural Communication
 Examination of intercultural communication issues with specific applications to student's chosen fields of enquiry or employment. Students explore critical issues influencing the effectiveness of their interaction with individuals from varied cultures in specific organizational and societal contexts.
- COMM554** (1-2)
Topics in _____
 Study of selected communication topics of current significance. Topics to be announced in advance. Repeatable to 6 credits with different topics.
- COMM589** § (2-3)
Internship/Practicum in Communication
 Students apply their academic preparation at a full-time professional communication-related job. At least 400 clock hours of work experience are required. Obtain procedures and guidelines from the department. S/U grade.
- COMM590** § (2-3)
Graduate Seminar in _____
 Projects, reports, and discussions. Seminars are offered in various subjects such as Conflict Management, Prejudice Communication and Forgiveness, Religious Journalism, Contextualized Communication, Communication Paradigms, and Teambuilding. Repeatable with different subject matter. Topic announced in advance.
- COMM651** (1)
Communication Research Seminar I
 A seminar for analysis of communication research in which students explore published research from a variety of approaches. Emphasis is given to understanding and critiquing research studies.
- COMM652** (2)
Communication Research Seminar II
 A research seminar in which students present, evaluate and critique original research. This seminar provides students an opportunity to refine their proposals and develop their original research/production projects under the direct guidance of an instructor. COMM652 is usually taken in conjunction with COMM599 or COMM695 after completing other course work. Prerequisites: COMM651, 520 or equivalent is strongly recommended.

PLSC420 ♦ (3)
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.

Research And Specialized Courses

COMM520 (3)
Communication Research Methodology
 Consideration of basic research principles and methodologies with emphasis on constructing appropriate research designs and choosing appropriate methods. Students usually conduct a class research project. Prerequisite: COMM515

COMM599 (2-3)
Production Project in Communication
 Students produce some major communication effort, such as creating and offering a training workshop, designing a public-relations campaign, editing a department magazine, directing a play, or offering a one-person show. Prerequisite: Completed production project proposal. S/U grade.

COMM648 \$ (1-6)
Communication Workshop
 Intensive study on selected practical topics. Offered on a periodic basis with topic announced in class schedule. Repeatable with different topics.

COMM690 (1-3)
Independent Study in Communication
 Individualized reading or research in a specified area under the guidance of an instructor; admission by consent of Area Coordinator.

COMM695 (2-3)
Research Project in Communication
 Independent work on final research project(s). Repeatable to 6 credits with Graduate Committee permission. Prerequisites: COMM520 and approved project proposal.

Journalism

JOUR140 Alt \$ (3)
Introduction to Mass Communication
 A study of how media affects our popular culture and the lives we live. Beginning with the invention of mass communication and ending with the technology of the World Wide Web, students study each mass medium using culture as a thematic approach to critically assess the role of media in our lives.

JOUR230 \$ (3)
Beginning Media Writing
 Aimed at all communication majors, media writing introduces students to writing targeted communication in a journalistic style. They learn the basics of journalistic writing for various media (i.e., newspapers, radio and television), public relations press releases, basic features and editorials, the importance of audience for any written communication as well as the values of timeliness, objectivity, and fairness critical to any communication career. Prerequisite: Ability in word-processing.

JOUR330 \$ (3)
Advanced Media Writing
 Continues on the foundation of Beginning Media Writing, helping students to develop a deeper understanding of journalism and its place in society. Students learn how to cover a journalistic “beat”, develop sources, and how to research in-depth stories. Students also practice the art of the interview and learn the rights and obligations of reporters and communicators in any media. Prerequisite: JOUR230.

JOUR375 Alt \$ (3)
Photojournalism
 Practice in the composition of good news pictures and in producing the picture story. Prerequisites: JOUR230, PHTO115.

JOUR389 (1-3)
Internship in Journalism
 Students work full time at journalistic enterprises. At least 90 clock hours per credit of work experience are required. Obtain procedures and guidelines from the department. S/U grade.

JOUR445 Alt ♦ \$ (3)
Publication Production
 The theory and practice of planning and producing of any publication, be it newspaper, magazine or newsletter. Students will learn the value of careful editing and basic layout from an editor’s perspective. Practice in editing copy, writing headlines, composing picture captions, planning layout and designing pages, as well as tips and tricks on project production, will be covered. Prerequisite: JOUR230.

JOUR455 Alt ♦ \$ (3)
Media Law and Ethics
 Case studies of court decisions affecting the mass media in the United States and the place of the ethical journalist in society. Consideration of the development of freedom, censorship, libel, privacy, obscenity laws, and the relationship between the press and the courts and freedom of information, and broadcast regulation.

JOUR465 ♦ \$ (3)
Advanced Topics in Journalism: _____
 Study of selected topics in Journalism Topic to be announced in advance. Repeatable to 9 credits with different topics.

- *Communicating on the Web*
- *Communication in an Electronic Society*
- *Magazine and Feature Writing*
- *Investigative Reporting*
- *Script Writing*
- *Podcasting and Blogging for Influence*
- *Advertising and Creative Copy Writing*

Public Relations

PREL255 \$ (3)
Introduction to Public Relations
 Basic concepts in public relations, publics, public opinions, attitudes, two-way communications, and evaluation of public relations effectiveness. Basic literature of the field is examined. Basic principles for production of news releases, public service announcements, and other materials are covered.

PREL320 \$ (3)
Managing PR Campaigns, Special Events & Meetings
 Provides techniques and insights into developing and managing

all aspects of meetings, events and program planning, and evaluation. Whether the meeting or event is for 10 or 10,000, the fundamentals are the same and planning is the key to success. Prerequisite: PREL255.

PREL389 **§ (1-3)**

Internship in Public Relations

Students intern at public relations or a related field. At least 400 clock hours per credit of work experience are required. Obtain procedures and guidelines from the department. S/U grade.

PREL454 **◆ § (3)**

Advanced Public Relations

Examines the characteristics of successful public relations campaigns. Emphasis given to public relations planning and evaluating, as well as to advanced techniques in news publicity, controlled media publicity, and media relations. Professional practitioners are frequent guest lecturers. Prerequisites: PREL255, and PREL320 or JOUR330.

PREL460 **Alt ◆ (3)**

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.

PREL465 **◆ § (3)**

Advanced Topics in Public Relations: _____

Study of selected topics in Public Relations. Topic to be announced in advance. Repeatable to 9 credits with different topics. Prerequisite: PREL255.

- *Crisis/Issues Management*
- *Critical Issues in PR*
- *Case Studies in PR*
- *Health Care PR*
- *Special Events*
- *Public Relations Research Techniques*

PREL510 **(2)**

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.

ENGLISH

Nethery Hall, Main Floor (Center)
 (269) 471-3298
 english@andrews.edu
 http://www.andrews.edu/ENGL/

Faculty

- Douglas A. Jones, *Chair*
 Jeanette Bryson
 Bruce A. Closser
 D. Ivan Davis
 Gary R. Gray
 Meredith Jones Gray
 F. Estella Greig
 Heather J. Knight
 Beverly J. Matiko
 Scott E. Moncrieff
 L. Monique Pittman
 Dianne L. Staples
 Joseph W. Warren

Academic Programs	Credits
BA: English Literature Emphasis Writing Emphasis	36
BA: Elementary Education, Second Major in English	30
BS: Elementary Education, Major in Language Arts Minor in English	36 21
Minor in Teaching English as a Second Language Minor in Language Arts (for a Major in Elementary Education)	21 24
Bilingual Education Minor for Teachers Spanish	24
MA English Teaching English as a Second Language	33
MAT Elementary/Secondary English Teaching English as a Second Language	min. 32

English majors and minors working on secondary teaching certification in English must complete the following courses within or in addition to the major and minor requirements outlined below: ENGL270, 300, 378, 445 (or acceptable alternative), 459, 474 (or a 4th credit in ENGL300 for brief history of English language), and ENGL407 or 408.

English Proficiency Standards

Students whose native language is not English must meet certain English-language proficiency standards before they are accepted into any program in the English Department. To qualify for admission, students must have passed (*within the past year*) the test(s) listed below with score(s) at or above those indicated:

1. TOEFL score of 600 with no section score lower than 60 and a minimum TWE (Test of Written English) score of 5.5 or a computer TOEFL of 250 with no section score lower than 19.
2. MELAB average score of 93 with no section lower than 90.

Undergraduate Programs

BA: English—36

Requirements: ENGL185, 267, 345 and 460. The remaining courses in the major should be selected in relationship to one of the following emphases:

Literature Emphasis

This emphasis is recommended for those planning to do graduate work in English or for those planning professional careers that demand a broad liberal arts background. In addition to the core requirements of the major, students must take ENGL450; one of ENGL255 (Biblical, World, or Women's Literature), 425 (with a cultural literature topic), or ENGL445; three of ENGL270, 375, 376, 378; one additional upper division literature course; two additional courses (excluding ENGL110, 115, 215), of which one must be an upper division writing course.

Writing Emphasis

This emphasis is suitable for those planning professional careers as writers or those particularly interested in the teaching of writing. Students selecting this emphasis are encouraged to select a second major or minor that will enhance future employment. In addition to the core courses required in the major, students must take ENGL315, 438, 454, 467 (3 credits); two of ENGL270, 375, 376 and 378. Select remaining credits from any English Department courses (excluding ENGL110, 115, 215) or JOUR330, 445, and 467. Cognate: JOUR230.

BA: Elementary Education, Second Major in English—30

Requirements: ENGL185, 250, 267, 270, 300, 345, 378, 407, 460 and one of ENGL375, 376. Does not include ENGL115, 215.

BS: Elementary Education, Major in Language Arts—36

Requirements: COMM280, 450, EDTE418, ENGL250, 267, 300, 407, SPPA435; two courses from ENGL270, 375, 376, 378; one from ENGL438, 454 or 467. Remaining credits from COMM320, 436, 456, 475, EDTE420, 484, ENGL445, 460, SPPA234.

Minor in English—21

Requirements: ENGL267; three of ENGL270, 375, 376, 378, 445; one of 300, 460; one of 250, 315, 345, 438, 454, 467, JOUR230, 445. Remaining credits from English courses not previously selected. Does not include ENGL110, 115, 215.

Minor in Teaching English as a Second Language—21

Requirements: ENGL300, 460, 465, 469, 490, one literature class in English, COMM280, and one of: ENGL440 or ANTH200. Does not include ENGL110, 115, 215. Students finishing this program may receive a state endorsement in English for teacher certification if they complete one more course in literature (specifically American Literature, if such has not already been chosen).

Minor in Language Arts with an Elementary Education Major—24

Requirements: COMM450, EDTE418, ENGL250, 267, 300, 407; one of ENGL270, 378; select remaining courses from COMM280, 436, EDTE420, 484, ENGL454, 460, SPPA234, 321, 435.

Bilingual Education Group Minor for Teachers

F. Estella Greig, *Coordinator*

Many school districts are required by law to provide bilingual teachers who are certified to teach in elementary or secondary schools in languages other than English. To meet this need, the following group minor has been established and approved by the state of Michigan.

Minor in Bilingual Education (Spanish)—24

Requirements: ANTH200 or ENGL440; ENGL300, 460, 465, 490; SPAN275, 315, 436. Elective credit chosen in consultation with coordinator.

In addition to completing the courses required for the minor, students must demonstrate, prior to certification, that they possess the desired oral and written skill level in Spanish.

Second Language, Intensive Courses

Jeanette Bryson, *Director*

Students needing to complete English language proficiency requirements in order to meet academic and professional requirements may enroll in courses offered in reading, grammar, composition, and oral/aural practice. Students who complete the prescribed Advanced Level classes with a grade of B or better, and who pass the Exit Exam will be granted a certificate of completion. The certificate indicates that the student has completed the Intensive English Language Program. Upon completion, students may apply for a transfer into the major of choice. Those planning to complete an undergraduate Bachelor of Arts degree may apply for a foreign language waiver.

Action America

Action America offers short-term intensive language study, combined with cultural and professional experiences and travel, for non-credit students.

Participants must be at least 16 years of age and must acquire a student visa for entry into the United States. The application for Action America includes the information needed for the I-20. After receiving the I-20 document from Andrews University, the student will need to make an appointment with the American Consulate in the country of origin to apply for the visa. One four-week intensive is offered in July. Customized sessions can be arranged for groups of twelve or more.

Graduate Programs

The English Department offers the Master of Arts: English or Teaching English as a Second Language. It also cooperates with the School of Education in offering the Master of Arts in Teaching (MAT) degree. In addition, the English Department participates in offering the Master of Arts: Communication Interdisciplinary Studies described on p. 124.

Master of Arts

The English Department offers two programs for its Master of Arts. In addition to the general requirements for the MA degree as stated on p. 47, the required core courses are ENGL589, 597 and 595 or 699 (a minimum of 1 credit). Additional requirements are described below.

English Emphasis

This program provides a balanced array of courses in literature and literary theory, composition and rhetoric, and language. Additional required courses are: ENGL450, a second seminar 589, and at least one graduate course from each of the three areas of literature, composition, and language.

Teaching English as a Second Language (TESL) Emphasis

This program includes extensive study of the English language and linguistics and is particularly appropriate for those who plan to teach English to speakers of other languages or do further work in linguistics. The additional required courses are ENGL465 (twice with different content), 466, 469, 505 (2 credits), 530, 540; one of 435, 525; and two from 474, a writing course (ENGL550 recommended), or a literature course.

MA Admission and Degree Requirements

- Applicants must meet the English proficiency standards listed on p. 45.
- Applicants must have earned a minimum of 20 semester hours (30 quarter credits) in English courses as prerequisites, including ENGL460 (or its equivalent).
 - These prerequisites are in addition to the General Education composition requirement.
 - It is desirable to have completed an English undergraduate major of at least 30 semester hours (45 quarter credits).
 - Students taking the MA: English (TESL) must have completed ENGL300 (or its equivalent) as a prerequisite.
 - Applicants with fewer English prerequisite credits than the minimum number required must remove the deficiencies by taking additional English courses other than those required for the MA degree.
- Applicants must demonstrate proficiency in a foreign language by having done one of the following:
 - Earned credit through the intermediate college level with a minimum average grade of C.
 - Passed an exam approved by the English Department.
 - Completed their education through secondary school in a first language other than English.
- Students must complete a minimum of 33 English graduate credits.
- Candidates must pass written comprehensive examinations.
- Candidates must complete one of the following options:
 - Project paper (30-50+ pages)
 - Two project papers (each a minimum of 20 pages)
 - MA thesis (75-100+ pages)

Master of Arts in Teaching

This degree prepares students for certification and teaching English in elementary or secondary schools. *Prerequisite:* At least 10 semester credits (15 quarter credits) in English courses, exclusive of the General Education composition requirement. See also pp. 44–46. In consultation with the department chair, certain of the courses listed below may be applied toward such a program.

An alternative Master of Arts in Teaching program is designed for those preparing to teach English to speakers of other languages; it requires a minimum of 15 English semester credits including courses ENGL460, 465, 469, ENGL505 (1 credit), and two from 466, 525 (Topics in Linguistics), 540.

Courses (Credits)

See inside front cover for symbol code.

Note: ENGL115, 215 are prerequisite to all upper division courses in English with the exception of ENGL300. Writing courses may not be audited.

Composition

ENGL110 (3)

Beginning Composition

An introduction to college writing for students whose test scores indicate a need for additional writing guidance and practice prior to ENGL115. Utilizes a workshop approach through smaller class size and attention to individual student production. Emphasizes short writing tasks based on personal explorations of memory, observation, and reading. Required of all students who score 15 or lower on the ACT English Assessment (or 400 or below on the SAT verbal) as a prerequisite to ENGL115. Cannot be audited.

Fall

ENGL115 (3)

English Composition I

Introduction to written composition focusing on composing as a recursive process for generating meaning and communicating effectively. Emphasizes short essay writing based on personal explorations of memory, observation, conversation, and reading. Prerequisite for those whose native language is English: A score of 16 or higher on the ACT English Assessment (or above 400 on the SAT verbal) or successful completion of ENGL110.

Prerequisite for students whose native language is not English: An overall average of 550 on TOEFL or 80 on MELAB or a successful completion of advanced English with a B in all classes and a pass on the ELI exit exam. Cannot be audited or CLEPed.

Fall, Spring

ENGL115 V (3)

English Composition I

AU/GU course—see content above.

ENGL215 (3)

English Composition II

An introduction to source-based, academic writing, including practice in summarizing, analyzing, synthesizing, and reading from a critical perspective. Sections organized thematically. Prerequisites: ENGL115 and completion of 24 semester credits. Cannot be audited or CLEPed. *Fall, Spring*

ENGL220 (3)

Technical Writing

Techniques of written communication in the preparation of industrial and engineering reports and proposals. Prerequisite: ENGL115. Cannot be audited. *Spring*

ENGL250 Alt (3)

Writing Instruction K–8

A practical and theoretical study of developmental issues affecting young writers. Prerequisites: ENGL115 and 215. *Spring*

- ENGL315** (3) **Professional Writing**
Practice in adapting writing to a variety of professional audiences and tasks, including resumes, proposals, business and technical reports, web writing, and collaborative writing. Prerequisites: ENGL115 and 215. Cannot be audited. *Spring*
- ENGL345** (3) **Introduction to Rhetoric**
An introduction to the study of rhetoric, including classical and modern theories. Emphasis is given to the practical applications of rhetorical analysis in mass media, advertising, literary and political representations. Prerequisites: ENGL115 and 215. *Fall*
- ENGL438** ♦ Alt (3) **Advanced Composition**
An exploration of published essays, writing theory, and strategies. Student essays move beyond— in style, scope, and subject matter—the writing done in ENGL115 and 215, which are prerequisites. Cannot be audited. *Fall*
- ENGL454** ♦ Alt (3) **Approaches to Writing**
An exploration of composition theory and writing practice through the study of published writers' narrative accounts of the writing life. Prerequisites: ENGL115 and 215. Cannot be audited. *Spring*
- ENGL467** ♦ (3) **Creative Writing**
Practice in writing stories, essays, poetry, or drama. Course emphasis changes from semester to semester. Repeatable 3 times with different content. Prerequisites: ENGL115 and 215. Cannot be audited. *Fall, Spring*
- ENGL545** Alt (3) **Computers in the Composition Classroom**
The exploration and practice of the use of computers and software to generate, teach, revise, and critique student writing. Prerequisite: ENGL550 or permission of instructor. Basic computer skills assumed. *Spring*
- ENGL550** (3) **Study of Composition**
Introduction to rhetorical and other principles involved in the writing process and in the teaching of composition to secondary-school and college students. *Fall*
- Language**
- ENGL300** (3–4) **Modern English Grammar**
Basic English syntax for students and future teachers, including grammatical terminology and a brief history of grammatical models. Prerequisite: ENGL115. Students needing study in the history of the English language should enroll for 4 credits. *Fall*
- ENGL435** ♦ (1–4) **Topics in Linguistics**
Study of topics in linguistics such as bilingualism, male/female language, or contrastive analysis. Topic and credits to be announced in advance. Repeatable with different content. Prerequisites: ENGL115 and 215.
- ENGL440** Alt (3) **Language and Culture**
The study of language in the context of ethnology with emphasis on (1) the effect of social variables (including gender) on language use, and (2) on paralinguistics (e.g., kinesics and proxemics). Prerequisites: ENGL115, 215, and 460 or permission of instructor. *Spring*
- ENGL460** ♦ (3) **Linguistics**
An introduction to linguistics for those planning to teach or work in the area of language, communication, or English on any level. Prerequisites: ENGL115 and 215. *Fall*
- ENGL465** ♦ (2) **TESL Methods**
Specialized techniques for teaching and testing various English-language skills. Content rotates among grammar; reading and writing; speaking and listening. Corequisite: ENGL490 or 505-002 TESL Practicum. Repeatable with different content. Prerequisites: ENGL115, 215, and 460. *Spring*
- ENGL466** ♦ Alt (3) **Phonetics and Phonology**
Study of speech sounds and patterns including articulatory phonetics, phonemics and an introduction to modern phonological theory and analysis. Prerequisites: ENGL115, 215, and 460 or permission of instructor. *Spring*
- ENGL469** ♦ (3) **Second Language Acquisition**
Study of current theories of and research in language acquisition and the implications of this scholarship for language teachers and teaching. Prerequisites: ENGL115, 215, and 460 or permission of instructor. *Fall*
- ENGL474** ♦ Alt (3) **Development of Modern English**
History of language, including the sound changes affecting modern English, history of grammatical forms and vocabulary. Fundamental knowledge of grammar is assumed. Prerequisites: ENGL115, and 215. *Fall*
- ENGL490** (1–2) **TESL Practicum**
Study of and/or supervised practice in teaching English as a second language. Repeatable to 3 credits. Permission of instructor required. *Spring*
- ENGL530** Alt (3) **Discourse Analysis**
Study of language function and supra-sentential structure with special emphasis on the contrasts between oral and written discourse. Prerequisites: ENGL460 and demonstration of grammar competence by one of the following: ENGL300, an equivalent course, or departmental testing. *Spring*
- ENGL540** Alt (3) **Language and Culture**
Study of language in the context of ethnology with emphases on (1) the effect of social variables (including gender) on language use, and on (2) paralinguistics (e.g., kinesics and proxemics). Prerequisite: ENGL460 or permission of instructor. *Spring*

Literature

- ENGL185** (3)
Much Ado about English
 An introductory course, organized thematically, featuring various texts and approached from several perspectives, including linguistic, rhetorical, and literary analysis. *Spring*
- ENGL255** (3)
Studies in Literature
 An introductory literature course with the emphasis indicated by a subtitle, such as World Literature, Biblical Literature, the Short Story, and Women's Literature. Prerequisite: ENGL115. *Fall, Spring*
- ENGL267** (3)
Approaches to Literature
 An introduction to genres, analysis, critical approaches, and writing about literature. Prerequisite: ENGL115. *Fall, Spring*
- ENGL270** (3)
American Literature to 1900
 A survey of American literature from its beginnings to 1900. Prerequisite: ENGL115. *Fall*
- ENGL270** V (3)
American Literature to 1900
 AU/GU course—see content above.
- ENGL375** (3)
English Literature I (to 1660)
 Literature of the British Isles from Beowulf through the Renaissance. Prerequisites: ENGL115 and 215. *Fall*
- ENGL376** (3)
English Literature II (1660-1900)
 Literature of the British Isles from the Restoration through the Victorian period. Prerequisites: ENGL115 and 215. *Spring*
- ENGL378** (4)
Modern Literature in English
 A survey of British, American, and other literature in English since 1900. Prerequisites: ENGL115 and 215. *Spring*
- ENGL378** V (3)
Modern Literature in English
 AU/GU course—see content above.
- ENGL407** ♦ (2-3)
Literature for Children
 Selection, analysis, and evaluation of literary works which meet the reading and/or the listening interests of children and enhance the preparation of elementary teachers, librarians, and parents. Prerequisites: ENGL115 and 215. *Fall*
- ENGL408** ♦ Alt (2-3)
Literature for Young Adults
 Selection, analysis, and evaluation of literary works that meet the reading interests of young adults and enhance the preparation of middle-school and secondary English teachers, librarians, and parents. Prerequisites: ENGL115, 215. *Fall*
- ENGL425** ♦ (3)
Literary Topics
 Advanced study of a literary period, genre, or theme, such as Victorian Literature, Poetry, Biblical Literature, Women's

Literature, or the Classical Heritage. Prerequisites: ENGL115, 215, and 267. *Fall, Spring*

- ENGL445** ♦ (3)
Cultural Literature
 In-depth study of North American literature with emphasis on cultural uniqueness. Prerequisites: ENGL115, 215 and 267. *Spring*
- ENGL450** ♦ Alt (3)
Literary Criticism and Theory
 An introduction to literary criticism and theory. Readings start with Plato, but special emphasis is on New Criticism to the present. Prerequisites: ENGL115, 215, and 267. *Fall*
- ENGL464** ♦ \$ (3)
Major Literary Author
 Study of a major author, such as Chaucer, Shakespeare, Johnson, Dickens, Hawthorne, or Cather. Repeatable with different content. Prerequisites: ENGL115, 215, and 267. *Fall, Spring*
- ENGL464** V (3)
Major Author: Charles Dickens and Mark Twain
 AU/GU course. A study of two of the most important popular writers of their time who have come to represent the very essence of England and the United States in the 19th century. A paper is required.

Research and Specialized Courses

- ENGL430** ♦ (1-4)
Topics in _____
 Study of selected topics in composition, language, or literature. Topic and credit to be announced in advance. Repeatable with different topics to 12 credits. Prerequisites: ENGL115 and 215. *As needed*
- ENGL459** ♦ Alt (3)
Methods of Teaching English
 An integration and exploration of pedagogical theories and practices in literature for young adults, and writing and language study for the secondary-school classroom. Does not apply toward the first 16 credits in English for an MAT degree. Prerequisites: ENGL115 and 215. *Fall*
- ENGL495** (1-3)
Independent Study/Readings
 Studies in various areas of language, literature, or composition under supervision of an appropriate instructor, including regular conferences, and resulting in oral and/or written reports and papers. Registration by permission of the department chair.
- ENGL505** (1-2)
Practicum
 Study of and/or supervised practice in teaching college writing (section 01) or English as a second language (section 02). Repeatable to 4 credits. Prerequisite or corequisite for those teaching English as a second language: ENGL465. *Fall, Spring*
- ENGL525** (1-4)
Topics in _____
 Study of selected topics in composition (Modern Rhetoric), language (Contrastive Analysis), or literature (Shakespeare, Literature on Location, or Drama). Topic and credit to be announced in advance. Repeatable to 12 credits with different subject matter.

- ENGL589** (3)
Graduate Seminar
Research projects, reports, and discussions. Seminars are offered in various subjects corresponding with faculty specialization and greatest library strength. Repeatable with different subject matter. Prerequisite: ENGL597. *Fall, Spring*
- ENGL590** (1–3)
Independent Study in English
Individualized reading or research in a specified area under the guidance of an instructor; admission by the chair's consent.
- ENGL595** (1–2)
Project Research
Research and writing leading to the completion of the required project paper under the guidance of an instructor. Repeatable to 4 credits.
- ENGL597** (3)
Research Methods
Research materials, methods of research, and documentation in English studies. *Fall*
- ENGL648** (1–4)
Workshop
Intensive study on selected topics. *As needed*
- ENGL650** \$ (0)
Project Continuation
- ENGL655** \$ (0)
Program Continuation
- ENGL660** \$ (0)
Thesis Continuation
- ENGL665** \$ (0)
Preparation for Comprehensive Exams
- ENGL699** (1–4)
Master's Thesis
- Second Language, Intensives**
- ENSL130** (0 cr 1–16 hr)
English for Academic Purposes: Beginning/Intermediate/Advanced
Individual and small group study of English as a second language in preparation for undergraduate and graduate study. May include (but not limited to) grammar, writing, reading, listening, and speaking. Repeatable with different content.
- ENSL135** (4)
Intermediate Grammar
Develops the grammatical skills necessary for clear written and oral communication.
- ENSL136** (4)
Intermediate Speaking and Listening
Develops fluency in conversation and accuracy in listening skills necessary for effective communication in academic and non-academic settings.
- ENSL137** (4)
Intermediate Writing
Develops writing strategies and skills necessary for well-developed, grammatical academic writing.
- ENSL138** (4)
Intermediate Reading
Develops vocabulary, reading skills, and strategies in critical thinking necessary for university course work.
- ENSL145** (4)
Advanced Grammar Review
A rapid and intensive review of English grammar. Emphasis is on accurate grammar usage in a variety of communicative and academic contexts, both oral and written. Advanced students only.
- ENSL155** (2)
Accent Reduction
Pronunciation improvement, with emphasis on vowels, consonants, word stress, and intonation patterns. Advanced and intermediate students only. Repeatable with different content.
- *ENSL165** (0 cr 2 hrs)
TOEFL Preparation: Intermediate/Advanced
Intensive preparation for the TOEFL, including review and strategies for taking grammar, reading, listening, and writing sections of the test. Repeatable with different content.
- *ENSL166** (1–5)
The American Experience: Basic/Intermediate/Advanced
An introduction to American culture, appropriate to proficiency level, through readings, discussion, and activities in American literature, history, and culture. Includes field trips and participation in cultural activities. Repeatable with different content.
- ENSL167** (4)
Research Seminar: Advanced Writing
Develops research writing skills, with emphasis on summary, paraphrase, synthesis, organization, and appropriate use of sources. Advanced students only.
- ENSL168** (4)
Research Seminar: Advanced Reading and Discussion
Develops skills in the analytical reading and discussion of academic research, oral presentation of research, and note taking. Advanced students only.
- ENSL195** (1–12)
Individualized Study: Beginning/Intermediate/Advanced
Individualized study of English as a second language, appropriate to proficiency level. May include (but not limited to) grammar, writing, reading, listening, and speaking. Repeatable with different content.
- *Required for ACA students, but open to others.

GENERAL STUDIES

On-Campus Degree Programs

Nethery Hall, Room 204
(269) 471-3398; Fax (269) 471-8407
esnorra@andrews.edu
Erling B. Snorrason, *Coordinator*

Distance Degree Programs

James White Library, Room 304
(269) 471-3960; Fax (269) 471-6166
AU-HSI@andrews.edu
www.andrews.edu/dlit
www.andrews.edu/AUHSI
Marsha Beal, *Coordinator*

Academic Programs	Credits
On-Campus Degrees	
BA: General Studies	33
BS: General Studies	39+
AA: General Studies	Varies
AS: General Studies	Varies
Minor in General Studies	20
Distance Degrees	
BA: General Studies Humanities	30
BS: General Studies Behavioral Sciences	45
Cross-Cultural Studies	
Human Organization and Behavior	

On-Campus Degrees

Baccalaureate Degrees in General Studies

Andrews University offers a Bachelor of Science and a Bachelor of Arts degree in General Studies. Designed to serve students with career and personal goals that may not accurately match existing degrees, the General Studies degree is available through a special application process.

BA: General Studies

BS: General Studies

Degree Requirements

1. Make application prior to taking the last 30 credits of a bachelor's degree. The approval process includes consideration of the appropriateness of the degree package for the career and personal goals of the applicant.
2. Fulfill the general baccalaureate degree requirements.
3. Complete General Education requirements as recommended for all BS/BA degrees.
4. Formulate a joint *Degree Program Plan* with the advisor and sponsoring departments.
5. Obtain departmental sponsorships for the focus or foci of the proposed program.
6. Receive final approval from the Dean, College of Arts and Sciences.

AA: General Studies

AS: General Studies

The Associate of Arts or the Associate of Science degrees are available through application. Within the approval procedure, determination of degree appropriateness is made with consideration to the career and personal goals of the applicant.

Degree Requirements

1. Make application prior to taking the last 30 credits of an associate degree. The approval process includes consideration of the appropriateness of the degree package for the career and personal goals of the applicant.
2. Fulfill the general associate degree requirements.
3. Complete General Education requirements as recommended for all AA/AS degrees.
4. Formulate a joint Degree Program Plan with the advisor and sponsoring departments.
5. Obtain departmental sponsorships for the focus or foci of the proposed program.
6. Receive final approval from the Dean, College of Arts and Sciences.

Minor in General Studies—20

A minor in General Studies may be used in conjunction with regular degrees or with a General Studies major. Eligibility and program criteria are identical as for the General Studies degree.

Courses

See p. 141 for course descriptions.

Distance Degrees

Baccalaureate Degrees in General Studies

The General Studies degree offers a flexible study program which is particularly advantageous to distance-education students who already may have earned considerable credits and would like to organize these credits so they may earn a baccalaureate degree. See p. 53 for the Andrews University/Griggs University Partnership.

BA: General Studies

BS: General Studies

Degree Requirements

The degree requirements are expressed for distance-education students only. The distance-education, general-studies program requires a minimum of 124 semester hours for a Bachelor degree and 62 semester hours for an Associate degree. This total includes all general education requirements, degree, and graduation requirements, with a minimum of 30 semester hours within a major or emphasis.

BA: General Studies Humanities—30

At least three areas of study must be chosen from the following list. Each area selected must provide 9 semester credits. At least one upper division course is required from each of the six areas.

Areas of Study

- Art and Music
 - Foreign Language or courses in non-English cultures
 - History, Anthropology, Cultural Geography
 - Human Belief Systems
 - Literature
 - Philosophy (Critical Thinking, Symbolic Logic, Debate, Persuasion, Linguistics)
- Half of all credits in the major must be upper-division level. No major courses may be counted for General Education requirements. Introduction to Philosophy is a required course.

BS: General Studies Behavioral Sciences—45

A minimum of 30 semester credits must be selected from courses numbered 300 or above. The major includes the following core courses: ANTH124, 200; PSYC101, 251 or 252, 269, 450 or SOCI474; SOCI119, SOCI/PSYC432; FMST310. A cognate required for this major is STAT285. The remaining 18 semester credits must be selected from one of the following emphases:

Cross-Cultural Studies

GEOG260; BHSC220; SOCI425, 430; COMM436; FMST350.

Human Organization and Behavior

BHSC440 Topics: Industrial Psychology; ECON225; FMST460; PSYC315; SOCI360, 470, 488.

See the Department of Behavioral Sciences for course descriptions, p. 102.

HISTORY AND POLITICAL SCIENCE

Nethery Hall, Room 122
(269) 471-3292
history@andrews.edu
<http://www.andrews.edu/HIST/>

Faculty

Gary G. Land, *Chair*
Brent A. Geraty
John J. Markovic
Jane Sabes
Brian E. Strayer
Gary V. Wood

Academic Programs	Credits
BA: History	42
BA/BS: Political Science	42
BS: Social Studies	56
BS: Elementary Education (Social Studies)	38
Minor in History	21
Minor in Political Science	21
Elementary Education Minor in Social Studies	24
Pre-professional Curricula in Public History MAT (History requirements only)	12

Serving both its majors and minors, and General Education, the Department of History and Political Science promotes the study of history, politics, and philosophies within the framework of a Christian world view, emphasizing both individual and corporate responsibility for service to humanity.

Undergraduate Programs

BA: History—42

HIST117, 118, 204, 205, 235, 404, 480, 488, 490, **two** upper division courses in American History and **two** upper division courses in European or other non-U.S. history.

Electives: The following political science courses may be applied to the history major: PLSC104, 360, 370. Remaining credits chosen in consultation with the advisor.

The Major Field Achievement Test in history must be taken by all majors during their senior year. *Students seeking secondary certification must complete HIST459 and PLSC104, which count towards the major, as well as GEOG110 and ECON225.*

BA or BS: Political Science—42

Interdisciplinary Major

PLSC104, 120, 225 or 230, 370, 425, 480, 498

Electives: Remaining credits chosen in consultation with the advisor. A maximum of 12 credits of PLSC478 and PLSC490 may be applied to the major.

The Major Field Achievement Test in political science must be taken by all majors in their senior year. *Students seeking*

secondary certification must complete HIST204 and 205, which they may apply to the major; in addition to major requirements, secondary certification students must also complete HIST459, GEOG110, and ECON225.

BS: Social Studies—56

HIST117, 118, 204, 205, 235, 404, 490; **one** upper-division United States and **one** upper-division European or other non-U.S. history course; PLSC104, 225 or 230; ECON225, 226; GEOG110, 260; SOCI430; BHSC235.

Electives: Remaining credits chosen from history, political science, geography, and economics. *Students seeking secondary certification must include HIST459.*

The Major Field Achievement Test in History must be taken by all majors in their senior year.

BS: Elementary Education, Major in Social Studies—38

ECON225, 226; GEOG110, 260; HIST117, 118, 204, 205, 404; PLSC104, 225 or 230

Electives: Remaining credits chosen from economics, geography, history, and political science.

The Major Field Achievement Test in history must be taken by all majors in their senior year. This degree is only open to students taking Elementary Education Certification.

Minor in History—21

HIST117, 118, 204, 205, 404, and 6 additional credits of upper-division history courses.

Students desiring secondary certification must also complete HIST459, GEOG110, ECON225 and PLSC104.

Minor in Political Science—21

PLSC104 and **18** credits to be elected from upper-division political science courses. *Students seeking secondary certification must also complete HIST204, 205, 459, GEOG110, and ECON225.*

Elementary Education Minor in Social Studies—24

HIST118, 204; PLSC104; GEOG110; ECON225; and 3 credits from each of the following areas: political science, geography, and economics. This degree is only open to students taking Elementary Education Certification.

Pre-Professional Curricula in Public History

Public or applied history refers to careers in history-related fields other than teaching. The major areas include museum management, archival management, and historic preservation, as well as the production of historical programs for the media. A master's degree in a public or applied history program or certification upon completion of certain graduate courses is needed prior to employment.

The Department of History and Political Science recommends curricula which combine a major in history with a second major or minor and electives, providing an advantageous undergraduate basis for a public history career. Curriculum recommendations are available from the department chair.

Graduate Programs

The Department of History and Political Science, in cooperation with the School of Education, offers the Master of Arts in Teaching (MAT) degree.

MAT: History

The degree prepares students for teaching history and government in secondary schools and is offered through the School of Education. Candidates must have passed basic undergraduate survey courses in World Civilizations and United States History. Graduate courses should be elected to include a variety of period, topical, and geographic-area courses. A minimum of 6 credits elected in these areas must be at the 500 level. At least 2 credits in HIST590 are required. HIST459 is required but does not count toward the minimum 12 credits of history.

Candidates select their courses in consultation with the chair of the department or an advisor designated by the chair. See the School of Education section of this bulletin on p. 259 for further information regarding teacher certification and the MAT degree program.

Courses

See inside front cover for symbol code.

(Credits)

Church

HIST316

History of the Christian Church I

Surveys the internal and external developments and conflicts which Christianity has experienced from the time of Christ up to the Reformation. Special attention given to those developments that relate to Seventh-day Adventist theological heritage. Prerequisite: HIST117 or permission of instructor. *Fall*

(3)

HIST316

History of the Christian Church I

AU/GU course—see content above.

V (3)

HIST317

History of the Christian Church II

Surveys the history of the church from the Protestant Reformation to current time. Special attention is given to the Protestant Reformation, the Catholic counter-reformation, Puritanism, Rationalism, Evangelicalism, the rise of modern denominations, the world-wide mission expansion and ecumenism. Prerequisite: HIST118 or permission of instructor. *Spring*

(3)

HIST317

History of the Christian Church II

AU/GU course—see content above.

V (3)

HIST404

Adventist Heritage

A study of the background and development of the Seventh-day Adventist denomination from its beginnings in the Millerite Movement to its present global impact. *Spring*

◆ (3)

HIST404

Adventist Heritage

AU/GU course—see content above. Available in standard and EEC formats (see p. 54).

◆ V (3)

Europe

HIST117 (3)
Civilizations and Ideas I

Survey of the development of major world civilizations to the eighteenth century, including the origins and history of ideas, worldviews, and institutions (Stoicism, Hinduism, Catholicism, etc.), with an emphasis on the interaction of cultures in the pre-modern world. *Fall*

HIST117 V (3)
Civilizations and Ideas I

AU/GU course—see content above. Available in standard and EEC formats (see p. 54).

HIST118 (3)
Civilizations and Ideas II

Survey of the development of world civilizations from the eighteenth century, including the origins and history of ideas, worldviews, and institutions (nationalism, anti-Semitism, racism, multiculturalism, etc.), with emphasis on cultural diversity and interaction and their meaning in the modern and post-modern world. *Spring*

HIST118 V (3)
Civilizations and Ideas II

AU/GU course—see content above. Available in standard and EEC formats (see p. 54).

HIST414 ◆ Alt (3)
Renaissance and Reformation, 1300–1648

The birth of the modern age, with emphasis on the religious, artistic, literary, and philosophic aspects of the Renaissance and the religious, political, social, and intellectual aspects of the Protestant Reformation. Special emphasis is given to church-state relations and the struggle for religious toleration from 1517–1650.

HIST415 ◆ Alt (3)
Absolutism and Enlightenment, 1648–1789

The rise of absolute monarchies and their impact on political, social, economic, and intellectual developments of early modern Europe. Special emphasis is given to church-state relations and the struggle for religious liberty from 1650–1789.

HIST420 ◆ Alt (3)
Revolutions and Reaction, 1789–1917

The religious and social transformation of Europe during the French Revolution, the Napoleonic era, the political revolutions of the nineteenth century, the industrial revolution, the First World War, and the Russian Revolution. Special attention is given to such ideologies as nationalism, anti-Semitism, and Marxism.

HIST425 ◆ Alt (3)
Nationalism and World Wars, 1914–Present

A study of European society, including the role of the Christian church, during the two world wars and the Cold War as influenced by Nazism, Stalinism, Western democracy, and the emerging “new world order.”

HIST450 ◆ Alt (3)
The Holocaust and Society

An inquiry into anti-Semitism and Nazism with special attention to the Holocaust and the role of the Christian Church.

United States

HIST204 (3)
American Experience I

A study of the rise and development of the United States from European contact with the Americas through the Civil War. Emphasis placed on cultural, religious, ethnic, and other social issues as well as politics, economics, and foreign relations. *Fall*

HIST204 V (3)
American Experience I

AU/GU course—see content above.

HIST205 (3)
American Experience II

A study of the development of the United States from Reconstruction to the present. Emphasis placed on cultural, religious, ethnic, and other social issues as well as politics, economics, and foreign relations. *Spring*

HIST205 V (3)
American Experience II

AU/GU course—see content above.

HIST320 Alt (3)
Economic History of the United States

A survey of the United States' growth and transformation into an industrialized nation. Economic analysis is used to explain the sources and consequences of the U.S. economic change. Topics covered include the rise of the corporation, the emergence of a national market, financial development, slavery, government regulation, transportation, the Great Depression, and rapid post-World War II growth.

HIST434 ◆ Alt (3)
From Discovery to Nation, 1492–1789

A study of the political, economic, and social development of America from discovery to 1789, with an emphasis on church-state relations and the struggle for religious liberty from 1607 to the American Revolution and the establishment of the Constitution.

HIST435 ◆ Alt (3)
Union and Disunion, 1789–1865

Examines major events and developments through the lenses of religion, race, gender, class and culture. Emphasis is given to disestablishment of the churches, concepts of democracy, slavery, westward expansion, and the Civil War.

HIST458 ◆ Alt (3)
The Emergence of Modern America, 1865–1939

Examines major events and developments through the lenses of religion, race, gender, and class and their impact on the individual's place in American society. Topics include religious pluralism and its social implications, Reconstruction, the industrial revolution, social and political reform, expansionism, World War I, and the Great Depression.

HIST468 ◆ Alt (3)
Multi-cultural America

An examination of the historical experience of ethnic minority groups in the United States, including their development as subcultures and interactions with the dominant society. Groups studied include African, Chinese, Hispanic, Japanese, Arab, and Native Americans.

HIST469 ♦ Alt (3)
America as a World Power, 1939–Present
 An examination of issues of national consciousness and cultural identity within major topics of the period such as World War II, the Cold War, Vietnam, the Civil Rights movement, Watergate, and various contemporary issues.

Research and Specialized Courses

HIST235 Alt (3)
Historical Inquiry
 An introduction to history as an academic discipline. Students will learn the basic elements of historical discourse (essays, book reviews, articles, and monographs), the process of analyzing primary sources, and the fundamental tools and procedures of research. A brief survey of the history of historical writing and significant historical theories will also be included.

HIST437 (3)
Topics:
 A study of selected topics in history as announced in the class schedule. May be repeated with different topics.

HIST459 ♦ (3)
Special Methods in Teaching History and Social Studies
 A practicum taken prior to student teaching. Emphasizes methods, materials, and techniques of teaching history, geography, and social studies in grades 7–12. Required of students seeking secondary certification in history or social studies. Does not apply to a minor in history. Prerequisite: EDTE459. *Fall*

HIST/PLSC378 ♦ (3–6)
Study Tour:
 Travel to selected areas of historical and/or political interest combined with lectures, directed reading, and individual research. The amount of credit and the geographic area are designated at the time a study tour is announced. A maximum of six credits may be applied to the political science or history major. May not be applied to the political science or history minor.

HIST480 (3)
Senior Seminar
 A capstone course for the history major normally taken during the senior year, including the reading of classic works of history, the presentation of a portfolio of the student's writing, and a departmental comprehensive oral examination. *Spring*

HIST488 ♦ S (3)
Faith and History
 A study of the major philosophies of history and contemporary theoretical issues in the discipline with emphasis upon implications for a Christian understanding of history. *Fall*

HIST490 (3)
Research Seminar
 Introduction to historical research methodology, including both bibliographical searches and critical evaluation of sources. Requires the writing of a research paper using primary sources. Prerequisite: HIST235; open to seniors only or with permission of instructor. *Fall*

HIST495 (1–3)
Independent Study/Readings/Research
 Individually directed study, readings, or research in selected areas of history under the guidance of the appropriate instructor.

Repeatable in a different area for up to 3 credits. Limited to majors and minors in history and social studies. Registration by permission of instructor. *Fall, Spring*

HIST590 (1-2)
Independent Readings
 Individual reading in a specified area under the guidance of an instructor. Repeatable to 6 credits. *Fall, Spring*

Political Science

PLSC104 (3)
American Government
 A study of American political institutions and behavior, primarily on the national level, and their global relationships. May be applied to the history major. *Fall, Spring*

PLSC104 V (3)
American Government
 AU/GU course—see content above.

PLSC120 Alt (3)
Analyzing Politics
 An introduction to political science, including its historical development, the basic elements of political discourse, and the fundamental tools for thinking analytically, such as formulating theories, conducting inquiries, and gathering and evaluating information. *Fall*

PLSC230 ♦ Alt (3)
International Relations
 A systematic analysis of select nation-states in the modern era, with particular consideration given to the geographic, cultural, religious, social and economic factors that contribute to shaping each nation's politics. *Spring*

PLSC260 Alt (3)
Introduction to American Law
 A study of the roles that law and the legal system play in American life. Topics include: the constitution, civil rights, property, employment, consumer protections, criminal punishment and judicial activism/restraint. *Spring*

PLSC225 Alt (3)
Comparative Politics
 Examines the global phenomena of rule such as theocracies, democracies, monarchies, authoritarianism, totalitarianism, and repressive-development regimes, imperialism, colonialism, and communism. Analyzes the historical emergence of these forms of rule, their nature and structure, the dynamics of particular types of governance, and the forces resisting such rule.

PLSC316 ♦ Alt (3)
Legal Writing and Rhetoric
 An introduction to academic and professional writing, particularly argument and analysis, as they relate to the law, including theoretical and practical applications. Assignment will include pleadings, briefs, and memoranda. Students will also develop a philosophical and rhetorical understanding of their function as writers in relation to the law and the legal system. *Spring*

PLSC350 Alt (3)
Government Affairs
 Presents various leadership theories and approaches as applied to administration of the public sector. Requires the student's

development of his/her own management perspective as applied to case studies from governments internationally.

PLSC360 ◆ Alt (3)

Area Study:

Study of the government and politics of individual nations (for example, India) or geographical regions (for example, Asia), as announced in the course schedule. Examines process, forces, and trends in the nation's/region's politics as it addresses societal needs and economic development. May be repeated with a different emphasis. May be applied to the history major.

PLSC365 ◆ Alt (3)

American Foreign Relations

A study of the formation and conduct of American diplomacy in the light of major themes, including the diplomacy of human rights, globalization, and the American relationship with Islamic states.

PLSC370 ◆ Alt (3)

Political Thought, Culture and Change

A study of the great political ideas from antiquity to modern times including such theorists as Plato, Aquinas, Machiavelli, Hobbes, Locke, Marx, Mills, and Rawls. Examines the philosophical and political bases espoused by each writer as they relate to justice, class struggle, natural rights, ownership, purpose of politics, and ideal forms of government. May be applied to the History major.

PLSC/HIST378 ◆ (3–6)

Study Tour:

Travel to selected areas of historical and/or political interest combined with lectures, directed reading, and individual research. The amount of credit and the geographic area are designated at the time a study tour is announced. A maximum of six credits may be applied to the Political Science or History major. May not be applied to the Political Science or History minor.

PLSC420 ◆ Alt (3)

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, genocide, and refugees. *Spring*

PLSC430 Alt (3)

Contemporary Political Issues

Introduces students to past and present dynamics in political life that emanate from around the world. The aim of the course is to think critically about news headlines and to make sense of and discern reality. *Spring*

PLSC425 ◆ Alt (3)

Crafting Constitutions and Public Policy

An investigation of activities essential to national and state constitution formulation and the creation of public policies, economic, cultural, social, and political elements that impact the process; high level responses to policies such as the non-violent resistance of Mahatma Gandhi and Martin Luther King, Jr.

PLSC437 (3)

Topics:

A study of selected topics in political science as announced in the class schedule. May be repeated with different topics.

PLSC440 Alt (3)

The Interfacing of Politics and Religion

Analyzes the interaction of politics and religion, including biblical comment on government, the views of governments and political activists toward religion, selected case studies regarding religion and the state, interpretation of the first amendment of the United States Constitution, and contemporary political/religious movements.

PLSC480 (3)

Senior Seminar

A capstone course for political science majors normally taken during the senior year, including the reading of classic works of political science and comprehensive review and assessment of the student's knowledge and understanding of the discipline. *Spring*

PLSC490 ◆ (1–6)

Internship

Students work part- or full-time with government agencies, elected government officials, political campaigns, private interest groups, or NGOs. A minimum of 60 clock hours of work experience are required for each semester hour of credit. Prerequisites: at least junior standing and consent of the department. May not be applied to the political science minor. *Fall, Spring*

PLSC495 (1–3)

Independent Study/Readings/Research

Individually directed study, readings, or research under the guidance of the instructor. Repeatable in a different area for up to 4 credits. Limited to students with majors in political science or social studies or a minor in political science. Registration by permission of instructor. *Fall, Spring*

PLSC498 (3)

Research Seminar

Introduction to political science research methodology, including bibliographical searches, critical evaluation of sources, surveys, and application of statistical data. Requires the writing of a paper based on original research. *Fall*

PLSC590 (1)

Independent Readings

Individual readings in a specified area under the guidance of an instructor. Repeatable to 3 credits. *Fall, Spring*

Philosophy

PHIL224 (3)

Introduction to Philosophy

An introduction to basic philosophical issues, including the relationship of faith and reason, epistemology, the mind-body problem, determinism and free will, and ethics. *Fall*

PHIL320 Alt (3)

Critical Thinking

Designed to encourage independent thinking and to teach analytical and logical skills necessary for problem solving as well as understanding and evaluating the ideas and claims of others. *Spring*

INTERDISCIPLINARY STUDIES

An increasing number of careers demand that students have integrated, advanced skills and expertise in more than one field of study. Careers in education, leadership, management, and religion require a holistic grasp on philosophical, ethical, and pedagogical interrelationships. The interdisciplinary programs provide a framework where faculty and students can engage in scholarly pursuits which require such interrelationships.

Academic Programs	Credits
MA: Communication Interdisciplinary Studies (see Communication Department)	40–43
MS: Mathematics and Science (see Mathematics and Science program listing)	32–40

Graduate Programs

The College of Arts and Sciences (in cooperation with other schools) offers graduate programs leading to the MA: Communication Interdisciplinary Studies (see Communication for the program description), and to the MS: Mathematics and Science (see Mathematics and Science for the program description and parallel references to this program under Biology, Chemistry, Mathematics, and Physics).

Courses (Credits)
See inside front cover for symbol code.

Details of departmental course offerings and course descriptions may be obtained from the department(s) involved. A list of enrollment and graduation procedures is available at the offices of the area coordinators and the Graduate Program Coordinator for the College of Arts and Sciences.

General and Interdisciplinary Studies

IDSC116 (1–4)
Academic Tutorial Support
A tutorial application of the principles of academic success. Includes one-to-one tutoring, and/or group-learning experiences. Could also include academic or cognitive evaluations when necessary. Repeatable to 8 credits. Consent of the instructor required. Grade S/U.

IDSC211 \$ (3)
Creativity and the Arts
Explores the creative process as it relates to theory and practice and to selected works of literature, music, and the visual arts. Includes approaches to the reading and critical analysis of verbal, visual, and aural texts. Explores the relationship between creativity and Christian values. Emphasis on group projects. Includes a lab.

IDSC211 (3)
Creativity and the Arts
AU/GU course—see content above.

IDSC237 (3)
The Individual, State, and Marketplace
Politics and economics examined through classic and contemporary sources and Christian and ideological perspectives. What is the good life? What is the purpose of politics, and the best form of government? What are the implications for efficiency and equity of economic systems? Should government be responsible for the well-being of the individual and the economy?

IDSC250 (1)
Career and Life Planning
Techniques of career and life planning. Topics such as the relationship between religious commitment and career choice, decision-making techniques, and individualized exploration of specific career areas are considered. Helps the student choose a career and develop skills for decision making throughout life.

IDSC280, 380 (.5–1)
Cooperative Education in ____ (subject area)
Supervised work experience with a cooperating industry, agency, or institution. The student is supervised by his/her department. At least 175 hours of work required per credit. Repeatable twice. Graded S/U. Prerequisites: Sophomore standing or above and permission of the department chair. Students must apply and be accepted one semester in advance of their planned cooperative education experiences.

IDSC294, 394 (3–15)
Off-Campus Study in _____
See advisor for details.

IDSC296 (0)
Student Missionary/Taskforce Experience

IDSC298 (variable)
PLA: (Special Topic)
PLA (Prior Learning Assessment) is a process which validates learning experiences that have occurred outside traditional college/university academic programs. A portfolio of evidence for demonstrating experience and competency justifies and determines the amount of credit granted. Repeatable with different topics.

IDSC340 (3)
Environmental Policy
A survey of historic and current environmental issues, pending and existing legislation on the state and federal level, federal land management offices and their differing missions, and competing and non-competing demands from bio-diversity to water usage. Prerequisites: BIOL208 or consent of the instructor.

IDSC401, 402 (1, 1)
Environmental Science Seminar
Discussion and presentations dealing with current or historic topics in environmental science.

IDSC440 (1–4)
Topics: _____
Designed to meet the interdisciplinary needs of students. Repeatable in different areas.

IDSC495 (1–3)
Independent Study/Readings
Directed study or readings under the guidance of an instructor. Repeatable. Registration is by permission of the dean in consultation with an instructor.

IDSC498	(variable)	IDSC650	\$ (0)
<i>PLA (Special Topic)</i>		<i>Project Continuation</i>	
PLA (Prior Learning Assessment) is a process which validates learning experiences that have occurred outside traditional college/university academic programs. A portfolio of evidence for demonstrating experience and competency justifies and determines the amount of credit granted. Repeatable with different topics.		IDSC655	\$ (0)
		<i>Program Continuation</i>	
IDSC499	V (.5)	IDSC660	\$ (0)
<i>PLA Portfolio Development</i>		<i>Thesis Continuation</i>	
AU/GU course. The development of a portfolio of evidence to present for Prior Learning Assessment.		IDSC665	\$ (0)
		<i>Preparation for Comprehensive Examinations</i>	
IDSC526	(2)	IDSC680	(2)
<i>Christian Faith and the Sciences</i>		<i>Field Practicum</i>	
Discussion of science and epistemology in the context of Christian faith, scientific model building, the church-science interface, and ethical considerations. An interdisciplinary course recommended for all graduate students in the sciences.		Students integrate interdisciplinary course content and theory into practice during a (300-hour) field practicum coordinated with each student's research project and/or concentration (e.g., Food Security) 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.	
IDSC550	(1-3)	IDSC689	(1-3)
<i>Certification Seminar</i>		<i>Seminar</i>	
A web-based seminar providing an orientation to a topic associated with graduate certification, including an introduction to the most important sources, an overview of salient issues and problems, an inventory of baseline competencies, and a survey of professional opportunities.		Projects, reports and discussions on various subjects corresponding to faculty specialization. Repeatable with different subject matter. Needed to accommodate new topics under different concentrations.	
IDSC575	(1)	IDSC690	(1-3)
<i>Mathematics and Science Seminar</i>		<i>Independent Study</i>	
Current research topics in mathematics and physical sciences. Attendance at 12 hours of research presentations, a paper, and a presentation of a current research topic.		Individualized reading or research in a specified area under the guidance of an instructor. Repeatable to 6 credits.	
IDSC597	(1)	IDSC697	(1-4)
<i>Portfolio</i>		<i>Research Project</i>	
An organized collection of educational and professional accomplishments to date is produced. This will include basic personal and background information, a profile of the student's organization, outstanding academic work, and other products acquired during his/her time in the program.		IDSC698	(1-3)
		<i>Project</i>	
IDSC640	(1-3)	IDSC698-1	(1)
<i>Topics: _____</i>		<i>Project I</i>	
IDSC640	(1-3)	A project typically carried out by the Master's degree candidates by means of which the student's ability to synthesize and summarize knowledge pertaining to a given empirical domain is demonstrated. A typical end product might be an "agency profile" or a "fact sheet" about a certain process or problem.	
<i>Topics: Professional Seminar</i>		IDSC698-2	(2)
A web-based seminar providing an orientation to the topic making up the certificate concentration, including an introduction to the most important sources of information about the topic; 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 opportunities for professional involvement related to the concentration.		<i>Project II</i>	
		A research project typically 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. Such projects are normally carried out in lieu of a Master's thesis.	
IDSC640	(2)	IDSC699	(4)
<i>Topics: Ethics in Development</i>		<i>Master Thesis</i>	
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.			

INTERNATIONAL LANGUAGE STUDIES

Griggs Hall, Room 109
(269) 471-3180
inls@andrews.edu
http://www.andrews.edu/INLS/

Faculty

Pedro A. Navia, *Chair*
Lilianne Doukhan
Sarah Fusté
Ruben Perez-Schulz

Emeriti

Wolfgang Kunze
Eduardo Ocampo

Academic Programs	Credits
BA: French Studies	36
BA: Spanish Studies	36
BA: Language for International Trade	50
BA/BBA: Language and International Business	143
Minor in French	24
Minor in Spanish	24
MAT (Language requirements only)	12–18
Certificate in Spanish Translation/Interpretation	21

The department provides students with communicative competence in a second language, promotes a greater understanding of and appreciation for the significance of language in human interaction, fosters interest in other cultures, and encourages intellectual development through enhanced cognitive and analytical skills.

The department offers many opportunities for language students to enhance an appreciation of other cultures and to develop fluency in the use of another language by participating in the Adventist Colleges Abroad (ACA) programs, language clubs, the National Language Honor Society, and religious activities.

Students wishing to study French or Spanish should attend one of the following campuses:

Adventist Colleges Abroad Full-year Study Options

- Centre Universitaire et Pédagogique du Salève Collonges-sous-Salève, France
- Colegio Adventista de Sagunto, Sagunto (Valencia), Spain
- Universidad Adventista del Plata, Entre Ríos, Argentina

Undergraduate Programs

BA: French Studies—36

Requires a minimum of 36 credits. These include FREN401 or 402, 415, 420 or 430. All majors are required to attend a full academic year, and minors a full quarter, excluding summer sessions, in the Adventist Colleges Abroad program at Centre Universitaire et Pédagogique du Salève, Collonges, France. This requirement

may be waived for native speakers or candidates who have spent an extended period of time in a French-speaking country.

BA: Spanish Studies—36

Requires a minimum of 36 credits. These include SPAN416 or 420, 426 or 436, 447 or 449. All majors are required to attend a full academic year, and minors a full quarter, excluding summer sessions, in the Adventist Colleges Abroad program at Colegio Adventista de Sagunto, Spain, or Universidad Adventista del Plata, Argentina. These requirements may be waived for native speakers or candidates who have spent an extended period of time in a Spanish-speaking country.

BA: Language for International Trade—50

This program integrates the study of international languages and cultures with preparation in international trade and business. The objective of this major is to prepare students for international careers with the necessary business and language skills. Students in French or Spanish participate in an internship in a business/industrial work environment either in the U.S. or abroad where French or Spanish is spoken. Students may take examinations leading to certification in Business French or Spanish. See details below. The major consists of study in the following three areas: (1) specialized studies in language, (2) business and economics, and (3) required cognates.

Specialized Studies in Language—26

French

Requires a minimum of 26 credits. These include FREN415, 420, or 430, 460; INLS490 or 495; and 3 credits of an elective course at the 400 level. All majors are required to attend a full academic year at Centre Universitaire et Pédagogique du Salève, Collonges, France.

Spanish

Requires a minimum of 26 credits. These include SPAN420, 426, 436, 470; INLS490 or 495; and 3 credits of an elective course at the 400 level. All majors are required to attend a full academic year at Colegio Adventista de Sagunto, Spain, or Universidad Adventista del Plata, Argentina.

Business and Economics—24

ACCT121, 122; BSAD355; 365; 450 or 467; ECON226; FNCE317; MKTG310.

Required Cognates—6

ECON225, MKTG465 or ECON454. No more than 30 credits from the School of Business can apply to the degree.

BA and Bachelor of Business Administration: Language and International Business—143

This joint degree in language and international business (LIB) is a double degree for undergraduates planning to enter a career in international business. The LIB-joint degree provides students with both practical, on-site work experience and a thorough academic background in international affairs.

Students in the language and international business program receive two separate but integrated degrees: a Bachelor of Business Administration with a major in management and a Bachelor of Arts in Language for International Trade. The Language for

International Trade major trains students in French or Spanish language and culture for business and professional positions.

Students additionally may take examinations leading to certification in business French or Spanish.

All LIB-joint-degree students participate in an internship in a business/industrial work environment. The goal is to place qualifying students abroad where they can use their language and business skills in an international professional environment. Students who do not go abroad are placed regionally and work one or two semesters for an employer in a staff support or administrative capacity.

The program is designed so that students can complete the 143-credit program in 10 semesters.

Degree Requirements for BA/BBA

Specialized Studies in Language—27

French. Requires a minimum of 27 credits including FREN415, FREN420 or 430, and 3 credits of an elective course at the 400 level. See cognate requirements.

All majors are required to attend a full academic year at the Centre Universitaire et Pédagogique du Salève, Collonges, France.

Spanish. Requires a minimum of 27 credits including SPAN420, 426 or 436, 470, and 3 credits of an elective course at the 400 level. See cognate requirements.

All majors are required to attend a full academic year at Colegio Adventista de Sagunto, Spain, or Universidad Adventista del Plata, Argentina.

Business Core and Business Major with Cognate—69 Business Core—39

ACCT121, 122; BSAD341, 355, 365, 475, 494; ECON225, 226; FNCE317; INFS110, 215; MKTG310.

Business Major—27

BSAD345, 384, 410, 450, 467

Group A – 3

FNCE426; ECON427, 454

Group B – 9

MKTG465; INLS490, 495.

Cognate: STAT285—3

Departmental Tours

The Department of International Language Studies offers two study tours: Europe and South America. Each tour is equivalent to six credits that count towards majors and minors. The South American tour may be taken only as Portuguese and Spanish credits; the European tour can be taken as French (FREN360 is required), Portuguese, and Spanish credits. A total of 12 credits are offered in study tours. All courses included in the tour are taught in the target language. Andrews University policies apply to the tour.

Certification in Business French

Andrews University is an approved examination center of the Paris Chamber of Commerce. Students may take the Diplôme de Français des Affaires (le Diplôme de Français de la Chambre de Commerce et d'Industrie de Paris) at Andrews University. These French diplomas, identical to the ones taken in France, are highly respected in the United States, Canada, France, and Europe. Students who succeed in obtaining the Diplôme de Français des

Affaires I or II will be able to handle basic business tasks in a French setting.

Certification in Business Spanish

Andrews University is also an approved examination center for the Madrid Chamber of Commerce and Industry. Students may take the Examen de Español de Negocios and receive the Diploma or Certificate from the Chamber of Commerce and Industry of Madrid and the prestigious University of Alcalá de Henares. The purpose of this exam is to prove that students have an in-depth knowledge of the Spanish language and that they can work in any business-related field. The deadline for registration is February 15.

Certificate in Spanish Translation/ Interpretation

The Department of International Language Studies offers a Certificate in Spanish Translation/Interpretation. Students who wish to obtain the Certificate should demonstrate fluency in both English and Spanish. Requirements for the Certificate: SPAN245, 420, 426 or 436, 447, 449, 470, plus one elective (ENGL440 or 460 recommended).

Language Minors

Minors are offered in French or Spanish. Students must take 21 credits—12 credits from 300 or 400 level courses. A minor in French or Spanish may complement any Bachelor of Arts or Bachelor of Science degree.

All French or Spanish minors (except for native speakers or candidates who have spent an extended period of time in a French-speaking or Spanish-speaking country) are required to attend a summer or an academic-year semester at the Adventist Colleges Abroad program at Centre Universitaire et Pédagogique du Salève, Collonges, France, for French, and Colegio Adventista de Sagunto, Spain, or Universidad Adventista del Plata, Argentina, for Spanish.

Adventist Colleges Abroad Program

Andrews University, as a member institution, participates in the Adventist Colleges Abroad (ACA) program which gives North American students an opportunity to enhance their ability to use a foreign language and to experience a foreign culture while completing the requirements for a baccalaureate degree in the regular four-year period without losing credits or extending their courses of study.

The Adventist Colleges Abroad program offers a wide variety of courses in composition, phonetics, reading, literature, folklore, culture, business, and civilization. Other courses may be taken to fulfill General Education requirements. In addition, students participate in on-site guided field trips of geographic, historic, or economic significance.

Admission Requirements

- Admission as a student at Andrews University.
- Competence in the language at the intermediate level is recommended. However, applicants with two to three years of secondary or one year of elementary-level college language study may be admitted.
- GPA of 2.25 in the language and 2.00 overall.
- Good citizenship record
- Completion of ACA application with all required information and signatures (academic and financial arrangements).

Fulfilling Major/Minor Requirements. Adventist Colleges
Abroad students with majors or minors in a language are encouraged to take the required conversation, composition, civilization, and literature courses at the upper division level while studying abroad if their level of proficiency enables them to do so (see major requirements). Upon their return to Andrews University, students must take in residence the following minimum number of credits:

- For a language major: 12 upper division credits
- For a language minor: 9 upper division credits

These requirements apply to all students who spend a full school year abroad, including transfer students. Students should take a normal load of 16 credits each quarter or 12 credits per semester. Students also are encouraged to take as many General Education courses as possible.

Adventist Colleges Abroad Summer Program offers students an opportunity to take, during a six-week session, beginning-, intermediate-, or advanced-level courses in the following languages:

French

Centre Universitaire et Pédagogique du Salève
Collonges-sous-Salève, France

German

Seminar Schloss Bogenhofen, St. Peter am
Hart near Braunau Austria

Greek/Hebrew

Athens Study Center, Athens, Greece

Italian

Instituto Avventista Villa Aurora Florence, Italy

Portuguese

Centro Universitário Adventista, São Paulo, Brazil

Spanish

Colegio Adventista de Sagunto, Valencia, Spain

In addition to language study, students participate in on-site guided field trips of geographic, historic, or economic significance.

French Major Requirements

FREN321, 331, 341, 351, 361, 421, 431 or 432, 441, 461.

One of FREN374, 375, 376

Spanish Major Requirements

One of SPAN301, 302, 303

One of SPAN331, 332, 333

One of SPAN351, 352, 353

One of SPAN361, 362, 363

One of SPAN371, 372, 373

One of SPAN381, 382 (only for students in Argentina)

ACA Academic Year Courses

See the ACA bulletin for course descriptions. A minimum of C is required.

Argentina

	(Quarter Credits)
SPAN251, 252, 253	Intermediate Spanish Grammar 4, 4, 4
SPAN261, 262, 263	Intermediate Spanish Composition 2, 2, 2
SPAN271, 272, 273	Intermediate Spanish Conversation 2, 2, 2
SPAN351, 352, 353	Advanced Spanish Grammar 4, 4, 4
SPAN361, 362, 363	Advanced Spanish Composition 2, 2, 2
SPAN371, 372, 373	Advanced Spanish Conversation 2, 2, 2
SPAN451, 452, 453	Advanced Spanish Grammar II 4, 4, 4
SPAN461, 462, 463	Advanced Spanish Composition II 2, 2, 2
SPAN471, 472, 473	Advanced Spanish Conversation II 2, 2, 2
RELH/SPAN211	Hist of the Church in South America 2
RELH/SPAN313	The Adventist Professional 2
RELH/SPAN310	Contemporary Religious Outlook 2
SPAN/GEOG205/306	Geography of Latin America 2/2

SPAN232	Phonetics	2
SPAN240	Orthography	1
SPAN293	Language Through Drama	1
SPAN301, 302, 303	Folklore of Argentina	2, 2, 2
SPAN326, 327	Translation & Interpretation	2, 2
SPAN332, 333	Latin American Literature	3, 3
SPAN/HIST342, 343	History of Argentina	2, 2
SPAN381, 382	Current Events in South America	1, 1
SPAN422, 423	Translation & Interpretation	2, 2
SPAN495	Independent Study	1-4
MUPF126	Private Lessons	1
MUPF136	Choir	1
MUPF146	Orchestra or Band	1
MUPF156	Ensemble	1

Austria

		(Quarter Credits)
GRMN101, 102, 103	Beginning German	6, 6, 6
GRMN111, 112, 113	Elementary German	3, 3, 3
GRMN121, 122, 123	Elementary Phonetics	1, 1, 1
GRMN215, 216, 217	Intermediate Oral Expression	3, 3, 3
GRMN211, 212, 213	Intermediate Written Expression	2, 2, 2
GRMN221, 222, 223	Intermed. Reading Comprehension	3, 3, 3
GRMN235, 236, 237	Intermed. Listening Comprehension	2, 2, 2
GRMN306, 307, 308	Advanced Oral Expression	3, 3, 3
GRMN311, 312, 313	Advanced Written Expression	2, 2, 2
GRMN325, 326, 327	Advanced Reading Comprehension	3, 3, 3
GRMN335, 336, 337	Advanced Listening Comprehension	3, 3, 3
HIST204, 205, 206	European Civilization	2, 2, 2
HIST304, 305, 306	European Civilization	2, 2, 2
RELB101, 102, 103	Dogmatics	2, 2, 2
RELB301, 302, 303	Dogmatics	2, 2, 2
BUAD/GRMN105, 106	Business German	3, 3
BUAD/GRMN401, 402, 403	Advanced Business German	2, 2, 2
GRMN254, 255, 256	Survey of German Literature	3, 3, 3
GRMN495	Independent Study	2-6
HMEC102	Vegitarian Cooking & Nutrition	1.5
MUPF165, 166, 167	Private Music Lessons	.5-1, .5-1, .5-1
MUPF171, 172, 173	Choir	1, 1, 1
MUPF146	Chamber Orchestra	1
PEAC104, 105, 106	Physical Education	1, 1, 1
FREN101, 102, 103	Elementary French	2, 2, 2
BUAD/GRMN115, 116, 117	Elem. Business German & Internship	1, 1, 1
BUAD/GRMN215, 216, 217	Intermed. Business German & Internship	1, 1, 1

France

		(Quarter Credits)
FREN101	Beginning French	4
FREN121	Comprehension and Written Expression	3
FREN131	Spelling and Grammar	4
FREN151	Elementary Spoken Language	4
FREN111	Phonetics	1
FREN191	Intensive Elementary French	11
FREN201	Intermediate French	3
FREN221	Intermediate Composition	3
FREN231	Spelling and Grammar	4
FREN251	Intermediate Spoken Language	4
FREN261	Reading Comprehension	2
FREN291	Intensive Intermediate French	9
FREN321	Advanced Composition	3
FREN331	Advanced Orthography	2
FREN341	Advanced Grammar	6
FREN351	Advanced Spoken Language	3
FREN361	Text Analysis	2
FREN422, 423	Literary Analysis, Summary Tech.	2, 2
FREN424, 425	Document Analysis and Synthesis	2, 2
FREN421	French Composition	3
FREN431, 432	Advanced Orthography	2, 2
FREN441	Morphology/Syntax of the Simple Sentence	4
FREN442	Morphology/Syntax of the Complex Sentence	4
FREN451, 452	Oral Communication	2, 2
FREN493	Advanced Oral Communication	4

FREN461	Advanced Literary Studies	3	ITLN370, 470	History of the Italian Cinema	2, 2
FREN/HIST457, 458	France and Its History	2, 2	ITLN380, 480	Current Events	1, 1
FREN/PLSC459, 460	French Institutions	2, 2	FREN101, 102, 103	French I	2, 2, 2
FREN/SOCI476, 477	Changes in French Society	2, 2	HMEC101, 102	Mediterranean Cooking	1, 1
FREN/SOCI479, 480	Cultures in French-Speaking World	2, 2	ITLN278, 378	Language Through Drama	2, 2
FREN/RELG254, 354	Religion (Conversation Topics)	2, 2	ITLN/ART172, 272, 372	Italian Fine Arts and Monument	1, 1, 1
FREN269/369	Independent Reading	1, 1	ITLN/ART/RELB399	Independent Study	1-4
MUPF171, 271, 371	Campus Choir	1, 1, 1	ITLN422, 423	Translation and Interpretation	2, 2
FREN/GEOG272, 372	Regional France	1, 1	MUPF101, 202, 303	Piano	1, 1, 1
FREN/ARTS273, 373	French Fine Arts and Monuments	1, 1	MUPF171, 172, 173	Choir	1, 1, 1
FREN/PLSC374	European Institutions	2	MUPF291	Voice	1
FREN/PLSC375	International organizations	2	PEAC101, 102, 103	General Fitness Program	1, 1, 1
FREN/SOCI376	French Civilisation	2	RELB101, 201, 301	Religion	1, 1, 1
FREN378, 478	Language Through Drama	2, 2	RELH301	History of the Adventist Church	2

Germany (Semester Credits)

GRMN105, 106	Elementary German	6, 6
GRMN115, 116	Elementary Oral Expression	4, 4
GRMN125	Phonetics	2
GRMN208, 209	Intermediate German	4, 4
GRMN225	Intermediate Phonetics	2
GRMN235, 236	Intermediate Oral Expression	4, 4
GRMN141, 142	Multimedia Language Lab	2, 2
GRMN195, 196	Independent Reading	2, 2
GRMN175, 176	Cultural Studies	2, 2
GRMN248, 249	Multimedia Language Lab	2, 2
GRMN257, 258	Survey of German Literature	2, 2
GRMN295, 296	Independent Reading	2, 2
GRMN281, 282	Cultural Studies	2, 2
GRMN/HIST288	German History	1
GRMN318, 319	Advanced Comprehensive German	4, 4
GRMN309, 310	Advanced Grammar	2, 2
GRMN328, 329	Advanced Reading	2, 2
GRMN338, 339	Cultural Studies	2, 2
GRMN361, 362	Survey of German Literature	2, 2
RELB351, 352	Theology	2, 2
HIST381, 382	German History	1, 1
SOWK301, 302	Social Work	2, 2
GRMN388, 389	Adv Grammar & Reading Comprehension	2, 2
ART321, 322	Ceramics: Drawing/Handicraft	2, 2
MUPF131, 132	Music Lessons	1, 1
MUPF141, 142	Choir	1, 1
MUPF151, 152	Brass Ensemble	1, 1
HMEC107	International Cooking	1
PEAC111, 112	Physical Education	1, 1

Italy (Quarter Credits)

ITLN111	Phonetics	1
ITLN151, 152, 153	Elementary Grammar	5, 5, 5
ITLN181, 182, 183	Elementary Conversation	3, 3, 3
ITLN212	Italian Culture	2
ITLN251, 252, 253	Intermediate Grammar	5, 5, 5
ITLN281, 282, 283	Intermediate Conversation	2, 2, 2
ITLN262	Intermediate Composition	2
ITLN313	Advanced Italian Culture	2
ITLN351, 352, 353	Advanced Grammar	3, 3, 3
ITLN361	Advanced Composition	2
ITLN381, 382, 383	Advanced Conversation	2, 2, 2
ITLN451	Advanced Grammar II	3
ITLN461	Advanced Composition II	2
ITLN471	Advanced Conversation II	3
ITLN/HIST303	Italian History	2
ITLN/LITT333	Italian Literature	2
ITLN431	Advanced Italian Literature	2
ITLN/ART/HIST230, 330	History of Italian Art	3, 3
ITLN/GEOG310	Geography of Italy	1
ITLN/MUHL/HIST375	History of Italian Music	2
ART/HMEC315, 316	The Art of Tailoring	1, 1
ART311, 312, 313	Ceramics	2, 2, 2
ART322, 323	Fashion Design	2, 2
ART341, 342, 343	Fine Arts Drawing	2, 2, 2
ITLN/LITT/ENGL360	Italy & its Culture in British & American Literature	2

Spain (Quarter Credits)

SPAN201, 202, 203	Spanish Folklore	2, 2, 2
SPAN225	Spanish in Contemporary Music	1
SPAN228	Spanish and European Movies	1
SPAN241, 242, 243	Preparation for the Spanish Diploma	1, 1, 1
SPAN251, 252, 253	Intermediate Spanish Grammar	4, 4, 4
SPAN261, 262, 263	Intermediate Spanish Composition	3, 3, 3
SPAN271, 272, 273	Intermediate Spanish Conversation	2, 2, 2
SPAN281, 282, 283	Current Events in Spain	1, 1, 1
SPAN301, 302, 303	History of Spain	3, 3, 3
SPAN312, 313	Spain and Its Culture	2, 2
SPAN/BUAD321, 322	Business Spanish	2, 2
SPAN331, 332, 333	History of Spanish Literature	3, 3, 3
SPAN341, 342, 343	Preparation for the Spanish Diploma	1, 1, 1
SPAN351, 352, 353	Advanced Spanish Grammar	4, 4, 4
SPAN361, 362, 363	Advanced Spanish Composition	3, 3, 3
SPAN371, 372, 373	Advanced Spanish Conversation	2, 2, 2
SPAN375	Spanish for Health Professionals	2
SPAN421, 422, 423	Translation and Interpretation	2, 2, 2
SPAN441, 442, 443	Preparation for the Spanish Diploma	1, 1, 1
SPAN451, 452, 453	Advanced Spanish Grammar II	4, 4, 4
SPAN461, 462, 463	Advanced Spanish Composition II	3, 3, 3
SPAN471, 472, 473	Advanced Spanish Conversation II	2, 2, 2
SPAN495	Independent Study	1-4
ART321, 322, 323	History of European Art	3, 3, 3
GEOG311	Geography of Spain	2
HIST301, 302, 303	History of Spain	3, 3, 3
RELB291, 292, 293	The Gospel & Contemporary Culture	2, 2, 2
MUPF126	Private Lessons	1-3
MUPF171, 172, 173	Choir	1, 1, 1
MUPF146, 147, 148	Orchestra	1, 1, 1
PEAC121, 122, 123	Physical Education	1, 1, 1

ACA Summer Courses

See the Summer ACA bulletin for course descriptions. A minimum of C is required.

Austria (Quarter Credits)

GRMN101, 102, 103	Beginning German	2, 2, 2
GRMN151, 152, 153	Elementary Oral Expression	1, 1, 1
GRMN191, 192, 193	Intensive German Review	3, 3, 3
GRMN201, 202, 203	Intermediate German	2, 2, 2
GRMN251, 252, 253	Intermediate Oral Expression	1, 1, 1
GRMN291, 292, 293	Intensive German Review	3, 3, 3
GRMN301, 302, 303	Advanced German	2, 2, 2
GRMN351, 352, 353	Advanced Oral Expression	1, 1, 1
BUAD115, 116, 117	Elem. Business German & Internship	1, 1, 1
BUAD215, 216, 217	Intermed. Business German & Internship	1, 1, 1

Brazil (Semester Credits)

PORT101, 102	Beginning Portuguese	3, 3
PORT191, 192	Intensive Portuguese Review	3, 3
PORT211, 212	Intermediate Portuguese	3, 3
PORT291, 292	Intensive Portuguese Review II	3, 3
PORT321, 322	Advanced Portuguese I	3, 3

France		(Quarter Credits)
FREN102	Beginning French	3
FREN122	Written Comprehension & Expression	2
FREN132	Spelling and Grammar	1
FREN152	Elementary Oral Expression	3
FREN192	Intensive Elementary French	6
FREN202	Intermediate French	2
FREN222	Intermediate Composition	2
FREN232	Spelling and Grammar	2
FREN252	Intermediate Oral Expression	2
FREN262	Reading Comprehension	1
FREN292	Intensive Intermediate French	5
FREN322	Advanced Composition	2
FREN332	Orthography	1
FREN342	Advanced Grammar	2
FREN352	Advanced Oral Expression	2
FREN362	Literary Studies	2
FREN422	Literary Analysis, Summary Techniques	2
FREN462	Advanced Literary Studies	2
Greece		(Quarter Credits)
GREK/RELL331, 332, 333	Intermediate Greek I, II, III	3, 3, 3
HEBR331, 332, 333	Hebrew	3, 3, 3
Italy		(Quarter Credits)
ITLN101, 102, 103	Beginning Italian	2, 2, 2
ITLN/ART131	Italian Art	3
ITLN191, 192, 293	Intensive Italian Review I	2, 2, 2
ITLN201, 202, 203	Intermediate Italian	2, 2, 2
ITLN/ART231	Italian Art	3
ITLN291, 292, 293	Intensive Italian Review II	2, 2, 2
Mexico		(Quarter Credits)
SPAN101, 102, 103	Beginning Spanish	3, 3, 3
SPAN211, 212, 213	Intermediate Spanish	3, 3, 3
SPAN312	Mexico and its Culture	2
SPAN351	Advanced Spanish Grammar	3
SPAN361	Advanced Spanish Composition	2
SPAN371	Advanced Spanish Conversation	2
Spain		(Quarter Credits)
SPAN101, 102, 103	Beginning Spanish	3, 3, 3
SPAN191, 192, 193	Intensive Spanish Review	3, 3, 3
SPAN211, 212, 213	Intermediate Spanish	3, 3, 3
SPAN291, 292, 293	Intensive Spanish Review II	3, 3, 3
SPAN312	Spain and Its Culture	2
SPAN351	Advanced Spanish Grammar	3
SPAN361	Advanced Spanish Composition	2
SPAN371	Advanced Spanish Conversation	2
Ukraine		(Quarter Credits)
RUSS101, 102, 103	Beginning Russian	3, 3, 3
RUSS211, 212, 213	Intermediate Russian	3, 3, 3
RUSS351	Advanced Russian Grammar	3
RUSS361	Advanced Russian Composition	3
RUSS371	Advanced Russian Conversation	3

Language Honor Society. The local Beta Kappa chapter of Alpha Mu Gamma, the national collegiate honor society for foreign languages, gives recognition to outstanding students.

Language Clubs. The Department of International Language Studies sponsors two language clubs. The purpose is to promote cultural, academic, social and spiritual activities. “Adelante” is the Spanish club and “Oh la la” is the French club. Both clubs require membership fees.

Language Requirements for General Education. Students who wish to have the language requirement waived (with or

without credit) by passing a proficiency exam should apply at the Department of International Language Studies. Exams are given in the languages taught at the department: French, German, Korean, Portuguese, and Spanish. Exceptions can be made for other languages by the chair of the Department of International Language Studies. The examination will reflect the student-performance outcomes expected at the intermediate level in the four language skills of reading, writing, listening, and speaking according to the American Council of Teaching Foreign Languages (ACTFL) guidelines. Upon written approval by the instructor, the Department of International Language Studies will grant up to 12 credits per language examined. See p. 60 for fees for Language Proficiency exams. See p. 33 for CLEP options.

Preparation for Teaching. Students preparing to teach French or Spanish at the elementary or secondary level must qualify for teaching credentials as outlined in the School of Education section of this bulletin. The program leading to the Master of Arts in Teaching (MAT) degree in French or Spanish is described in the School of Education section of this bulletin.

Bilingual Teacher Education. For details regarding the need for and preparation of certified bilingual teachers, see particulars in the English Department section of this bulletin.

Graduate Program

Master of Arts in Teaching

The Department of International Language Studies cooperates with the School of Education in offering the Master of Arts in Teaching degree to prepare teachers of French or Spanish for secondary schools.

Prerequisites

Admission to the program is open to applicants who earn a minimum of 20 semester credits in French or Spanish or equivalent. Deficiencies in the applicant’s undergraduate program necessitates additional course work. Since the graduate courses are usually conducted in the target language, it is imperative that students comprehend and speak the language.

Degree Requirements

In addition to the general requirements for the MAT stated in the School of Education section of this bulletin, the following departmental requirements should be noted: For those entering the program with a major (30 semester hours), a total of at least 12 credits (language, literature, culture, or business) in French or Spanish is required, including a minimum of 6 credits at the INLS500-level. For those admitted with a minimum of 20 semester credits, a total of at least 18 credits (language, literature, culture or business) in French or Spanish is required, including a minimum of 6 credits at the INLS500-level.

Courses

See inside front cover for symbol code.

(Credits)

INLS121

\$ (4)

Elementary _____

Grammar with reading and writing of simple foreign language in the context of significant aspects of culture-oral and listening

work stressed. Designed for students who have no foreign language or less than 2 years of high school foreign language or equivalent. Options: German, Korean, Portuguese. A one-hour lab per week is required.

INLS122 \$ (4)
Elementary _____

Grammar and reading continued in the context of significant aspects of culture; oral and listening work progressively increased. Designed for students with 2–3 years of high school foreign language. Options: German, Korean, Portuguese. A one-hour lab per week is required.

INLS235 \$ (4)
Intermediate _____

Grammar, reading, composition, oral and aural exercises in the context of significant aspects of the culture of the foreign language. Options: German, Korean, Portuguese. A one-hour lab per week is required.

INLS295/495 (1–3)
Directed Study/Readings/Research/Project

In the area of language, culture, literature, or international trade. INLS495 is open only to qualified upper division students. Permission of instructor required. Repeatable with different material.

INLS330 (1–2)
French/Spanish Service Fieldwork

Designed for students having an advanced level of proficiency in French or Spanish. Services may include activities such as mentoring international students on and off campus, tutoring, interpreting and translating for community and government agencies.

INLS400 (3)
Topics in _____

A study of selected topics in language, culture, literature, or international trade. Topic and credits to be announced. Repeatable with different topics.

INLS458 ♦ (3)
Methods of Foreign Language Instruction: K–12

An overview of approaches and practical techniques in foreign language instruction as well as the theoretical notions underlying current trends in classroom practice. Topics of study will include pedagogical practices and research in FL teaching, ways of using that research, and practical applications of instructional methods. This course focuses on methods for K–12. Attending the Michigan World Language Association Conference in Lansing is required. Required for teacher certification.

INLS490 (3)
Language and International Trade Internship/Practicum

A one-semester, full-time work assignment which provides the opportunity to extend theoretical classroom learning in an appropriate setting in the U.S. or abroad. A final report is required.

French

FREN171 \$ (4)
Elementary French I

Grammar with reading and writing of simple French in the context of significant aspects of culture—oral and listening work stressed. Designed for students who have no French or less than 2 years of high-school French or its equivalent. A one-hour lab per week is required.

FREN171 V (4)
Elementary French I

AU/GU course—see content above.

FREN172 \$ (4)
Elementary French II

Grammar and reading continued in the context of significant aspects of culture; oral and listening work progressively increased. Designed for students with 2–3 years of high-school French. A one-hour lab per week is required. Prerequisite: FREN171 with a minimum grade of C or permission of the instructor.

FREN172 V (4)
Elementary French II

AU/GU course—see content above.

FREN275 \$ (4)
Intermediate French

Grammar, reading, composition, and oral and aural exercises in the context of significant aspects of French culture. A one-hour lab per week is required. Prerequisite: FREN172 with a minimum grade of C or permission of the instructor.

FREN275 V (4)
Intermediate French

AU/GU course—see content above.

FREN360 \$ (3)
Advanced Practice in French

Deals with some issues and problems facing today's French/Francophone society through readings, videos, and CDs. This cultural approach offers a jumping-off point for oral and written communication. A one-hour lab per week is required.

FREN401 ♦ (3)
Fundamentals of Translation

Techniques of translation processes in rendering into French and English materials ranging from official documents to technical essays and literary texts. Conducted entirely in French.

FREN402 ♦ (3)
French for Interpreters

Intensive study and practice in the art of consecutive and simultaneous oral translation. Conducted entirely in French.

FREN415 ♦ (3)
Advanced French Communication

A comprehensive study of French grammar for written and oral communication. A review of techniques and strategies to improve communication through creative writing, speech preparation, and class presentations. Emphasis on language fluency and accuracy. Conducted entirely in French.

FREN420 ♦ (3)
Francophone Cultures: The New World and the Third World

Explores non-European cultures where French is used as a medium of expression. Study in French literature and film from North America, the Caribbean, and Africa. Conducted entirely in French.

FREN430 ♦ (3)
Contemporary French Culture and Society

Analysis and comparison of French and American value orientations, family structures, and educational, political, economic, and cultural institutions. Course offered only during summer study tour to France. Conducted entirely in French.

- FREN445** ♦ (3)
French Literature and Film
 Analysis and comparison of artistic differences between selected pieces of French literature and their film adaptation. Conducted entirely in French.
- FREN460** ♦ (3)
French for International Trade
 Spoken and written French common to the French-speaking world of business and industry, emphasizing business practices and cultural tools required to communicate in the French-speaking economic environment: business operations and socio-economics in France; the economy of France. This course provides an intensive preparation of the Diplôme Français des Affaires I conferred by the Chambre de Commerce et d'Industrie de Paris. Conducted entirely in French.
- Spanish**
- SPAN171** § (4)
Elementary Spanish I
 Grammar with reading and writing of simple Spanish in the context of significant aspects of culture—oral and listening work stressed. Elementary Spanish I is designed for students who have studied no Spanish or less than 2 years of high-school Spanish or its equivalent. A one-hour lab per week is required.
- SPAN172** § (4)
Elementary Spanish II
 Grammar and reading continued: oral and listening work progressively increased. Designed for students with 2-3 years of high-school Spanish or its equivalent. A one-hour lab per week is required. Prerequisite: SPAN171 with a minimum grade of C or permission of instructor.
- SPAN275** § (4)
Intermediate Spanish
 Grammar, reading, composition, oral and listening exercises on the intermediate level, including significant aspects of Spanish culture. Prerequisite: SPAN172 with a minimum grade of C or permission of instructor.
- SPAN315** § (3)
Spanish Conversation and Composition
 Training in oral self-expression, with emphasis on fluency and accuracy, integrated with the study of syntax and style. A one-hour lab per week is required.
- SPAN325** (3)
Spanish for the Medical Professions
 Spoken and written Spanish used by the medical professions in the Spanish-speaking world. Strong emphasis on vocabulary, phrases, medical terminology, and specific language use in a doctor's office and hospital settings. Basic knowledge of Spanish recommended.
- SPAN416** ♦ (3)
Spanish for Native Speakers
 An in-depth study of the Spanish language for native speakers who have not had previous formal academic instruction in Spanish. Special emphasis will be given to oral and written communication by focusing on grammar, syntax, and correct usage of the Spanish language. Conducted entirely in Spanish.
- SPAN420** ♦ (3)
Advanced Spanish Written and Oral Communication
 A comprehensive study of Spanish grammar for written and oral communication. A review of techniques and strategies to improve communication through creative writing, speech preparation, and class presentations. Emphasis on language fluency and accuracy. Conducted entirely in Spanish.
- SPAN426** ♦ (3)
Contemporary Spain
 An overview of contemporary Spain and its role in Europe as well as Latin America. Special consideration of geographical aspects, commerce, industry, tourism, education, political settings, and status of the Monarchy are given. Conducted entirely in Spanish.
- SPAN436** ♦ (3)
Spanish-American Culture
 An introduction to the life and people of Spanish America through lectures and readings in standard Spanish on the geography, history, politics, social problems, arts, and literature of the area. Conducted entirely in Spanish.
- SPAN446** ♦ (3)
Spanish and Latin American Drama
 A study of selected major Spanish and Latin American writers whose works reflect important political, social, moral, and cultural aspects of Hispanic societies. Conducted entirely in Spanish.
- SPAN447** ♦ (3)
Spanish for Translation
 An introduction to the basic principles of translation from English to Spanish and from Spanish to English. An approach to techniques used in writing translation. Strong emphasis on written translations. Conducted entirely in Spanish.
- SPAN448** ♦ (3)
Spanish and Latin American Literature and Film
 Comparison of artistic and linguistic differences between selected pieces of Spanish and Latin American literature and their film adaptation. Emphasis on language, characters, and cultural aspects of society. Conducted entirely in Spanish.
- SPAN449** ♦ (3)
Spanish for Interpreters
 A study of the basic principles of oral interpretation from English to Spanish and from Spanish to English. An approach to techniques used in oral interpretation. Strong emphasis on oral communication. Conducted entirely in Spanish.
- SPAN470** ♦ (3)
Spanish for International Trade
 Spoken and written Spanish common to the Spanish-speaking world of business and industry, with emphasis upon business practices, and the writing and translating of business letters and professional reports. Cross-cultural references provide opportunities for comparative and contrastive analysis of American and Spanish cultural patterns in business settings. Conducted entirely in Spanish.

Graduate Courses

The following courses are available to those preparing for degree language examinations or for improvement in reading ability:

FREN505 (5)**Reading French**

For students without a working knowledge in French; an introduction to the grammar and syntax of French for the purpose of translating written French into English. May count toward a general elective only.

GRMN505 (5)**Reading German**

For students without a working knowledge in German; an introduction to the grammar and syntax of German for the purpose of translating written German into English. May count toward a general elective only.

INLS575 (1–3)**Topics in _____**

A study of selected topics in language, literature, or civilization. Topics and credits to be announced. Repeatable with different topics.

INLS590 (1–3)**Directed Study/Reading/Research/Project**

Studies in the area of French/Spanish language, literature, or civilization, as determined in consultation with the instructor.

MATHEMATICS

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Faculty

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Lecturers

Keith G. Calkins
Shirleen Luttrell

Emeriti

Kenneth L. Franz
Theodore R. Hatcher
Donald H. Rhoads
Edward J. Specht

Academic Programs	Credits
BS: Mathematics	39
Applied Mathematics	
Preparation for Secondary School Mathematics	
Teaching	
Preparation for Graduate Study in Mathematics	
BS: Mathematics Education	30
Major in Mathematical Studies	30
Minor in Mathematics	20
Minor in Mathematics Education	20
Minor in Mathematics of Economics and Finance	20

Mathematics is foundational to physics, engineering, and computer science, and is increasingly important in many fields of study such as finance, accounting, economics, biology, medicine, and environmental science. Students majoring in these and other fields will find that acquiring an additional major in mathematics or mathematical studies greatly enhances the marketability of their degree.

Undergraduate Programs**BS: Mathematics—39**

MATH141, 142, 215, 240, 286, 315, 355; STAT340 and at least 12 credits in additional courses chosen in consultation with a Mathematics Department advisor from MATH271, 389, 405, 408, 426, 431, 432, 441, 442, 475, 487, 495, CPTR436. Students in a teacher certification program are required to take MATH475. A major field test in mathematics is required during the senior year.

Cognate Course: CPTR125

Major in Mathematical Studies—30

MATH141, 142, 215, 240 and at least 15 credits in additional courses chosen in consultation with a Mathematics Department advisor from STAT340, CPTR125, MATH271, 286, 315, 355, 389, 405, 408, 426, 431, 432, 441, 442, 475, 487, 495, CPTR436. A major field test in mathematics is required during the senior year. This major is available only as a second major, to those taking a major in another field.

Minor in Mathematics—20

MATH141, 142, 215 and at least 9 credits in additional courses chosen in consultation with a departmental advisor from MATH240, 286, 315, 355, 389, 405, 408, 426, 431, 432, 441, 442, 475, 487, 495; STAT340, CPTR436. Students in a teacher certification program are required to take MATH355, 475, STAT340.

BS: Mathematics Education—30

MATH141, 142, 215, 240, 355, 475; STAT285, 340 and one additional course chosen in consultation with a Mathematics Department advisor from MATH286, 426. This major is available only to those who are obtaining elementary or secondary teacher certification. A major field test in mathematics is required during the senior year.

Cognate Course: CPTR125

Minor in Mathematics Education—20

MATH145, 167, 182, 215, 220, 355, STAT285. This minor is available only to those obtaining elementary teacher certification. The regular minor listed above will also suffice for elementary certification.

Minor in Mathematics of Economics and Finance—20

MATH141, 142, 215, 286, STAT285, 340. This minor is available only to students obtaining a degree in the School of Business.

Behavioral Neuroscience

The Department of Mathematics is a participant in the Behavioral Neuroscience program funded by the National Science Foundation. For more details, see p. 109.

Special Requirements and Placement Test

Sequential Course Numbering. All courses with more than one course number must be taken sequentially.

Non-overlapping Credit Restrictions. Because there is substantial overlap in material covered in the following groups of courses, no student is granted credit (other than general elective credit) in more than one course from each group:

1. MATH141, 182 (Calculus I, Calculus with Applications)
2. MATH145, 166, 168 (Reasoning with Functions, Precalculus Algebra, Precalculus)

Minimum grade for prerequisites, except for MATH141, is C-

Mathematics Placement Examination (MPE). See p. 36 for information on the MPE and the General Education Mathematics

requirement. The MPE score is valid as a prerequisite for mathematics courses for 3 years after it is earned.

Graduate Programs

MS: Mathematics and Science

The Department of Mathematics collaborates with the Departments of Biology, Chemistry, and Physics in this degree. See Mathematics and Science, p. 154.

Endorsement: Middle School Mathematics

The Department of Mathematics collaborates with the School of Education and the Berrien County Intermediate School District to administer the Alternative Certification Experimental Program (Math Endorsement Program) for Middle School Educators. Applications to this Program are initially screened by the School of Education and the Department of Mathematics, and then go through the regular Andrews admissions process. Courses are listed below under "Mathematics Education." Inquiries should be directed to Larry Burton (269) 471-3465, burton@andrews.edu; Lynelle Weldon (269) 471-3866, weldon@andrews.edu; or Judy Wheeler (269) 471-7725 ext. 302, jwheele@remc11.k12.mi.us.

Courses

(Credits)

See inside front cover for symbol code.

Developmental Courses

MATH091 and MATH092 are provided for students not achieving a score of at least P2 on the Mathematics Placement Examination (MPE).

Students complete the sequence MATH091/092 by passing a set of proficiency tests in arithmetic and algebra, at which time a P2 score is awarded. When this occurs, the student has completed the Math Skill part of the General Education requirement, and is considered ready to take MATH 145, 166, 168, or STAT285. Depending on the diligence and previous preparation of the student, this may occur at any time in the MATH091/092 sequence.

MATH091

(3)

Arithmetic and Algebra Review I

Individualized review of arithmetic and algebra skills. Provides computer-generated drill problems, instant scoring and explanation, with conceptual instruction as required. Students completing the sequence requirements while enrolled in MATH091 are not required to take MATH092. *Fall, Spring*

MATH092

(3)

Arithmetic and Algebra Review II

Continuation of MATH091. Students not completing the sequence requirements but fulfilling attendance, participation, and progress requirements may receive an R grade requiring re-registration the next semester. Prerequisite: Math 091. *Fall, Spring*

Undergraduate Courses

MATH141

(4)

Calculus I

MATH141, 142 is a standard introduction to single-variable calculus. MATH141 includes limits, continuity, derivatives, applications, and integration up through substitution. Formal definitions of limit, derivative, and Riemann integral. Proofs

of standard theorems, including the Fundamental Theorem of Calculus. Fulfills the General Education Mathematics reasoning requirement. Prerequisite: MPE=P5 or MATH167 or MATH168 with grade no lower than C. *Fall, Spring*

MATH142 (4)
Calculus II

Continuation of MATH141. Riemann sums, Riemann integral, Fundamental Theorem of Calculus, techniques of integration, improper integrals, applications, sequences, series, and tests of convergence. Prerequisite: MATH141. *Fall, Spring*

MATH145 (3)
Reasoning with Functions

Logic, sets; functions given by tables, formulas, graphs; inverse functions; linear, quadratic, exponential and trigonometric functions; rates of change and applications to science and business. Additional topics may be selected by the instructor. Fulfills the General Education Mathematics reasoning requirement. Prerequisite: MPE \geq P2. *Fall, Spring*

MATH165 V (3)
College Algebra

AU/GU course. A study of linear equations and inequalities; algebraic, logarithmic, and exponential functions; polynomials and complex numbers. Includes applications in business and science. Fulfills the General Education Mathematics reasoning requirement. Prerequisite: MPE \geq P2.

MATH166 (3)
Precalculus Algebra

Equations and inequalities; systems of linear equations; algebraic, polynomial, rational, exponential, and logarithmic functions; inverse functions, complex numbers, applications, and selected topics. Fulfills the General Education Mathematics reasoning requirement. Prerequisite: MPE \geq P2. *Fall, Spring*

MATH167 Alt (2)
Precalculus Trigonometry

Trigonometric functions and their inverses, identities, trigonometric equations; laws of sines and cosines, vectors, applications, and selected topics. Fulfills the General Education Mathematics reasoning requirement. Prerequisite: MPE \geq P3 or MATH166 or MATH145. *Fall*

MATH168 (4)
Precalculus

Covers most of the content of MATH166 and MATH167. Equations and inequalities; systems of linear equations; algebraic, polynomial, rational, exponential, and logarithmic functions; inverse functions, complex numbers, trigonometric functions and their inverses, identities, trigonometric equations, laws of sines and cosines, vectors, applications, and selected topics. Fulfills the General Education Mathematics reasoning requirement. Prerequisite: MPE \geq P2. *Fall, Spring*

MATH168 V (4)
Precalculus

AU/GU course—see content above. Fulfills the General Education Mathematics reasoning requirement. Prerequisite: MPE \geq P2.

MATH182 Alt (3)
Calculus with Applications

Introduction to single-variable calculus, including limits, differentiation, optimization, and integration with applications to problems in business and the social sciences. Some topics from

multivariable calculus, including partial derivatives and extrema of functions of two variables. Fulfills the General Education Mathematics reasoning requirement. Prerequisite: MPE \geq P4 or MATH166, 167 or 168 preferred; MATH145 is acceptable. *Spring*

MATH215 (3)
Introduction to Linear Algebra

Vectors, Euclidean n -space, matrices, systems of linear equations, determinants, eigenvalues, eigenvectors, vector spaces, and linear transformations with emphasis on applications and computation. Prerequisite: MATH182 or 141. *Fall*

MATH220 Alt (3)
Geometry and Numbers

Euclidean geometry and number systems for elementary and middle school teachers. Topics include proofs, algorithms, and historical development. Prerequisite: MATH145. *Fall*

MATH240 (4)
Calculus III

Standard introduction to multivariable calculus. Vectors and vector functions, curves and surfaces, partial derivatives, multiple integrals, line and surface integrals. Stokes', Green's, and divergence theorems. Prerequisite: MATH142. *Fall*

MATH286 (3)
Differential Equations

Elementary differential equations, first order equations, higher order linear equations, systems. Prerequisite: MATH142. *Spring*

MATH315 Alt (3)
Linear Algebra

Vector spaces, eigenspaces, linear transformations, orthogonality, inner product spaces, quadratic forms, and selected topics. Prerequisites: MATH215, 355. *Spring*

MATH355 (3)
Discrete Mathematics

Selected topics in discrete mathematics, including logic, set theory, relations, functions, algebraic structures and graph theory. Prerequisites: MATH141 or 182. *Spring*

MATH389 (0.5)
Mathematics Colloquium

Participation in at least 10 mathematics colloquia or approved colloquia of other departments. Grade is based on attendance and notes taken at the colloquium. Repeatable to 2 credits. S/U. *Fall, Spring*

MATH405 ♦ Alt (3)
Applied Mathematics

Solutions of first and second order partial differential equations, and applications. Prerequisites: MATH240, 286. *Fall*

MATH408 ♦ Alt (3)
Complex Analysis

Elementary complex analysis, contour integrals, complex series. Prerequisites: MATH240 and 355. *Spring*

MATH426 ♦ Alt (3)
Mathematical Modeling in Biology

Theory and application of linear and nonlinear mathematical models of biological processes. Topics selected from discrete- and continuous-time deterministic and stochastic modeling, analytic solution techniques, linearization, bifurcations, chaos, computer simulation, model parameterization, and model validation. Prerequisite: MATH141. *Fall*

MATH431, 432 ♦ Alt (3, 3)
Advanced Calculus
 Theorems on continuity, differentiation, integration, and convergence; additional selected topics such as topology, differentiable manifolds, and real analysis. Prerequisites: MATH240 and 355. *Fall/Spring sequence*

MATH441 ♦ Alt (3)
Algebra
 Study of groups, rings, fields, modules, vector spaces, and algebras. Prerequisites: MATH240 and 355.

MATH442 ♦ Alt (3)
Algebra
 Continuation of MATH441. Prerequisite: MATH441.

MATH475 ♦ Alt (3)
Geometry
 Axiomatic development and history of Euclidean and non-Euclidean geometries, constructions, geometric transformations, and selected topics from finite, fractal, affine, and projective geometries. Relation of these topics to secondary teaching. Prerequisite: MATH355. *Fall*

MATH487 Alt (1–3)
Special Topics in _____
 Consult the instructor in regard to the topic to be covered. Prerequisite: Consent of teacher. Repeatable in different areas.

MATH495 (1–3)
Independent Study
 Independent study of selected topics in mathematics to enable advanced students to pursue topics not offered in other scheduled courses. The student will study under the supervision of a mathematics professor whose prior approval is required. Ordinarily a minimum of four hours of study per week is expected for each credit. Grades are assigned on the basis of an instructor-selected procedure such as oral or written exams or reports.

Statistics

STAT285 (3)
Elementary Statistics
 A study of basic descriptive and inferential statistics, including elementary probability and probability distributions, statistical inference involving binomial, normal, and *t*-distributions, and hypothesis testing. Prerequisite: MPE ≥ P2. *Fall, Spring*

STAT285 V (4)
Elementary Statistics
 AU/GU course—see content above. Prerequisite: MPE ≥ P2.

STAT340 (3)
Probability Theory with Statistical Applications
 Probability theory and statistics for students having preparation in calculus. Topics include probability models, combinatoric problems, random variables, discrete and continuous distributions, expectation, moment generating functions, central limit theorem. Prerequisite: MATH141 or 182. *Spring*

Honors

MATH271-50 (1)
Honors in Mathematics
 The study of mathematical problems where the solution depends more

on insight and creativity than on routine computation. Repeatable to 2 credits. Prerequisite: MATH142 and consent of instructor.

Graduate Courses

MATH530 (2-3)
Topics in Teaching Mathematics
 A. Algebra
 B. Geometry
 C. Analysis
 D. Applications
 Consult with department chair regarding availability in any given year. Repeatable to 6 credits.

MATH540 Alt (2-3)
Topics in Mathematics
 Consult with the instructor in regard to the topic to be covered. Prerequisite: Consent of the instructor. Repeatable to 6 credits.

Mathematics Education Courses

The Department of Mathematics collaborates with the School of Education and the Berrien County Intermediate School District to offer these courses when funding is available. The type of funding may place restrictions on enrollment in these courses. Inquiries should be directed to one of the following individuals:
 Larry Burton (269) 471-3465, burton@andrews.edu
 Lynelle Weldon (269) 471-3866, weldon@andrews.edu
 Judy Wheeler (269) 471-7725, ext.302, jwheele@remc11.k12.mi.us

MAED505 (2–3)
Understanding Numbers and Operations for Middle Grades Educators
 This course is designed to strengthen middle school teachers' rational number knowledge and number sense. This includes the in-depth study of rational numbers and operations on rational numbers, the structure of the rational and real number systems, algorithms for computation, estimation strategies, and working with very large and very small numbers. The pedagogy of the course models that of effective middle school mathematics teachers.

MAED510 (3)
Exploring Algebra and Functions for Middle Grades Educators
 This course extends the middle school teachers' understanding of algebra as a symbolic language. This course moves beyond symbol manipulation to include modeling of physical situations. Students will explore algebraic, linear, and non-linear functions within the context of the course. The pedagogy of the course models that of effective middle school mathematics teachers.

MAED515 (3)
Data Analysis for Middle Grades Educators
 This course presents an integrated approach to data analysis, statistics, and probability for middle grades math teachers. Instruction focuses on specific real-world data sets and statistical investigations. The pedagogy of the course models that of effective middle school mathematics teachers.

MAED521 (2)
Informal Geometry and Measurement for Middle Grades Educators
 This course is the first of two which lead prospective mathematics teachers through a series of explorations to develop competence in geometric reasoning, including conjecture, proving, and disproving. Prospective teachers develop a deeper understanding

of the role of proof in geometry. The pedagogy of this course models that of effective middle school mathematics teachers.

MAED522 (2)***Formal Geometry for Middle Grades Educators***

This course is the second of two which lead prospective mathematics teachers through a series of explorations to develop competence in geometric reasoning, including conjecturing, proving, and disproving. Prospective teachers refine their understanding of the role of proof in geometry. The pedagogy of the course models that of effective middle school mathematics teachers.

MAED600 (2)***Discrete Mathematics and Number Theory for Middle Grades Educators***

Students investigate concepts of number theory, discrete mathematics, and logic as they apply to middle grades mathematical education. Each topic includes a study of graphic representation of concepts and applications in technology. The pedagogy of the course models that of effective middle school mathematics teachers.

MAED610 (4)***Mathematical Modeling for Middle Grades Educators***

Investigation of concepts and practices of mathematical modeling with an emphasis on application to middle grades education. The pedagogy of the course models that of effective middle school mathematics teachers.

MAED625 (2)***Mathematical Investigations for Middle Grades Classrooms***

Participants investigate topics in mathematics, including probability, programming, fractals, and chaos theory. Emphasis is placed on participant understanding of these topics and their appropriate use as investigations with middle grades students. The pedagogy of the course models that of effective middle school mathematics teachers.

MAED 630 (1-4)***Seminar: _____***

Seminar in specific topics relevant to mathematics education. Each seminar examines one topic in detail. Repeatable with different topics. May be graded S/U.

MATHEMATICS AND SCIENCE

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D. David Nowack, Chemistry
Yun Myung Oh, Mathematics
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David A. Steen, Biology
John F. Stout, Biology
Tiffany Z. Summerscales, Physics
Stephen C. Thorman, Physics, Computer Science
Lynelle M. Weldon, Mathematics
Dennis W. Woodland, Biology
Peter A. Wong, Chemistry
Robert E. Zdor, Biology

MS: Mathematics and Science

The Master of Science: Mathematics and Science is designed for students who wish to acquire a breadth of knowledge which cannot be achieved within any one discipline among mathematics, biology, chemistry and physics. Such a degree may be useful for secondary or middle-school teachers who teach mathematics and science subjects, but who do not desire a traditional MAT program; for those who wish to develop skills in areas of overlap in these disciplines; for those who wish to study the interrelationships among the disciplines; and for those who wish further preparation for careers in industry or government.

In addition to the general requirements for admission to and enrollment in graduate degree programs outlined in this bulletin, students must meet departmental requirements.

Admission Requirements

- A bachelor's degree with a major in Mathematics, Biology, Chemistry, or Physics, and a minimum GPA of 3.00 (B) in mathematics and science courses.
- Completed the GRE General Exam for admission to regular student status. Completion of the GRE Subject Exam in one of the four areas of Mathematics, Biology, Chemistry or Physics is recommended.
- Earned credit or demonstrated proficiency in the following prerequisites: CPTR125 (FORTRAN or C++) or CPTR151; MATH141, 142, 240, 286; and two out of three year-long

laboratory science courses: BIOL165, 166, CHEM131, 132 and PHYS241, 242, 271, 272. A student may be admitted with deficiencies in the above courses, but this exception requires the student to take additional credits beyond the minimum 32 credits required.

MS Degree Requirements

1. Compliance with all standards as given in the *Graduate Degree Academic Information* section of the bulletin.
2. Completion of a curriculum consisting of 32–40 credits approved by a supervising committee.
3. Passing a comprehensive examination over two areas from among Mathematics, Biology, Chemistry and Physics.

Core Courses

MATH405 (3), IDSC526 (2)
 IDSC698 (1–3) may be repeated up to 6 credits,
 IDSC575 (1), undergraduate prerequisites* (0–8), and other courses recommended by the student's committee.

Disciplinary Core

For students choosing the Chemistry and/or Physics options:
 CHEM431, 432 (6) and CHEM441, 442 (2)
 or PHYS411 (2.5) and PHYS430 (2.5) and PHYS481 (3),

*Up to 8 credits selected from among the prerequisites listed in the specific admission requirements are added to the minimum 32 credits for the degree.

Total MS degree credits required—32–40

- The student must include at least 12 credits in each of the two disciplines selected for the degree.
- A student must complete a minimum of 16 credits in courses numbered 500 and above.

Courses

See Interdisciplinary Studies for IDSC course descriptions; Biology for BIOL; Chemistry and Biochemistry for CHEM and BCHM; Mathematics for MATH; Physics for PHYS.

Procedures

1. Upon acceptance, the student consults with the program coordinator and a graduate advisor to develop a plan of study. Any deficiencies, prerequisites, research, language tools, transfer credits, and residency are discussed to establish the status of the student.
2. The student then submits a plan of study to the program coordinator for approval and identifies three faculty members to serve as a supervisory committee. The approved plan of study becomes the curriculum the student will follow to complete the requirements for the degree. Any changes in the plan of study must therefore be approved by the program coordinator and the committee.
3. All projects must be submitted to the supervising committee at least two months prior to graduation. The student will be expected to give an oral presentation and an oral defense of the project. The program coordinator recommends final project approval after the consent of the committee has been obtained.
4. Comprehensive exams in the two areas of concentration must be completed at least one month prior to graduation.
5. When 50% of all course work has been completed, the student initiates advancement to degree candidacy by submitting the required forms to the program coordinator. When the program coordinator approves the student for graduation, a recommendation is sent to the Records Office and to the Dean of Graduate Studies.
6. Graduation procedures and degree conferral as described in this bulletin.

MUSIC

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Faculty

Carlos A. Flores, *Chair*
 Lillianne Doukhan
 Claudio Gonzalez
 Julia S. Lindsay
 Kenneth D. Logan
 Alan F. Mitchell
 Carla L. Trynchuk
 Stephen P. Zork

Academic Programs	Credits
BA: Music	46
With BBA	115
BMus (Bachelor of Music)	
Music Education	82–86
Teacher Certification Requirements	35
Music Performance	91
Minor in Music	26
Minor in Elementary Music Education	26
MA: Music	32
MA: Music Ministry	40
MMus (Master of Music)	
Music Education	35
Performance	34

Faculty of the Department of Music are committed to providing a vibrant musical and learning environment to nurture artistic and creative growth in all students of music, to encourage and guide students through dynamic interaction in classroom and practical experiences as they mature into tomorrow's music professionals, and to mentor students in responsible use of their talents for service to Christ and to humanity.

Bachelor of Music curricula provide a comprehensive exposure to and experience with the performance, history, and theory of music. Students receive hands-on supervised teaching experience in studio or classroom teaching. Bachelor of Arts curricula are for students wishing to pursue concerted study in music within a liberal arts context.

Non-music majors may take courses in music or participate in music lessons or ensembles for credit or non-credit. See General Education section and course descriptions below for further clarification.

The Andrews University Department of Music has been a member of the National Association of Schools of Music since 1964. Music majors may choose to join the student chapter of Music Educators National Conference.

Enrollment

Status as an undergraduate music major is provisional until the student demonstrates academic and performance skills on an acceptable level. All first-year students must take the Freshman Theory Placement Exam and arrange for an audition with the coordinator of his/her applied area *prior* to being considered for acceptance as a music major. After the student successfully

completes these two admission requirements the Music Department freshman advisor makes a recommendation to the music faculty concerning the student's application for admission as a music major. See the *Department of Music Student Handbook* for further information.

Student Handbook. The *Department of Music Student Handbook*, available at the Department of Music office, provides clarification of general guidelines, requirements, and standards as well as information concerning recital attendance, recital requirements, and financial aid and departmental scholarships.

Applied Music General Requirements. All music majors register in applied music for four years in residence and until they complete their senior recital.

Applied Music Examination Requirements. All music majors participate in an applied music examination at least twice during the school year. See the *Department of Music Student Handbook* for full details.

Ensemble Requirements. All music majors must enroll in a music ensemble each semester of residence for a minimum of 8 credits.

Minimum Passing Grades. No grade lower than a C in an applied lesson, ensemble, or music class will count towards fulfillment of degree or program requirements for the music major or music minor. This includes transfer music credits.

Piano Proficiency. All music majors and minors must pass a piano-proficiency examination. Students who do not pass the examination must enroll in applied piano until the examination is passed. The piano-proficiency examination must be passed by the end of the sophomore year before a student is advanced to upper-division status.

Recital Attendance. All music majors are required to enroll in the course MUPF489 Recital Attendance each semester in residence. Music minors are required to enroll in this course for four (4) semesters.

Upper-division Status. Application for advancement to upper-division performance studies is submitted to the student's performance teacher no later than two weeks before the final sophomore applied-music examination. See the *Department of Music Student Handbook* for full information.

State Certification. Students planning to teach music in K-12 must take the Bachelor of Music in Music Education degree and also complete required education courses specified by the School of Education.

Denominational Certification is not automatic with state certification and is not required for graduation. Contact the certification clerk in the School of Education for full information.

Music Performance Credits

The Department of Music offers private instruction in all major instruments and voice which may fulfill music major or non-music major elective requirements. Course outlines detailing specific course content are available from the instructor. The requirements correlate with guidelines suggested by the National Association of Schools of Music as outlined in the *Department of Music Student Handbook*.

Undergraduate Programs

BA: Music—46

A liberal arts degree allows one to pursue a broad range of interests while majoring in music. The BA with a major in music is viable as a double major.

Note that in order to receive the BA: Music, students must take general education requirements for the Bachelor of Arts.

Major Requirements: MUCT141, 142, 151, 152, 241, 242, 251; MUHL258, 446, 447, 448; MURE420; minimum 8 credits of performance in one area which includes a 1- or 2-credit recital or project; 8 credits of ensemble; MUPF489; Piano Proficiency.

Cognate: PHYS205 (fulfills GE Physical Science requirement)

At least one course other than ensemble or applied music must be taken in residence. A minimum of 4 credits in applied music must be taken as upper-division credits. Keyboard majors (piano or organ) must take 2 credits of MUPF310 Piano Ensemble as part of their 8 credits of ensemble.

BA: Music with Bachelor of Business Administration—115

Several options are available to students wishing a career combining music and business. These options are listed below.

This five-year program prepares students for pursuing career options, which combine the skills and creativity of business and the musical arts. Upon completion students receive two separate but integrated degrees: a Bachelor of Business Administration with a major to be chosen in consultation with a Department of Music advisor from among BBA majors listed in the School of Business section of this bulletin, and a Bachelor of Arts: Music.

Business Core and Business Major with Cognates—69 Business Core—39

ACCT121, 122, BSAD341, 355, 365, 475, 494; ECON225, 226, FNCE317, INFS110, 215, MKTG310.

Business Major—27

To be chosen in consultation with a Department of Music advisor from among BBA majors listed in the School of Business section of this bulletin. These majors include: accounting, economics, finance, information systems, management and marketing.

Cognates—3

STAT285

BA: Music with minor in one of the following: Business Administration, Economics, Management, Marketing

The requirements for the BA: Music are the same as above. In addition, students select a minor in one of the following: Business Administration, Economics, Management or Marketing.

Students are referred to p. 230 in the School of Business section of this bulletin for specific curricular requirements for the Minor in Business Administration, to p. 232 for the Minor in Economics, and to p. 236 for the Minor in Management or Marketing.

Bachelor of Music: BMus

Two majors are available for the BMus degree: Music Performance and Music Education. Requirements for each of these two majors are outlined below:

Music Performance—91

A degree for those who wish to concentrate on performance and whose career goals focus on performance and studio or collegiate teaching and graduate school.

Core Requirements—39

MUCT141, 142, 151, 152, 241, 242, 251, 430, 454, 470;
MUHL258, 446, 447, 448; MURE420

Cognate—PHYS205 (fulfills GE Physical Science requirement)

Other Requirements—12

12 credits of music electives (including at least 3 credits of Independent Study); MUPF489; Piano Proficiency.

Performance—40

- Major instrument: 16 credits (4 credits each of MUPF165, 265, 365, and 465).
- MUED301, 302; MUPF420 (for voice majors only); MUPF339 (for instrumentalists and keyboard majors only)
- Applied area literature course, applied area pedagogy course.
- Ensemble: 8 credits. Bachelor of Music degree students majoring in piano or organ performance must take 4 credits of MUPF310 Piano Ensemble.
- MUPF397 Junior Recital (1 credit) and MUPF497 Senior Recital (2 credits).
- Attendance of major area master classes.

Music Education—82–86

A degree for students seeking careers as certified K–12 teachers in pre-collegiate denominational or public schools. Students normally spend five years in residence to complete the requirements. Requires state teacher certification. First-year students must make application and consult with the certification clerk in the School of Education to keep abreast of certification requirements.

Core Requirements—39

MUCT141, 142, 151, 152, 241, 242, 251; MUCT430, 454, 470;
MUHL258, 446, 447, 448; MURE420

Cognate—PHYS205 (fulfills GE Physical Science requirement)

Teacher Certification Requirements—35+

(School of Education)

EDPC302; EDTE165, 228, 408, 417, 424, 459, 476, 480, 487, 488

Other Requirements—MUPF489; Piano Proficiency

In addition to the above core and education requirements students must choose one of the following emphases:

Instrumental Emphasis—43–46

MUED301, 302, 316, 317, 375-02 to -06, 449 (for string majors only), 458, 459; minimum 3 credits minor performance, minimum 8 credits major performance which includes a 1- or 2-credit recital or project; minimum 8 credits of ensemble (must be in an instrumental ensemble).

Keyboard Emphasis—47

MUED301, 302, 316 or 317, 375-02 to -06, MUED421 and 422 or 426 and 427, 458, 459; minimum 3 credits minor performance, minimum 8 credits major performance which includes a 1- or 2-credit recital or project (piano majors must choose organ as their minor instrument and vice versa); minimum 8 credits of ensemble (2 credits must be in MUPF310).

Vocal Emphasis—47

MUED301, 302, 316, 317, 375-02 to -05, 436, 437, 458, 459; minimum 3 credits minor performance, minimum 8 credits major performance which includes a 1- or 2-credit recital or project; minimum 8 credits of ensemble (must be in a choral ensemble).

Minor in Music—26

MUCT141, 142, 151, 152, 241, 251; MUHL258, 447, 448; minimum 3 credits of performance in one area; 2 credits of ensemble; MUPF489; Piano Proficiency.

Minor in Elementary Music Education—26

MUCT141, 142, 151, 152; MUED301, 458; MUED375-05; either MUHL447 or 448; 2 credits of performance in piano; 2 credits of performance in voice; 4 credits of ensemble; MUPF489; Piano proficiency.

Graduate Programs

Admission Requirements and Procedures

- General requirements for admission to graduate study as stated in the Admissions section of this bulletin.
- Musicians with various backgrounds often qualify to study music at the graduate level. Normally, a baccalaureate degree with a major in music is required; however, the following categories may also qualify:
 1. Students with an earned baccalaureate degree within any major, assuming adequate undergraduate preparation in music. Adequate preparation includes mastery of music theory equivalent to content of MUCT242 Music Theory IV, MUCT152 Ear Training Laboratory II, and MUCT251 Music Technology Laboratory II; mastery of music history equivalent to content of MUHL446-448 Music Literature and Style (Antiquity to 20th Century); and mastery of level of performance appropriate to the specific chosen masters program.
 2. Students who have completed programs comparable to the baccalaureate degree from non-United States institutions.
- The Department of Music requires placement examinations in music history and literature, music theory, piano proficiency, and an audition in the major area of performance for all entering students prior to registration. Admission status is provisional until these examinations are completed and any deficiencies removed. Courses used to make up for a deficiency may be taken for graduate credit but may not count for graduate requirements; a minimum grade of B must be earned.

Ensemble Requirements

- Participation on a no-credit basis is required or four semesters in one of the following: any Andrews University Department of Music band, choir, or orchestra. Keyboard majors: see note below. Students who require more than four semesters to complete their degree must participate in an ensemble during each semester of residence. Students enrolled in the Master of Music in Music Education extension program at the Universidad de Montemorelos are required to participate in an ensemble during their term of residence at Andrews University.
- Keyboard students in the MA and MMus (music education) programs on the Andrews University campus are required to enroll for 1 credit of MUPF530 Advanced Keyboard ensemble. This may apply as one of the minimum four semesters of ensemble.
- Performance majors in piano and organ are required to enroll for two semesters of MUPF530 and may apply these towards the minimum four semesters of ensemble.

Thesis/Project/Recital Requirement

- This requirement for an MA with emphasis in music or MMus in music education may be met by one of the following:
 1. A thesis—6 credits of MUHL699 and/or EDRM505.

2. Two projects—2 credits of MUHL698 for each project.
 3. A credit recital—2 credits plus a minimum of 6 credits of applied music.
 4. One project plus a one-credit recital—2 credits of MUHL698 for the project plus a minimum of 4 credits of applied music.
- The MMus degree in performance requires a 2-credit recital. Recitalists must have taken in residence at least one-half of their applied music credit in their major performance area. They must enroll in applied lessons for at least two consecutive semesters prior to the recital date and must audition before a committee of music faculty one month prior to the recital. Students majoring in performance without an undergraduate major in the same performance area (or the equivalent) must offer two recitals, only the second of which is for credit.

Piano Proficiency. Music majors must pass a piano proficiency examination. Graduate students who have not passed this examination on the undergraduate level must take the examination prior to the first registration. Students who do not pass this examination must enroll in applied piano until the examination is passed.

Electives. Each area of study has appropriate choices of electives.

Comprehensive Examinations. All graduate students in music take comprehensive examinations toward the end of their studies. Students should consult with their advisor concerning the appropriate time to apply for these examinations and for guidance in preparing for them.

Non-degree (PTC) Students. A student who plans to study music under this classification (see p. 31) may be admitted to courses as approved by the department chair.

MA: Music—32+

Core—11

MUCT535 (4 credits); MUHL519; MUHL524 (2 credits); MUHL695 (2 credits)

Additional courses—21

MUHL524 (2 credits)
Music Performance—2–4
Music Education—3

(May be chosen from music education or area Literature and Pedagogy courses.)

Thesis/Project/Recital—2–6
Electives—6–10

(May be chosen from music, art, art history, literature.)

Ensemble: see requirements above
MUPF489

Students who plan to enter a doctoral program in musicology or who plan to teach music history and literature should elect the thesis option and fulfill a language requirement of reading proficiency in French or German.

MA: Music Ministry—40+

Music Components—34

Sacred Music—19

CHMN519 (2 credits), CHMN537 (2 credits), CHMN590 (2 credits), MUED648 (1 credit), MUHL519 (3 credits), MUHL695 (1 credit), MUHL698 (2 credits), MUPF506 (6 credits)

Other Studies in Music—15

MUCT535 (2 credits), MUED451 (3 credits), MUPF500 (1 credit), MUPF500 (Applied Music, any one area, 6 credits), MUPF575 (1 credit)

Electives—2

Ensemble—NC

4 semesters: 2 choral, 1 handbell, 1 student choice; MUPF489

Seminary Cognate—6

Required: CHMN534 (2 credits)

Choose one (1) of the following: CHMN545 (2 credits), CHMN527 (2 credits)

Choose one (1) of the following: CHIS674 (2 credits), one course in biblical studies (2 credits)

Total degree credits—40

MMus

Music Education Emphasis—35+

Students majoring in music education must qualify for a state teaching certificate prior to conferral of degree.

Core—11

MUCT535 (4 credits); MUHL519; MUHL 524 (2 credits); MUHL695 (2 credits)

Additional courses—min. 24

MUED430 (3 credits) Topics in Music Education; MUED515, 521; MUPF506; MUHL524 (2 credits); Area Literature and Pedagogy course (3 credits)

Major Performance—2–4

Thesis/ Project/Recital—2–6

Electives—0–4

Ensemble: see requirements above

MUPF489

Performance Emphasis—34+

Specialization: Organ, piano, string or voice

Core—11

MUCT535 (4 credits); MUHL519; MUHL524 (2 credits); MUHL695 (2 credits)

Additional courses—min. 23

Area Literature and Pedagogy courses (6 credits); MUPF506 (organ and voice majors), 538 (string majors), 575, MUPF420 (voice majors)

Major Performance—min. 10

Music Electives—0–5

Ensemble: see requirements above

MUPF489

Specialization: Instrumental or choral conducting

Core—11

MUCT535 (4 credits); MUHL519; MUHL524 (2 credits); MUHL695 (2 credits)

Additional courses—min. 23

Advanced Conducting—min. 9

MUPF575; MUED464 (2 credits)

Music Electives—4

Cognate field—6

Ensemble: see above for requirements

MUPF489

Courses

See inside front cover for symbol code.

(Credits)

Music Theory

MUCT141

Music Theory I: Introduction to Harmony

Review of music fundamentals, including the music vocabulary,

(3)

keys and rhythm, as well as the basic elements of melody and harmony (scales, intervals, and triads) and a basic study of the principles of chord progression utilizing triads in root position. Requires concurrent enrollment in MUCT151.

MUCT142 (3)

Music Theory II: Diatonic Harmony

Study of the principles of voice leading and chord progression in applied four-part harmonization. Emphasis will be placed on interpretation and realization of Figured Basses, four-part harmonization using triads and seventh chords in root position as well as in inversions, the study and use of non-harmonic tones, and the dominant seventh chord as well as the other non-dominant seventh chords. Requires concurrent enrollment in MUCT152. Prerequisite: MUCT141.

MUCT151, 152 (1, 1)

Ear Training Laboratory I, II

Aural recognition of rhythmic patterns, intervals, chords, tonality, harmonic functions, and melodic expression. Requires concurrent enrollment in MUCT141, 142.

MUCT241 (3)

Music Theory III: Chromatic Harmony

Theoretical and practical study of the entire spectrum of chromatic harmony vocabulary with emphasis in composition and analysis. Requires concurrent enrollment in MUCT251. Prerequisite: MUCT142.

MUCT242 (3)

Music Theory IV: Counterpoint

Historical overview of counterpoint with emphasis on the practice and analysis of 18th-century contrapuntal techniques. Prerequisite: MUCT241.

MUCT251, 252 (1, 1)

Music Technology Laboratory I, II

Acquaintance with current technological resources in music. Emphasis in computer notation systems, sequencing, and MIDI systems. Requires concurrent enrollment in MUCT241, 242 or permission of the instructor.

MUCT430 ♦ Alt (3)

Composition Seminar

Study of the compositional practices and techniques employed by composers of the Impressionistic Period and the Twentieth Century followed by composition exercises leading to the creation of new musical works.

MUCT454 ♦ Alt (3)

Orchestration

Scoring for chamber groups, larger ensembles and full orchestra.

MUCT470 ♦ Alt (3)

Form Analysis

The origin and meaning of form: motives, phrases, and periods with elementary and combined binary and ternary forms, rondo and sonata-allegro.

MUCT535 Alt (2)

Analytical Techniques

Detailed comprehensive analysis of representative works from various periods of music history. Repeatable.

Music Education

MUED301 Alt (2)

Conducting I

The theory and application of basic conducting principles.

MUED302 Alt (2)

Conducting II

The application of theory and techniques unique to the conducting of both choral and instrumental ensembles. Prerequisite: MUED301 or equivalent.

MUED316 Alt (2)

Instrumental Literature

Score analysis; score preparation and programming; study of significant band, orchestra and ensemble literature. Prerequisite: MUED302 or equivalent.

MUED317 Alt (2)

Choral Literature

Score analysis; score preparation and programming; study and survey of significant choral literature. Prerequisite: MUED302 or equivalent.

MUED375 Alt (2)

Music Methods

Fundamentals of performing and teaching ensemble instruments and voice with emphasis on their use in band, choir, and orchestra. (Brass [section 02], percussion [section 05], and vocal [section 06] are all taught in the same year, and string [section 04] and woodwind [section 03] are taught alternate years). Repeatable.

MUED421 ♦ Alt (3)

Organ Literature and Pedagogy I

A chronological survey of organ literature and the development of the instrument along with study of organ teaching and emphasis on keyboard and pedal technique, interpretation, sight reading, and teaching repertoire.

MUED422 ♦ Alt (3)

Organ Literature and Pedagogy II

Continuation of MUED421. Prerequisite: MUED421 or permission of instructor.

MUED426 ♦ Alt (3)

Piano Literature

A survey of clavichord, harpsichord and piano literature and style, and the evolution of these instruments.

MUED427 ♦ Alt (3)

Piano Pedagogy

The study and review of the materials and methods of private and class piano instruction.

MUED428 ♦ Alt (3)

String Literature

The study of string literature and style from the Baroque era to the present, including significant solo, chamber and orchestral works.

MUED429 ♦ Alt (3)

String Pedagogy

The study of beginning through advanced pedagogical techniques, including tone production, dexterity, fingerings and bowings.

- MUED430** ♦ (1–3)
Topics in _____
A study of selected topics related to the music profession. Consult current class schedule for topics covered each year. Repeatable with different topics.
- MUED436** ♦ Alt (3)
Vocal Literature
Solo vocal literature representing significant repertoire from the primary eras of music history; Italian, French and German Literature.
- MUED437** ♦ Alt (3)
Vocal Pedagogy
A comprehensive study of current methodology directed toward the achievement of artistic singing and productive studio procedures.
- MUED438** (1–3)
Workshop
- MUED458** ♦ (3)
Music in the Elementary School
Methods and materials used in musical programs of the elementary grades including rhythm, singing, playing, and listening activities.
- MUED459** ♦ Alt (3)
Music Methods and Materials
Methods and materials for the teaching of music in the secondary school with emphasis on the organization and administration of choral and instrumental ensembles.
- MUED464** ♦ Alt (1)
Score Reading
Development of keyboard skills in score reading. Graded choral and orchestral literature from two-stave four-part writing to open score is practiced. Repeatable.
- MUED485** ♦ § (1)
Practicum in Conducting
Individual attention and instruction with one of the larger ensembles. Repeatable. Prerequisite: MUED304 or 305 and permission of teacher.
- MUED515** Alt (3)
Introduction to Research in Music Education
Research techniques appropriate to research in music education, principles of research design, organization of the research report, and critical examination of representative research studies in music education. Emphasis on developing knowledgeable and discriminating readers and interpreters of completed research.
- MUED518** (3)
Instrumental Methods
Comprehensive study of current methodology, emphasizing one of the following areas: wood winds, brass, percussion, strings.
- MUED521** Alt (3)
Historical and Philosophical Foundations of Music Education
Study of the philosophy and practice of Music Education from the 1920s to the present.
- MUED648** (1–3)
Workshop

Music History and Literature

- MUHL258** (3)
American and World Music
A study of America's musical past with emphasis on the historical and social context of native, folk, sacred, popular, and classical music, and their interaction. An introduction to musical traditions from around the world with an investigation of their musical languages and the social context in which they happen.
- MUHL446** (3)
Music Literature and Style (Antiquity-Renaissance)
Historical development of musical styles and the relationship between music and social trends of the period. Visual and aural analysis of representative compositions and introduction to biographical and bibliographical materials.
- MUHL447** (3)
Music Literature and Style (Baroque and Classical)
See MUHL446.
- MUHL448** (3)
Music Literature and Style (20th Century and Romantic)
See MUHL446.
- MUHL519** Alt (3)
Studies in 20th Century Music
A survey of 20th-century repertoire from its late-19th-century origins to the present. Emphasis is placed on compositional and stylistic trends and surrounding artistic climates.
- MUHL524** (2)
Music Literature Seminar
A study of selected major works from representative period(s)/composer(s). Provides a synthesis of musicological, historical, analytical, and interpretational techniques. Different literature covered each quarter. Prerequisite: Advanced-level survey courses or demonstrated equivalent. Repeatable with different emphases.

General Education

- MUHL214** (3)
Enjoyment of Music
An opportunity to acquire a better appreciation of classical music—to discover how church music, folk songs, jazz, spirituals, gospel, rock and roll, and pop music fit into the broad spectrum of classical music from 1000 A.D. to the present day.
- MUHL214** V (3)
Enjoyment of Music
AU/GU course—see content above.

Honors

- MUPF396-50** (1)
Honors Music Recital (Junior)
A memorized recital under the supervision of a music honors committee. Research document on compositions performed is required. May be taken in lieu of certain required and applied music courses.
- MUPF496-50** (2)
Honors Music Recital (Senior)
A memorized recital under the supervision of a music honors committee. A research document on compositions performed is required. May be taken in lieu of certain required and applied music courses.

Independent Study

MUPF495 (1–3)

Independent Study

In consultation with a member of the music faculty, a student may choose independent study in a special area of music. A brief outline of the study to be pursued must be submitted to the department chair. A minimum of 30 hours of work is required for each credit. Permission of the department chair required.

Church Music

MURE420 ♦ Alt (3)

Church Music and Hymnology

The biblical basis for and the theological implications involved in church-music practice with emphasis on the development of principles for guidance in the use and selection of available literature.

MURE485 ♦ (2)

The Church Organ and Service Playing

The development of the organ and organ literature; a practical study of church services, including organ registrations for choral music, vocal solos, and hymn playing; discussion of the organ interlude and improvisation. Concurrent enrollment in applied music—organ is recommended.

Performance

Private Music Lessons

There is open enrollment for private music lessons (credit and non-credit) until the drop/add deadline of each semester (10th calendar day after the beginning of each semester). *No music lessons will be assigned after this date.*

For performance majors only \$ (2–3)

MUPF165	Applied Music—First-year
MUPF265	Applied Music—Sophomore
MUPF365	Applied Music—Junior
MUPF465	Applied Music—Senior

MUPF165–465 \$ (2–3)

Applied Music Performance Major

The private study of the performance repertoire and technique of the given instrument or voice and the study of performance-related skills. Repertoire study includes solo and concerted works. Technical study includes scales and arpeggios, technical exercises appropriate to the performance medium, excerpts (where appropriate) and etudes. Performance-related skills study includes the development of basic-level skills in improvisation and the study of sight-reading. Each of these courses require concurrent enrollment in MUPF489.

For non-performance majors and minors \$ (1–2)

MUPF164	Applied Music—First-year
MUPF264	Applied Music—Sophomore
MUPF364	Applied Music—Junior
MUPF464	Applied Music—Senior

MUPF164–464 \$ (1–2)

Applied Music Non-Performance Major/Minor

The private study of the performance repertoire and technique of the given instrument or voice and the study of performance-related skills. Repertoire study includes solo and concerted works. Technical study includes scales and arpeggios, technical exercises appropriate to the performance medium, excerpts (where

appropriate) and etudes. Performance-related skills study includes the development of basic-level skills in improvisation and the study of sight-reading. Each of these courses require concurrent enrollment in MUPF489.

Non-music students may register for music lessons. These courses do not apply toward fulfilling music major degree requirements without specific music faculty action.

For non-music students \$ (1–2)

MUPF170	Applied Music—First-year
MUPF270	Applied Music—Sophomore
MUPF370	Applied Music—Junior
MUPF470	Applied Music—Senior

Classes open to all students upon permission of the instructor (1)

MUPF160	Music Class—First-year
MUPF260	Music Class—Sophomore
MUPF360	Music Class—Junior
MUPF460	Music Class—Senior

Recitals

MUPF397	Recital—Junior	(1)
MUPF497	Recital—Senior	(1–2)
MUPF490	Recital Continuation	(0)

Ensembles—Undergraduate (1)

Department of Music ensembles are open to all students upon permission of the instructor. Ensemble credit may fulfill part of the General Education arts/humanities breadth requirement. Permission to add or drop an ensemble must be approved by the respective instructor.

MUPF310	Piano Ensemble
MUPF330	University Orchestra
MUPF334	Wind Symphony
MUPF335	I Cantori
MUPF336	University Chorale
MUPF339	Chamber Music Ensembles
MUPF345	Sinfonietta
MUPF346	Men's Chorus
MUPF347	Ladies' Chorus
MUPF385	University Singers

MUPF420 ♦ Alt (3)

Diction for Singers

The study of the rules for pronunciation and diction of the major languages used by singers. Study of Italian, French, German and Latin with application of International Phonetic Alphabet symbols.

MUPF489 ♦ (0)

Recital Attendance

Attendance of on- and off-campus live musical events. Required for all music majors each semester in full-time residence and four (4) semesters for music minors. Repeatable. Pass/Fail.

Students are required to attend nine (9) live musical events each semester in order to pass the course, at least seven (7) of which must be sponsored by the Department of Music. Students may count ensemble concerts in which they perform, but note that multiple performances of a given concert may only be counted as one (1) concert. Music majors and minors who do not achieve a "pass" for one (1) semester may risk losing their standing as a music major or minor.

MUPF500 \$ (1–3)

Applied Music Study in Private Lessons (minor performance)

May also be chosen by non-music majors. Repeatable.

MUPF506 \$ (1–3)**Advanced Conducting—Choral/Instrumental**

Section 01: Study of the art and techniques of conducting relative to the score and to the chorus as a performance instrument.

Section 02: Study of the art and techniques of conducting relative to the score and to the orchestra or band as performance instruments. Major works are studied and conducted. Repeatable. Each of these courses require concurrent enrollment in MUPF489.

Ensembles—Graduate (0 or 1)

Department of Music ensembles are open to all students upon permission of the instructor. Ensemble credit may fulfill part of the General Education arts/humanities breadth requirement. Permission to add or drop an ensemble must be approved by the respective instructor.

MUPF525	University Orchestra
MUPF526	University Wind Symphony
MUPF527	University Chorale
MUPF528	University Singers
MUPF530	Advanced Keyboard Ensemble
MUPF535	I Cantori
MUPF537	Ladies' Chorus
MUPF538	Chamber Music Ensembles
MUPF545	Sinfonietta
MUPF546	Men's Chorus

MUPF550 \$ (1–4)**Private Instruction in _____**

Private instruction in composition.

MUPF560 \$ (1–4)**Applied Music Study in Private Lessons (major performance)**

Style and development of repertoire; preparation for public performance. Repeatable. Each of these courses require concurrent enrollment in MUPF489.

MUPF575 (1–2)**Recital****MUPF640** (0)**Recital Continuation****Research and Specialized Study****MUHL650** \$ (0)**Project Continuation****MUHL665** \$ (0)**Comprehensive Exam Preparation****MUHL695** (1–2)**Bibliography and Research in Music**

An introduction to the tools and materials available in music research, with a critical analysis of sources. An examination of the goals and methods of research in music and an introduction to scholarly writing.

MUHL697 (1–3)**Independent Study and Research in Music**

Repeatable.

MUHL698 (2)**Project**

Repeatable to 4 credits.

MUHL699 (6)**Master's Thesis****NURSING**

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Faculty

Karen A. Allen, *Chair, and Director of Graduate Programs*
Ruth D. Abbott
Nancy A. Carter, *Director of Undergraduate Admissions and Progressions*
Henrietta H. Hanna, *Director of Undergraduate Curriculum*
Dwight Huslin
Arlene M. Saliba
Gisela E. Schmidt, *Director of Clinical Practicum*
Cynthia C. Small
Cherie Wilson

Academic Programs	Credits
BS: Nursing (NCLEX-preparatory)	59
BS: Nursing (BS completion)	32
MS: Nursing	
Nurse Education	38
Post-MS Certificate	
Nurse Education	13

Mission

Based on a framework of Seventh-day Adventist precepts and restoration to the image of God, the Andrews University Department of Nursing prepares nurses at the baccalaureate and master's degree levels. This preparation is for life-long Christian work in nursing service, technology, practice, education, leadership and research to the local, national, and international communities.

The faculty create a learning environment within a culturally diverse context, which develops and enhances critical thinking, communication, therapeutic nursing interventions, professional development, and Christian service.

Vision

To prepare professional nurses to reflect Christian spirituality, caring attitudes, clinical excellence, and cultural competence for service in an ever-changing environment.

Program Accreditation

The Andrews University Nursing program is approved by the Michigan Board of Nursing and holds accreditation from the National League for Nursing Accrediting Commission* (NLNAC).

*NLNAC
61 Broadway-33rd Floor
New York, NY 10006
Phone: 212-363-5555 Ext. 153

Undergraduate Programs

BS NCLEX-Preparatory Program

(For all 2nd degree, LPN and generic students)

This is an eight-semester nursing program planned to cover four academic years. The curriculum focuses on the provision of care and the promotion of health for individuals and families. Students gain proficiency through both class (theory) and laboratory (practicum/clinical) experiences in a variety of settings. To receive a strong and varied clinical experience, students travel to nearby hospitals and community agencies and work with clients of varied socio-economic groups. Each student is responsible for providing or arranging her/his own transportation for clinical practica.

BS Completion Program

BS: Completion provides the RN with an Associate degree to complete their Bachelor of Science degree. The curriculum focuses on the professional and leadership roles of the BS nurse and the promotion of health to the individual, the hospital system, and to the community. As students come from varying school backgrounds, the program of completion is individualized. Normally students complete in two to three years (4–6 semesters). The program requirements will involve clinical activities that cannot be carried out in the student's normal work setting.

Graduate Programs

MS: Building upon a BS in nursing this graduate nursing program requires two to three years of study for Registered Nurses. A research utilization project that is education focused and is required. This program includes practicum hours in an appropriate setting. (See p. 166 for degree requirements, admission criteria, progression, and course descriptions.)

Undergraduate Degree Requirements

BS: Nursing (NCLEX-preparatory)—124 or 126

General Education Credits—43 or 46+

(see Professional Degree Requirement Table, p. 42)

Required cognates—21

(fulfills the GE life/physical science requirement)

BIOL111, 112, 113, 260; (BIOL165, 166 may substitute for BIOL111, 112—students who take this option must also take BIOL113); PSYC301; FDNT230; STAT285

Please note that PSYC101 is included in the general education requirements for credit, but it is considered a cognate for the nursing program, even if not listed under the required cognates.

*Please note that if any cognates (Anatomy & Physiology, Microbiology, Human Development, Nutrition, Psychology, and Statistics) are older than 10 years they will not be accepted as credit and will need to be retaken as a class for credit or the students may take a standardized challenge exam, such as the CLEP exam as approved by the Department of Nursing.

BS: Nursing (NCLEX-preparatory) Courses—59

NRS211, 212, 215, 216, 240, 305, 315, 331, 332, 366, 408, 414, 416, 418, 430, 440, 445 (2 credits), 450(S), 466 (2 credits), 480
All NCLEX-preparatory (generic) students accepted into the nursing program will:

1. Be required to work in a hospital **acute care setting** as a nursing assistant, nursing technician or the equivalent. Students will be required to work a minimum of 500 hours while enrolled in the nursing program. This could be done over the summer. The breakdown of hours is as follows:
 - 75–80 hours prior to beginning NRS231 MedSurg Community Based
 - Externship during the summer after completing NRS232 MedSurg Acute and prior to entering NRS240/440 Obstetrics and Pediatrics (hours will vary, but a min. of 300)
 - 120 hours during NRS248 Senior Nursing Internship
 Students will not be allowed to progress in the nursing program unless these qualifications are met, except by approval of faculty. A form signed by the facility where the student works must be submitted to their advisor prior to registering for Fall courses.
2. Be expected to complete the NCLEX-preparatory program within five years from beginning NRS216.

BS: Nursing (Completion)—124 or 126

Up to 27 credits of lower-division nursing may be accepted from the associate degree transcript.

RNs without recognized academic credit in nursing may obtain credit by successfully passing the NLN Upward Mobility Profile II Tests, or an acceptable option. These tests passed at the recommended score would count toward the 27 credits of lower-division nursing credits (although not counted in the GPA).

General Education courses are also considered when transferring into our program. Each student will be evaluated on an individual basis to determine which General Education credits remain of the 43 or 46 required for graduation.

A maximum of 70 semester credits may be transferred in and applied toward the baccalaureate degree.

General Education Credits—43 or 46+

(see Professional Degree Requirement Table, p. 42)

Required cognates—21

(fulfills the GE life/physical science requirement)

BIOL111, 112, 113, 260; (BIOL165, 166 may substitute for BIOL111, 112—students who take this option must also take BIOL113); PSYC301; FDNT230; STAT285

Please note that PSYC101 is included in the general education requirements for credit, but it is considered a cognate for the nursing program, even if not listed under the required cognates.

Nursing Major Requirements—32

NRS305, 315, 320, 366, 408, 414, 418, 445 (3 credits), 450, 466 (3 credits), 480

Undergraduate Admission Requirements

Application for admission will require a minimum of six weeks for processing and evaluation. Deadline for application is May 1 to be considered to enter the Nursing Program. Those submitting applications after this date are not guaranteed entry due to a possible waiting list.

BS: Nursing (NCLEX-preparatory) Program

Students may enter the university as declared nursing majors, but the first year is typically spent in general education requirements, cognate courses, and NRS 215. Students are encouraged to apply for entrance into the nursing program prior to completion of the Spring semester of their freshman year so as to be prepared to enter NRS216 Fundamentals of Nursing Practice the following Fall semester.

Admission requirements are as follows:

- Minimal overall GPA of 2.50
- BIOL111, BIOL112, BIOL113, PSYC301, FDNT230, PSYC101 (Cognates)
- Minimal combined GPA for cognates of 2.50. A grade of C- is unacceptable for any cognate course.
- A math placement score of P2 or above; or successful completion of MATH092 or a higher level math class.
- Nelson Denny Reading Test score of 13 or greater
For those applicants whose native language is not English, the following may be substituted for the Nelson Denny test.
 - MELAB—score of 80
 - TOEFL—score of 550 (paper based) or score of 213 (computer based)
- High school chemistry with a grade of C or better or an introductory college chemistry course.
- An acceptable criminal background check from company recommended by Department of Nursing—to include Berrien County.
- Physical examination report that must include:
 - Tuberculin skin test (if positive will be evaluated individually) and yearly evaluation thereafter
 - Proof of immunization or serum immunity for measles, mumps, rubella, diphtheria, tetanus, and hepatitis B
 - Proof of either having had chickenpox (dates of disease or tested for varicella-zoster antibodies) or the immunization
- Interview with student if transferring from another nursing program.
Applicants who fail to meet any of the above may be admitted only after committee consideration of the specific circumstances. Additional course work may be required.

BS: Nursing (Completion) Program

Admission requirements are the same as above with the following exceptions:

- RN license in the United States (No exceptions are granted to this policy).
- A passing score on Andrews University math placement exam or transferring in of an equivalent math course to or greater than MATH145.
- For those applicants whose native language is not English, the following is required:
 - MELAB—score of 80
 - TOEFL—score of 550 (paper based) or score of 213 (computer based)

Applicants who fail to meet any of the above may be admitted only after committee consideration of the specific circumstances. Additional course work may be required.

Progression

All undergraduate nursing students need to understand that:

- Nursing courses must be taken in the required sequence.
- A grade of 75%=C or higher is required to pass each nursing class.
- A test average of 75% or above is required for identified nursing class.
- No grade lower than a C is accepted in any undergraduate nursing or cognate courses.
- GPA's are calculated separately at the end of each semester.
- Be aware that independent study courses cannot replace required courses.
- Students wishing to transfer in nursing credits must have course work evaluated by the Nursing Department—Admissions and Progression's Committee. (Please allow a minimum of six weeks prior to the beginning of classes for evaluation.)

- Maintain current certification of the American Heart Association Health Care Provider CPR course or the American Red Cross (Professional Rescuer Course).
- Annual review of required health care competencies. (See Handbook for specifics)
- Any student on a Leave of Absence for two years or more, must have a readmission reevaluation of both clinical and theoretical knowledge.
- Class attendance: The Department of Nursing will uphold university policy (see p. 27).
- Clinical attendance: See p. 27 of this Bulletin and p. 33 of the *Department of Nursing Handbook*.
- If one nursing course is failed (grade < C) this automatically places the student on departmental academic probation.
- A nursing course may be repeated only once.
- Students may repeat only one nursing course.
- Recognize that you will be asked to withdraw from the nursing program if two nursing courses are failed at any time.
- Students have the right to reapply to the program.
- Readmission will be considered on an individual basis.

Practicum

Undergraduate nursing practicum: In nursing classes with a practicum, a ratio of four clinical hours will be required for each semester credit. For example, a 1-credit practicum meets for 60 clock hours, a 2-credit practicum course meets for 120 clock hours. Practicum hours are indicated in the bulletin by the numbers in parenthesis after the number of total credit hours. The first number indicates the number of didactic (classroom) hours and the second indicates the number of clinical hours (i.e., see NRS216).

Undergraduate Courses**(Credits)**

See inside front cover for symbol code.

NRS211 (1)***Nursing Pharmacology I***

Beginning nursing knowledge related to pharmacology, medication administration, and related monitoring of therapeutic and non-therapeutic patient response that builds a foundation for safe practice. *Fall*

NRS212 (2)***Nursing Pharmacology II***

A continuation of pharmacology principles that examines major classifications of medications. Focuses on uses, dosages, therapeutic and non-therapeutic effects, interactions, and nursing interventions. Prerequisite: NRS211 or permission of the Department of Nursing. *Fall*

NRS215 (1)***Introduction to Nursing Concepts***

Introduces students to nursing history, mission, standards, language, critical thinking, "Restoration to the Image of God" (the Department of Nursing's conceptual framework), and other components of nursing as they begin their journey towards becoming a Christian professional nurse. *Spring*

NRS216 (4)***Fundamentals of Nursing Theory and Practice***

Integrates the nursing process into basic nursing skills, medication administration, and assessment of the adult client; with special emphasis on older adults. Includes theory and practicum. Prerequisites: BIOL111, 112, 113, PSYC301, FDNT230,

PSYC101, NRS215 or permission of the Department of Nursing. *Fall*

NRS240 (4)
Psychiatric-Mental Health Nursing

Presents the nurse's role in facilitation of mental health and prevention, assessment and management of mental illness. Includes theory and practicum. Prerequisites: NRS211, 216, PSYC101 or permission of the Department of Nursing. *Spring*

NRS305 (3)
Health Assessment

Introduces theoretical and practical skills for performing a focused and comprehensive health assessment. Emphasizes data collection for recognition of normal findings and common variations throughout the life span, and use of nursing diagnoses to describe areas needing restoration. Includes theory and practicum. Prerequisites: BIOL111, 112, 113, PSYC101, 301, FDNT230, NRS215 or RN, LPN or permission of the Department of Nursing. *Spring*

NRS315 (3)
Pathophysiology

Explores physiological adaptations and changes that occur due to chronic and acute illnesses. Provides etiology of disease states to use as a basis for nursing interventions. Prerequisites: BIOL111, 112, 113. *Fall*

NRS320 (3)
Transitions in Nursing

Bridges educational preparation and role expectation of the associate degree nurse, for functioning at the professional level. Introduces and applies principles from the Department of Nursing philosophy, mission and conceptual framework. Must be taken before NRS418 and NRS450 or with permission of the Department of Nursing. *Fall*

NRS331 (4)
Medical-Surgical: Community-based Nursing

Integrates and applies the nursing process to prevent disease, and promote, restore, or maintain health for adult clients and their families in community-based settings. Includes theory and practicum. Prerequisites: NRS211, 240, 315. *Fall*

NRS332 (5)
Medical-Surgical: Acute-care Nursing

Integrates and applies the nursing process to restore health, manage disease, and/or provide end-of-life care for adult clients and their families with acute medical-surgical conditions, in acute and critical-care settings. Includes theory and practicum. Prerequisite: NRS331. *Spring*

NRS366 (1)
Complementary Wellness and Restoration I

Introduces the use of complementary therapies in disease prevention, and health promotion and maintenance towards restoration of clients, families and communities. Specific attention is given to the eight natural laws of health. *Fall*

NRS408 (3)
Families in Stress and Crisis

Utilizes family systems and other theories as a basis for understanding family functioning. Prepares the students to be able to assess and intervene with families experiencing stress and/or crises. Prerequisites: NRS331 or permission of the Department of Nursing. *Spring*

NRS414 (3)
High Acuity Nursing

Focuses on the needs of clients with life-threatening conditions in an acute care setting; which may present in multiple body systems. Special needs of pediatric and elderly clients addressed as well. Prerequisites: NRS332 for NCLEX preparatory students, NRS315, 408. *Fall*

NRS416 (1.5, 1.5)
Comprehensive Overview

Review of nursing knowledge to serve as preparation of pre-licensure students for the NCLEX. Prerequisites: NRS430, 440. *Fall and Spring. (This course is taught Fall and Spring semesters, and students are required to register both semesters for a total of 3 credits.)*

NRS418 (3)
Leadership in Nursing

Provides opportunity for the student to gain knowledge in nursing leadership. Promotes the utilization of restorative principles in leadership theory and practice. Prepares students for leadership roles in all areas of nursing, and instills the pursuit of lifelong learning and professional development. Prerequisites: NRS430, 440 or 414. *Spring*

NRS430 (4)
The Childbearing Family

Emphasizes restorative and evidence-based nursing care of the childbearing family throughout preconception, pregnancy, post-partum, and the neonatal period with an added focus on women's health issues. Includes theory and practicum. Prerequisites: NRS332, PSYC301. *Fall*

NRS440 (4)
The Developing Child

Emphasizes an evidence-based nursing practice in both the maintenance and restorative health needs of the growing and developing child, from newborn through adolescence. Includes theory and practicum. Prerequisites: NRS332, PSYC301. *Fall*

NRS445 (2-3)
Nursing Research

Provides foundational concepts on the research process and steps for utilizing research with the focus being on evidence-based practice. Introduces nursing perspectives related to critical thinking, scientific methods, ethical concerns, and search techniques necessary to the research process. Prerequisites: NRS331 or 320 or permission of the Department of Nursing. *(BS Completion students take the class for 3 credits.) Spring*

NRS450 S (4)
Community Nursing

* Field service credit requirements are met in this class. Focuses on community as the primary client, in contrast with community as the setting for individual care. Students consider factors affecting the well-being, function, and/or existence of the community and its response to those problems. Includes theory and practicum. Prerequisites: NRS430, 440 or 414. *Spring*

NRS466 (2-3)
Complementary Wellness and Restoration II

An in-depth exploration of complementary therapies that can be utilized in conjunction with traditional therapies to assist clients with a chronic illness or high acuity need towards restoration to the image of God in wellness, health maintenance and disease management. Prerequisites: NRS366, 408 or permission of the

Department of Nursing. (BS Completion students take the class for 3 credits.) Spring

NRSG480 (3)
Senior Nursing Internship

A capstone practicum that integrates nursing skills and knowledge with principles of daily practice. Takes place in acute care settings where the student manages groups of clients in conjunction with a preceptor (120 clock hours). Prerequisites NRSG414, 466. Spring

NRSG495 (1)
Independent Study_____

Graduate Nursing Programs

MS: Nursing

Nurse Education

The United States is currently facing a shortage of nursing faculty. This emphasis provides the RN with a baccalaureate degree the opportunity to help provide quality and excellence in nursing education and care whether in the academic setting, clinical arena, or one to one patient teaching. This program takes 5 semesters to complete.

Core Classes—15

NRSG 510, 517, 530, 580, 655, 698

Nurse Education—23

NRSG 527, 548, 555, 638, 658, 660, 665, 668, 680

Post-MS: Nursing Education Certificate. Is for nurses (RNs) who have a Master's degree in nursing and wish to focus on nursing education.

Post-MS Nursing Education Certificate

Certificate Requirements—13

NRSG658, 660, 665, 668, 680

Admission Requirements

In addition to the general admission requirements in the Graduate Admissions section of the University bulletin, certain departmental requirements should be noted:

1. BS: Nursing degree from an NLNAC or CCNE accredited school or equivalent accreditation in country of residence.
2. Overall undergraduate GPA of 3.00.
3. Current licensure as an RN in the United States or equivalent accreditation in country of residence.
4. Positive recommendations by present or recent employers
5. Undergraduate course in statistics

Applicants who fail to meet any of the above may be admitted only after committee consideration of the specific circumstances. Additional course work may be required.

Post-MS: Nursing Certificate

1. Nurses must hold a graduate nursing degree from an accredited university in the United States or country of residence.
2. Current RN registration in the United States or country of residence.

See Financial Information section, p. 65 for examination fees.

Progression

All graduate nursing students need to understand that:

- Graduate nursing courses must be taken in the required sequence.
- A 3.00 GPA is required in all course work.
- No grade lower than a B is accepted at the graduate level.
- One credit of practicum is equal to 75 literal clock hours.

Graduate Courses

(Credits)

See inside front cover for symbol code.

NRSG510 (2)
Christian Ministry

Explores spiritual needs within the context of health and illness and the incorporation of spiritual beliefs into the plan of care. Includes an assessment of how the client and one's own individual spirituality affects health care behaviors. Spring

NRSG517 (3)
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. Fall

NRSG527 (3)
Advanced Pharmacology

Explore pharmacologic agents for an advanced understanding of the implications of drug choices, actions and interactions. Provides the nurse with advanced knowledge to better translate pharmacologic therapy to the client. Spring

NRSG530 (3)
Health Promotion/Disease Prevention

Explores theories of health promotion and disease prevention at the advanced practice level with emphasis on patient education, epidemiology, health beliefs, and the seven laws of health. Fall

NRSG548 (3)
Advanced Pathophysiology

An in-depth study of select pathophysiology concepts which will enable nurses to critically evaluate therapeutic strategies for maintenance and achievement of restoration. Age-related and ethnic variations will be explored. Spring

NRSG555 (2)
Advanced Health Assessment

Develop advanced assessment skills necessary to teach the skills to others as they restore clients of various ethnic groups to health and identify risk factors for illness of particular cultural groups. Prerequisites: NRSG510, 517, 548, 638. Fall

NRSG580 (2)
Nursing Theory and Application

Examines theories and conceptual frameworks of nursing, ethics, leadership, models for providing care, and Restoration to the Image of God in regards to advanced practice of nursing. Explores feasibility, conceptual integrity, and congruence with personal values. Prerequisites: NRSG510, 517, 638. Fall

NRSG638 (2)
Interpersonal Dynamics

Provides graduate nursing students with advanced knowledge related to underlying interpersonal concepts, skills, and practical approaches specifically for relationship building, effective communication, facilitation of informed decision-making, conflict

awareness and management, crisis intervention, constructive feedback, and delivery of potentially disturbing information; in academic, health care, and community-based settings. *Fall*

NRSG655 (3)

Research Utilization

Prepares the student to critically evaluate research studies and to design strategies for integrating or utilizing research to guide and develop an evidence based practice specific to their anticipated advanced practice role. Prerequisites: NRSG510, 517, 580, 638, 658, 660. *Spring*

NRSG658 (2)

Learning Theory and Health Teaching

Provides advanced practice nurses with teaching strategies that are both theoretical and evidence based followed with strategies and skills necessary for successful instruction and teaching of clients, community, nursing students, and other health care professionals. Prerequisites: NRSG510, 517, 638. *Fall*

NRSG660 (2)

Curricular Development

Provides students with knowledge related to analysis, development or design, and re-design or improvement, and evaluation of client, student, or professional nursing curricula. Instruction on principles and procedures for curricular development will be addressed. Prerequisites: NRSG510, 517, 638. *Fall*

NRSG665 (3)

Nursing Education Outcomes

Students are provided information on methods for assessing overall educational outcomes, such as the individual patient education, classroom instruction, and in providing continuing education units for professional nurses. Prerequisites: NRSG510, 517, 580, 638, 658, 660. *Spring*

NRSG668 (2)

Roles in Nursing Education

Explores the various teaching and faculty roles that impinge upon the nurse educator. An understanding of the requirements of scholarship activities such as clinical currency, academic productivity, and teaching expertise are examined. Prerequisites: NRSG510, 517, 580, 638, 658, 660. *Spring*

NRSG670 \$ (0)

Project Continuation

NRSG675 \$ (0)

Program Continuation

NRSG680 (4)

Teaching Practicum

Provides the student with the opportunity to utilize knowledge gained in the nursing-education courses, in a nursing-focused educational experience of their choosing. A total of 300 clock hours are required. Prerequisites: NRSG510, 517, 527, 548, 555, 580, 638, 655, 658, 660, 665, 668. *Fall*

NRSG690 (1-3)

Independent Study

NRSG698 (2)

Research Utilization Project

Requires the student to use a recognized research utilization model to develop an evidence-based Nursing Education project. Prerequisite or corequisite: NRSG655.

NUTRITION AND WELLNESS

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Greggory Morrow, *Director, Aquatics Program*

Academic Programs	Credits
BS in Dietetics	73
BS: Nutrition Science	62
Minor in Food and Nutrition	20
MS: Nutrition and Wellness	32

Undergraduate Programs

The Didactic Program in Dietetics (DPD) at Andrews University is currently accredited by the Commission on Accreditation for Dietetics Education of the American Dietetic Association, 216 W. Jackson Blvd., Chicago, IL 60606-6995, 312/899-5400.

Preparation for the Registration Exam

Andrews University offers two programs to prepare the student for the registration examination given by the Commission on Dietetic Registration of the American Dietetic Association (ADA).

- The DPD program, which meets the academic requirements for registration eligibility.
- The Dietetic Internship, a post-baccalaureate program, designed to meet the supervised practice requirements for registration eligibility.

The Dietetic Internship at Andrews University is currently accredited by the Commission on Accreditation for Dietetics Education of the American Dietetic Association, 216 W. Jackson Blvd., Chicago, IL 60606-6995, 312/899-5400.

The Didactic Program in Dietetics (DPD)

The DPD has two phases:

1. Pre-dietetics: Introductory pre-professional and General Education courses obtained at Andrews University or another accredited college or university.
2. Dietetics: Two years of study in clinical dietetics, food-service management, and community nutrition obtained on the Andrews University campus. Students must complete requirements for the professional Bachelor of Science in Dietetics degree. Students who complete the DPD requirements will be issued a DPD verification statement.

Students are expected to complete a professional development portfolio during the DPD program outlining their goals and

accomplishments, including 200 hours of professional dietetic experience. A verification form for completion of the DPD program will not be issued until the professional development portfolio has been satisfactorily completed by the student.

After completion of the BS course work for the DPD, an eight month Dietetic Internship must be completed by a dietetic student for registration eligibility. This supervised practice provides experiences in three main areas of dietetics—community nutrition, clinical nutrition, and food-service management. The Dietetic Internship is available at several hospitals affiliated with Andrews University. Successful completion of this intensive eight-month supervised practice permits a student to write the national registration exam in dietetics. Students who successfully complete the internship will be issued a verification statement.

Upon passing the registry exam, graduates receive formal recognition as Registered Dietitians (RD). This status is maintained by participating in continuing professional education activities approved by the ADA. With advanced study or experience, the dietitian may qualify as a specialist in clinical dietetics, food-service management, nutrition education, or research.

Admission Requirements. Prospective dietetics students apply to the director of the Didactic Program in Dietetics in their sophomore year for acceptance into phase 2 of the program by May 15 for the following autumn semester. Successful completion of the prerequisite courses listed below with a minimum cumulative GPA of 2.50 in FDNT, mathematics, and science courses, is required for entry into phase 2 of the program.

BS: Dietetics (DPD Program)—73

Prerequisite Courses—35

ACCT121; BCHM120; BIOL111, 112, 260; CHEM110; FDNT118, 124, 230; PSYC101; and either BHSC220 or 235.

Cognate Requirements—6

BSAD355, 384

DPD Requirements—32

FDNT310, 351, 352, 421, 422, 431, 432, 448, 460, 485, 490, 498.

No grade below a C- is accepted for prerequisite and cognate courses (or below a C for dietetic courses). Students planning graduate study in nutrition or medical dietetics are recommended to take the following chemistry courses: CHEM131, 132; CHEM231, 232, 241, 242; BCHM421, 422, 430.

At least 124 semester hours are recommended for graduation. For BS requirements other than those listed above, refer to the General Education requirements listed on p. 41. Graduation is dependent upon the completion of all curriculum requirements with the maintenance of at least a 2.25 cumulative GPA in all dietetic and cognate courses. Graduates are provided with a *Didactic Program in Dietetics Verification Statement*, testifying to the fact that they have successfully completed the requirements for a BS degree in Dietetics. Students must successfully pass a comprehensive review exam in their senior year before they are eligible to receive a DPD verification form. Dietetics graduates are eligible to apply for an accredited Dietetic Internship program.

BS: Health

(This degree is offered at the Hong Kong Adventist College affiliated campus only. Details of program available from the Office of Affiliation and Extension Programs.)

BS: Nutrition Science—62

BCHM421; BIOL165, 166; CHEM131, 132, 231, 232, 241, 242; FDNT230, 310, 448, 460, 485, 495; ZOO465; 6 credits chosen from FDNT124, 421, 422, 431, 469, 476; and 8 elective credits selected from chemistry, biology, nutrition, and physics in consultation with the program advisor.

The BS in Nutrition Science is recommended for pre-medical students wishing to have a nutrition and health promotion emphasis as they prepare for medical school. However, this BS does not prepare students for dietetics registration eligibility.

Minor in Nutrition and Wellness—20

Must include FDNT124, 230, 310, 448, 460, HLED120 plus 6 credits selected from the Department of Nutrition and Wellness approved by the director of the Dietetics program.

Physical Activity Courses

Each class includes both a fitness component as well as skills instruction. The goals of the physical activity courses are:

1. To aid individuals in the development of Christlike attitudes and conduct in recreational activities, and to promote learning opportunities for cooperative teamwork.
2. To promote the development of physical fitness and physical skills that will continue throughout life and enhance the quality of one's leisure time.
3. To provide a variety of physical activities designed to meet the needs and desires of a diverse student population.

Graduate Program

MS: Nutrition and Wellness—32

Admission Requirements

Applicants for the MS: Human Nutrition must have completed undergraduate credits in nutrition, and approved cognates as follows.

1. Two nutrition courses (equivalent to FDNT230 and one advanced course).
 2. Survey courses in chemistry with labs, including inorganic, organic, and biological (equivalent to CHEM110 and BCHM120).
 3. Human physiology (equivalent to BIOL112).
 4. Statistics (equivalent to STAT285).
- Applicants with deficiencies may be admitted provisionally, but they must take courses in addition to those in the degree program to meet deficiencies.

Degree Requirements

In addition to the general academic requirements for graduate degrees outlined on p. 48, the following departmental requirements should be noted:

- A minimum of 32 semester credits
- The core of 20 nutrition credits including FDNT448, 498, 2 credits of FDNT545, 565, 2 credits of FDNT586 and 2 credits of FDNT680, MKTG500, PETH465.
- Students electing to do a thesis must complete 6 credits of FDNT699; students electing a non-thesis option must complete 3 credits of FDNT698.
- Students who present a signed verification statement outlining their successful completion of an undergraduate dietetics program

may apply to do a Dietetic Internship as part of their MS in Nutrition and Wellness. Students accepted into this non-thesis program must register for 4 credits of FDNT594 in the fall semester and 4 credits in the spring semester, in the place of FDNT698.

The Dietetic Internship is available only to students seeking registration eligibility, not to students with an RD. Successful completion of this intensive 8-month supervised practice qualifies students to write the national registration exam in dietetics.

- Electives are to be selected in consultation with the graduate advisor from graduate course offerings in nutrition, health, education, communication, behavioral science, business, and marketing.

Courses (Credits)

See inside front cover for symbol code.

FDNT118 (1)
The Profession of Dietetics
 A discussion of the dietetics profession and the role of the dietitian within the health-care team. Ethical concerns in the practice of dietetics. *Spring*

FDNT124 \$ (3)
Food Science
 Chemical and physical properties of foods that affect food handling, preparation, and preservation. Lab procedures apply the principles studied to the preparation of foods. Weekly: 2 lectures and a 3-hour lab. *Fall*

FDNT230 \$ (3)
Nutrition
 A study of the basic principles of nutrition science, the biochemical functions of various nutrients, the changes in physiological needs with age, and the relationship between nutrition and health. Students needing life science general education credit must also register for the lab, FDNT240. Three lectures per week. *Fall, Spring*

FDNT230 V (3)
Nutrition
 AU/GU course—see content above.

FDNT240 \$ (1)
Nutrition Laboratory
 Discovering principles of nutrition science in the laboratory. A weekly 3-hour lab. Required for those students needing life science general education credit. *Fall, Spring*

FDNT310 (3)
Nutrition in the Life Cycle
 Study of the nutritional needs of the healthy person throughout the life cycle. The influence of socioeconomic, cultural, and psychological factors on food and nutritional behavior. Prerequisites: FDNT230. *Fall*

FDNT351 (4)
Food Service Management I
 Introduction to the systems approach and application of the functions of management to foodservice systems. Principles of menu development, food production, service, delivery, procurement, sanitation, safety, and equipment selection in food service organizations. Weekly: 3 hours lecture and up to 4 hours practicum. Prerequisites: FDNT124; BIOL260; MATH145 or equivalent. *Fall—Offered alternate years*

FDNT352 (3)
Food Service Management II
 Application of management functions and principles to foodservice organizations. Specific attention to marketing processes, CQI, and integration of foodservice subsystems. Includes the management of human, material, spatial, and financial resources in environmentally responsible ways. Weekly: 2 hours lecture and up to 4 hours practicum. Prerequisites: FDNT351; BSAD355. *Spring—Offered alternate years*

FDNT415 (1–4)
Professional Experience
 A supervised lab experience introducing the student to the role of a professional in the workplace. Repeatable to 8 credits. *Fall, Spring*

FDNT421 S ♦ \$ (2)
Community Nutrition I
 Principles for presenting nutrition information to individuals and groups. Community assessment and planning a community nutrition program. Weekly: 1 hour lecture and a 3 hour practicum. Prerequisite: FDNT310. *Fall—Offered alternate years*

FDNT422 ♦ \$ (2)
Community Nutrition II
 Analysis of local and national nutrition programs and services. Impact of nutrition policies on community health. Implementing and evaluating a community nutrition program. Weekly: 1 hour lecture and a 3 hour practicum. Prerequisite: FDNT421. *Spring—Offered alternate years*

FDNT431 ♦ (4)
Medical Nutrition Therapy I
 Introduction to medical nutrition therapy. Medical terminology for healthcare professionals. Assessment of nutritional status by various methods. Development of nutritional care plans. Theory and techniques of counseling in various settings. Weekly: 3 hours lecture and 4 hours practicum. Prerequisites: FDNT310, 485. *Fall*

FDNT432 ♦ (4)
Medical Nutrition Therapy II
 Implement medical nutrition therapy through the assessment of nutritional status and development of care plans for a variety of clinical conditions, such as chronic diseases, oncology, nutrition support, and renal disease. Weekly: 3 hours lecture and 4 hours practicum. Prerequisite: FDNT431. *Spring*

FDNT440 (1–3)
Topics in _____
 Selected topics in nutrition. Repeatable with different topics.

FDNT448 (3)
Nutrition and Wellness
 The dietary factors associated with the major chronic diseases of Western society. The use of plant-based diets in health promotion and disease prevention. Discussion of herbal therapies. Prerequisite: FDNT230. *Fall*

FDNT460 (1–2)
Seminar
 Review of contemporary issues and/or current literature in nutrition. Repeatable to 3 credits. *Spring*

FDNT469 ♦ (2–3) <i>International Nutrition</i> 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. <i>Fall</i>	FDNT570 (3) <i>Maternal and Child Health</i> Preventive health care and conditions necessary for mother and child well-being in developing countries. Community-based interventions for child survival. Management of maternal and child health programs.
FDNT476 ♦ (2) <i>Nutrition and Aging</i> Physiological changes in aging. Food-selection patterns, nutritional needs, nutritional disorders, and chronic diseases. Prerequisite: FDNT230. <i>Fall</i>	FDNT585 (1–4) <i>Topics in _____</i> Selected topics in the areas of nutrition and wellness. Repeatable to 6 credits.
FDNT485 ♦ (3) <i>Nutrition and Metabolism</i> Study of the nutrients and their functions within the living cell and the complex organism. Discussion of the major metabolic pathways. Prerequisites: BCHM120, FDNT230. <i>Spring</i>	FDNT586 (1–4) <i>Professional Experience</i> Opportunities for unique supervised practical experiences in various organizations to introduce the student to the role of a professional. A maximum of 4 credits per semester can be taken. Repeatable to 8 credits.
FDNT490 (1) <i>Dietetic Program Review</i> A comprehensive review of the major elements of the undergraduate dietetics program (DPD). The senior comprehensive exam will be given at the end of the semester.	FDNT594 \$ (0, 4) <i>Dietetic Internship</i> The internship is equivalent to a full-time load. It involves 35-40 hours per week of supervised practice. Open only to students seeking registration eligibility with the Commission on Dietetic Registration of the American Dietetic Association. <i>Fall, Spring</i>
FDNT495 (1–3) <i>Independent Study/Readings</i> Repeatable to 4 credits in independent study and 4 credits in readings on nutrition and dietetics. Consent of instructor required.	FDNT600 (1) <i>Research Design</i> Criteria for the organization, analysis, and reporting of research in Nutrition. Preparation of a proposal for a master's thesis or project. Prerequisite: FDNT498 or equivalent. <i>Spring</i>
FDNT498 ♦ (2) <i>Research Methods</i> A study of research methodology, survey methods, and applied statistics as they relate to dietetics. <i>Fall</i>	FDNT648 (1–4) <i>Workshop</i>
FDNT540 (2) <i>Maternal and Child Nutrition</i> Role of nutrition in human growth and development, with emphasis on prenatal period, infancy, childhood, and adolescence.	FDNT650 \$ (0) <i>Project Continuation</i>
FDNT545 (2–4) <i>Nutrition and Wellness Programs</i> Development of nutrition and wellness programs for community groups emphasizing health promotion. Includes participation in community assessment, program planning, implementation, and evaluation of a program. Prerequisite: FDNT448.	FDNT655 \$ (0) <i>Program Continuation</i>
FDNT555 (3) <i>Advanced Human Nutrition I</i> Functions and nutritional metabolism of simple and complex carbohydrates, lipids, amino acids, and proteins. Public health applications. Prerequisite: A course in biochemistry. <i>Fall</i>	FDNT660 \$ (0) <i>Thesis Continuation</i>
FDNT556 (3) <i>Advanced Human Nutrition II</i> Functions and nutritional metabolism and interactions of fat-soluble and water-soluble vitamins, minerals, and trace minerals. Public health applications. Prerequisite: A course in biochemistry. <i>Spring</i>	FDNT665 \$ (0) <i>Preparation for Comprehensive Exams</i>
FDNT565 (3) <i>Current Issues in Nutrition and Wellness</i> Discussion of current issues in nutrition, food safety, public health, and wellness. Prerequisite: FDNT230. <i>Spring</i>	FDNT680 (1–4) <i>Research Seminar</i> Individual reports and discussion of recent research data. Repeatable to 4 credits. Consent of instructor required.
	FDNT690 (1–6) <i>Independent Study</i> Individual study and/or research. Consent of instructor required. Repeatable to 6 credits.
	FDNT698 (3) <i>Research Project</i>
	FDNT699 (3–6) <i>Master's Thesis</i> Repeatable to 6 credits.

Health Courses

HLED120 \$ (1)
Fit for Life

A balanced up-to-date coverage of all critical areas of wellness including physical fitness, nutrition, weight management, stress, cardiovascular disease, cancer, addictions, and injury prevention. Practical tools will be given to help adopt healthier lifestyles.

PETH465 ◆ (4)
Exercise Physiology

Study of the body's physiological response to exercise. Prerequisites: BIOL111, 112 or equivalent. Three lectures per week plus a 3-hour lab. *Spring*

PETH495 (1-4)
Independent Study/Reading/Research/Project

Independent Study: Directed study in an area of interest resulting in a formal term paper.

Independent Readings: Weekly meetings with the instructor for individual assignments and reports.

Independent Research: Design and execution of an experiment or causal-comparative research.

Independent Project: Practical or creative experience or project in consultation with instructor. Permission required from the instructor and department chair. Thirty hours of involvement required for each credit. Contract of proposed activity required. Repeatable to 4 credits in each area. *Fall, Spring*

Physical Activity Courses

PEAC106 \$ (1)
Beginning Basketball

Instruction in the fundamental skills of shooting, passing, ball-handling, man-to-man defensive play, basic rules, offensive strategy, basic rules, and team play.

PEAC107 \$ (1)
Beginning Volleyball

Instruction in the basic skills of serving, setting, passing, and spiking, and the basic instruction on rules, and 2, 3, 4, and 6 person team play.

PEAC109 \$ (1)
Beginning Softball

Instruction in the fundamental skills of throwing, catching, base running, batting, and fielding of ground and fly balls. Position play, game situation drills, scrimmages, and rules are covered. Student must supply own glove. *Spring*

PEAC114 \$ (1)
Beginning Soccer

Learning the fundamental skills of ball control, passing, blocking, and shooting goals. Indoor or outdoor games depending upon the season and weather.

PEAC116 \$ (1)
Weight Control and Conditioning

Study of the factors involved in increasing, decreasing, or retaining body weight. Also the practice of exercises designed to control body weight.

PEAC118 \$ (1)
Beginning Badminton

Analysis and practice of basic strokes, singles and doubles play, strategy, and rule interpretations.

PEAC119 \$ (1)
Beginning Tennis

Instruction in the fundamental skills of ground strokes, serving, and team play. Basic strategy and rules. *Spring*

PEAC120 \$ (1)
Scuba

An entry level course in scuba diving. Includes instruction in the buddy system, dive planning, donning and removing equipment in the water, alternate air sources, buddy breathing, entries, communication, and navigation. Swimming pretest required. YMCA certification. Additional fees apply. *Spring*

PEAC125 \$ (1)
Canoeing

Emphasis on precise canoe handling through paddle control. Based on traditional strokes. Practice conducted on local lakes and rivers. One all-day canoe trip or two half-day canoe trips are required. *Fall*

PEAC126 \$ (1)
Cycling

A study of the various types of cycling, cycling techniques, and the proper maintenance of a bicycle.

PEAC127 \$ (1)
Rock Climbing

A safe introductory course that includes learning climbing skills, essential climbing knots, proper equipment and safety, and self-rescue.

PEAC128 \$ (1)
Beginning Golf

Study of the basic techniques of the golf swing. An introduction to the game, rules, and etiquette of golf. Students must supply their own equipment. Additional lab fees required. *Spring*

PEAC129 \$ (1)
Beginning Racquetball

Introduction to basic strokes, singles and doubles play, strategy, and rule interpretations. Student must supply own racquet, balls, and eye guards.

PEAC130 \$ (1)
Special Activities

Special areas beyond normally offered courses: cycling, diving, fitness games, fitness swimming. Repeatable in different areas. Consult the current class schedule for activities offered each year.

PEAC144 \$ (1)
Beginning Floor Hockey

Introduction to the game, including team composition, rules, and fundamental skills.

PEAC150 \$ (1)
Swimming

Designed for multilevel instruction. Three basic levels are incorporated into the class based on a swimming pretest: beginners, intermediate, and advanced. No swimming ability necessary. Repeatable.

PEAC206 \$ (1)
Intermediate Basketball

Analysis of and drills in fundamental skills, offensive and defensive strategies. Emphasis is given to team play.

<p>PEAC207 \$ (1) Intermediate Volleyball Instruction in advanced team play, offensive and defensive strategies. Game scrimmages will help to perfect fundamental skills.</p>	<p>PEAC255 \$ (1) Intermediate Acrobatics Learning, performance, and exploration of tumbling and balancing. With emphasis on conceptual creativity, choreography, and program management. Instruction on spotting techniques, teaching theories, progression and safety will be given.</p>
<p>PEAC209 \$ (1) Intermediate Softball Instruction in team play, cutoffs, relays, and offensive and defensive strategies. Game scrimmages use the pitching machine. Students supply own glove.</p>	<p>PEAC266 (1) Officiating Practical field experience in officiating. Rules, officiating mechanics, and signals, learned and practiced. MHSAA certification available. Certified officials have opportunities to earn up to \$50.00 a game for officiating elementary school, middle school, and high school athletic contests. Prerequisite: Previous knowledge of the game and/or experience playing the game.</p>
<p>PEAC210 \$ (1) Personal Fitness Plan A study of basic-fitness concepts and principles in conjunction with a personalized exercise program for disease prevention and health maintenance. Short readings are required weekly.</p>	<p>PEAC275 \$ (1) Outdoor Trips-N-Treks One to two week trips beyond the normally offered activity courses: Biking, Backpacking, Skiing. Repeatable in different areas. Instructor's permission required. Consult the current class schedule for activities offered each year. Normally involves out-of-state destinations when school is not in regular session.</p>
<p>PEAC214 \$ (1) Weight Training and Conditioning Instruction in body development and coordination activities for men; weight lifting and individual calisthenics program; and body development and shaping for women.</p>	<p>PEAC300 (1) Lifeguarding Instruction in accident prevention, aquatic facility supervision, and water-rescue techniques. Successful completion results in American Red Cross Lifeguard Training certification. Current first aid and CPR certification included. Prerequisite: Ability to swim 500 yards in 10 minutes or less. <i>Fall</i></p>
<p>PEAC215 \$ (1) Beginning Acrobatics Learning and performance of the fundamental skills of tumbling and balancing.</p>	<p>PEAC330 \$ (1) Wilderness Living Instruction in camping and survival techniques, open fire cooking, orienteering, backpacking, wilderness first aid, edible wild plants, and tracking. Students supply their own equipment. One weekend trip required.</p>
<p>PEAC228 \$ (1) Intermediate Golf Analysis of golf swing and techniques of improving the short game. Emphasis on refining the golf swing. Students supply their own equipment. Additional lab fees required. <i>Spring</i></p>	<p>PEAC350 (1) Water Safety Instructor Instruction in techniques for teaching American Red Cross swimming courses. Current CPR certification required. Swimming pretest required. <i>Spring</i></p>
<p>PEAC229 \$ (1) Intermediate Racquetball Perfection of fundamental skills and strategy.</p>	<p>PEAC389 (1) WSI Internship Students who have a current American Red Cross Water Safety Instructor's Certification or equivalent can take advantage of this opportunity. Participants will teach and organize a class of students for the Learn-To-Swim program. Teachers will be expected to provide lesson plans and teach all the required lessons. <i>Fall, Spring, S/U.</i></p>
<p>PEAC240 \$ (1) Gymnics The student will be a part of a demonstration acrobatic team that will perform for various audiences both spiritual and secular in nature. Students will learn to perform various acrobatics, increase their physical fitness level and learn teamwork. Students will develop tolerance both for others and for themselves as they become a part of the team and will have an opportunity to share what God has done and what He is ready to do again in their lives. Class meets four nights a week for 2 hours throughout the Fall and Spring semesters of the school year. Registration for this class is contingent upon being selected for the team following tryouts. Students only register in the Spring semester.</p>	
<p>PEAC244 \$ (1) Intermediate Floor Hockey Analysis of and drills in fundamental skills, position play, and team strategies. Emphasis given to team play.</p>	
<p>PEAC245 \$ (1) Outdoor Skills Seminar: A six-day experience (Sunday–Friday) beyond the normally offered activity courses: Canoeing, Off-road Biking, Road Biking. Repeatable in different areas. Instructor's permission required. Consult the current class schedule for activities offered each year. <i>Summer Intensive.</i></p>	

PHYSICAL THERAPY

Physical Therapy Department
 Andrews University
 Berrien Springs, MI 49104-0420
 (269) 471-AUPT or 800-827-AUPT
 FAX: (269) 471-2866
<http://www.andrews.edu/PHTH/>
 Admissions Fax: (269) 471-2867
 Admissions Email: pt-info@andrews.edu

Faculty

Wayne L. Perry, *Chair, DPT Program Director*
 A. Lynn Millar, *DPT Assistant Director*
 John C. Banks
 Kathy A. Berglund, *Postprofessional Director*
 John Carlos, Jr.
 Kimberly Coleman, *Clinical Education Coordinator*
 Elizabeth Oakley
 Lee E. Olson
 David P. Village

Emeritus

William C. Habenicht

Academic Credits	Credits
BHS: Bachelor of Health Science (Interim degree for DPT students)	116
DPT: Doctor of Physical Therapy	
BS: Anatomy & Physiology (phasing out) Interim degree for MSPT students)	30–38
t-DPT: Doctor of Physical Therapy	
DScPT: Doctor of Science in Physical Therapy	

Physical therapy is a health profession dedicated to evaluating, treating, and preventing physical injury and disease. Physical therapists design and implement the necessary therapeutic interventions to promote fitness, health and improve the quality of life in patients. They also become active in consultation, education and research.

Physical therapists work closely with their client's family, physician, and other members of the medical team to help their client return to their home environment and resume activities and relationships of normal daily living.

Mission

In accordance with the Seventh-day Adventist Church, Andrews University, and the College of Arts and Sciences, the Physical Therapy Department mission is to provide professional education with an emphasis on faithful witness to Christ through service to others. The physical therapy *department* provides resources and encourages faculty to continue their educational, professional, and spiritual growth. The physical therapy *faculty* delivers, within a Christ-centered environment, the knowledge base and clinical skills that will prepare students for contemporary physical therapy practice. Physical therapy *graduates* will serve Christ as evidenced by their ministering to the needs of others through the delivery of effective professional healthcare. The physical therapy department faculty and graduates comprise a Christian network that is balanced in the development of the spiritual, mental, physical, and social life of its members.

Academic Calendar. Contact the Physical Therapy Department for academic dates.

Graduate Programs

Doctor of Physical Therapy (DPT)

This three-year program begins after a student completes 92 semester credits of college prerequisites. A previous college degree is not required. Students without a bachelor's degree may earn a Bachelor of Health Science (BHS) after the first year in the professional program and will earn the DPT degree upon successful completion of the program.

Program Accreditation

The DPT program is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE)*. After receiving the DPT degree graduates may apply to take the state board examination in the state of their choice.

* 1111 North Fairfax, Alexandria, VA 22314

Information/Application Packets

Please call 1-800-827-2878, email pt-info@andrews.edu or visit www.pt.andrews.edu for packets, which describe admission requirements and provide all necessary forms for the DPT professional entry-level program. Information is available by June of each year. Applicants holding a bachelors or advanced degree are welcome to apply.

Admission Requirements

There are three tracks for admission into the DPT program. The minimum requirements to be considered for admission are:

Early Acceptance

Acceptance into the program is guaranteed if you enroll as a freshman pre-physical therapy major completing at least 90% of prerequisite course requirements at Andrews University, earn the required GPA and receive positive evaluations.

Preferred Admissions (Early Transfer Students)

Students who transfer into Andrews University for at least their last semester to complete prerequisite courses, earn the required GPA and receive positive evaluations, will be given preference for admission into the professional program.

Transfer Students

The Andrews University physical therapy programs enroll students from a nationwide pool. Any student who has completed prerequisite courses from an accredited college or university (or U.S. equivalent) is welcome to apply for acceptance.

Admission to the DPT program is selective based on the following considerations:

- 1. Prerequisite Courses:** A bachelor's degree or 92 semester credits of course work with at least 15 upper division credits from three or more content areas.

Biological Sciences—A full sequence of anatomy and physiology or general biology with labs **plus** an upper division science course(s) related to human physiology or human biology.

Physical Sciences—Option 1: A full sequence of general physics with labs as required for physics majors or pre-med students **plus** any two chemistry courses with labs; or **Option 2:** A full sequence of general chemistry with labs as required for chemistry majors or pre-med students **plus** any two physics courses with labs.

Medical Terminology—A course in basic medical terminology. May be taken by distance learning.

Computer Applications—A PT department approved basic computer applications course or documentation of proficiency on Computer Literacy Form to those with a bachelor's degree.

Math/Statistics—A basic statistics course.

Psychology—An introductory psychology course.

Human Development—A course which covers physical, social, and psychological development beginning with conception.

* **Social Science—**One course from the following options: sociology, geography, anthropology, minority groups, diversity, economics, American Government.

* **English—**Two English Composition courses which include writing components.

Communication—A course in basic communication skills.

* **Fine Arts—**An appreciation, theory or introductory/history course in music, art, photography, etc. or 1 year of ensemble music (Private music lessons do not apply.)

* **Humanities—**One course from the following options: ethics, cultural perspectives, literature, philosophy, critical thinking, second language, world history, western civilization, U.S. history, American history, Canadian history.

* **Physical Education—**A physical fitness/wellness course.

* **Religion—**One religion course per year is required if attending a Seventh-day Adventist school.

* **Electives—**To fulfill the total 92 semester credits required, some suggestions include service related courses, business courses, cultural and diversity courses, arts and humanities, physical activities, nutrition.

* Prerequisites with an asterisk are not required by applicants holding a bachelors degree from an accredited school.

2. **GPA Requirements:** A minimum GPA of 3.00 in prerequisite science courses and a minimum overall GPA of 3.00 in all prerequisite courses. A grade of "C" or better is required in each prerequisite course.
3. **Clinical Observation:** Document 80 hours (including 20 hours in an inpatient setting) supervised by a licensed physical therapist. All hours must be completed within three years prior to enrollment.
4. **Application Materials:** Applications are accepted when a minimum of 4 or more prerequisite science courses and a minimum of 60 semester credits have been completed.
5. **Personal Interview:** Applicants who meet eligibility requirements are invited for a personal interview. Phone interviews may be acceptable.
6. **Graduate Record Exam (GRE):** Submit scores from the General Test taken less than five years prior to enrollment in the program.
7. **English Proficiency:** See Graduate Programs: English Language Requirements. In addition, applicants whose first language is not English must document successful completion of 20 semester credits of course work with instruction in the English language. An English translation of relevant course descriptions from college catalogs are required for all course work taken in another language.

Bachelors of Health Science (Interim Degree)

Students successfully completing the appropriate prerequisites and the first two semesters (36 credits) of the professional program qualify for the Bachelor of Health Science Degree. Successful completion of the BHS is defined as:

1. An earned minimum grade of "C+" (2.33) or "S" in each DPT program course. The BHS program courses include PTH400, 410, 415, 416, 418, 420, 425, 426, 428, 430, 440, 445, 450, 455, 457, and 460.
2. No more than a cumulative total of five points earned on the grade-point scale throughout the physical therapy program (see DPT Student Handbook).
3. Students must be able to perform skills listed in the Technical Standards of Performance and demonstrate professional behaviors as outlined in the DPT Student Handbook.
4. Maintain a cumulative GPA of 2.50 or greater in all credits used to meet the BHS degree requirements.

Doctor of Physical Therapy (Entry-Level)

Upon successful completion of the professional phase of the program (116 credits) students earn the Doctor of Physical Therapy Degree. All coursework scheduled for each semester must be successfully completed prior to advancing to the next semester. Successful completion of the DPT program is defined as:

1. Completion of a bachelor's degree (BHS or other).
2. Completion of the GRE General Test.
3. An earned minimum grade of "C+" (2.33) or "S" in each DPT program course. DPT program courses include PTH400, 410, 415, 416, 418, 420, 425, 426, 428, 430, 440, 445, 450, 455, 457, 460, 540, 601, 602, 610, 611, 612, 620, 621, 622, 625, 627, 632, 635, 637, 640, 645, 646, 647, 650, 651, 652, 661, 662, 680, 726, 728, 736, 748, 765, 768, 799, 880, 881, 882, 883, 884, and six graduate elective credits.
4. Maintain a cumulative DPT program GPA of 3.00.
5. No more than a cumulative total of five points earned on the grade-point scale throughout the physical therapy program (see DPT Student Handbook).
6. Students must be able to perform skills listed in the Technical Standards of Performance and demonstrate professional behaviors as outlined in the DPT Student Handbook.
7. Satisfactory completion of the practical and written comprehensive exams.
8. Satisfactory completion of a capstone project and presentation.
9. Satisfactory completion of five clinical internships and the associated "Clinical Performance Instrument."

Continued Enrollment Requirements

1. Progressive enrollment in the physical therapist education program requires successful completion of all Physical Therapy program course work including clinical education listed for the previous academic term.
2. A student whose cumulative GPA falls below 3.00 in any given academic term is placed on academic probation. Students who do not increase their cumulative GPA to 3.00 during the academic term of probation are normally asked to withdraw.
3. Students who receive less than a "C+" (2.33) or a "U" on a "S/U" course or clinical will be given "grade points" equal to the semester credit for the course. A student who accumulates six or more points will academically disqualify him/herself from continuing in the program.

POSTPROFESSIONAL PROGRAMS

- Transitional Doctor of Physical Therapy (t-DPT)
- Doctor of Science in Physical Therapy (DScPT)

These postprofessional programs are designed to provide practicing physical therapists with the opportunity to obtain postprofessional studies and an advanced clinical doctoral degree in the field of their discipline without the need to terminate or significantly change their regular employment or lifestyle. Classes are either taught in a short-course format of no more than six days per session, or done by distance learning. All courses may be taken to earn academic credit or continuing education units (CEUs).

Transitional Doctor of Physical Therapy (t-DPT)

Admission Requirements

The minimum requirements to be considered for admission are:

1. Hold current licensure as a physical therapist in U.S. or Canada.
2. Submit graduate application.
3. Submit a minimum of three satisfactory recommendations: one from a currently practicing physical therapist, one from a medical doctor, and one from another person familiar with the candidate.
4. Graduate of an accredited physical therapy school.
5. Receipt of GRE scores taken within the last 5 years.
6. For candidates holding a bachelor's degree with no advanced master's, receipt of PTET scores.

Degree Requirements

The following departmental/program requirements apply to students graduating from the postprofessional DPT program.

1. Satisfactory completion of, or competency in, the following courses: PTH500, 507 or 545, 549, 590, 615, 630, 646, 718, 730, 740, 748, 750, 798
2. No grade lower than C (2.0) in any course.
3. A minimum cumulative GPA of 3.00.
4. Successful completion of the capstone project.

Doctor of Science in Physical Therapy (DScPT)

This degree is designed to prepare the clinical specialist in orthopedic manual therapy and incorporates courses from the North American Institute of Orthopedic Manual Therapy.

Admission Requirements

The following admissions requirements apply.

1. Hold current licensure as a physical therapist in U.S. or Canada.
2. Proof of employment in an orthopedic setting, at least 20 hours per week.
3. Submit graduate application.
4. Submit a minimum of three satisfactory recommendations: one from a currently practicing physical therapist, one from a medical doctor, and one from another person familiar with the candidate.
5. Graduate of an accredited physical therapy school.
6. Receipt of GRE scores taken within the last 5 years.
7. For candidates holding a bachelor's degree, with no advanced master's, receipt of PTET scores.
8. For candidates holding a master's degree, receipt of professional portfolio.

Degree Requirements

The following degree requirements apply to students graduating from the DScPT program.

1. For students with a **BS or Masters degree**: Satisfactory completion or competency in the following courses: PTH500, 507 or 545, 536, 537, 538, 546, 547, 548, 550, 590, 615, 630, 646, 718, 730, 740, 748, 760, 798, plus 10 approved elective credits. For students with a **DPT degree**: Satisfactory completion of the following courses: PTH536, 537, 538, 546, 547, 548, 549, 550, 760, 798, plus 5 approved elective credits.
2. Level III Manual Therapy Certification through NAIOMT or equivalent certification from another approved program.
3. Minimum of 2 years of part-time clinical practice (20 hours per week), or equivalent, in orthopedics, to be completed prior to the conferring of the degree.
4. No grade lower than "C" (2.00) in any course.
5. A minimum cumulative GPA of 3.00.
6. Successful completion of the capstone project.

Courses

(Credits)

See inside front cover for symbol code.

Written permission from the Chair of the Physical Therapy program is required for non-physical therapy students to enroll in PTH/PHTH courses.

PHTH480

(0–5)

Physical Therapy Clinical Experience

A course which provides hands-on, patient contact experiences in a variety of settings. The clinical experiences are coordinated to correspond to the requirements of the physical therapy program. As a facilitator, the clinical instructor will assist in developing the student's clinical thinking skills. The student is expected to become independent with the evaluation and treatment of non-complex patients within that practice setting. S/U course.

PHTH120

S (2)

Introduction to Physical Therapy

An introduction to the profession of physical therapy with an overview of duties and responsibilities physical therapists perform. Partially fulfills the clinical observation prerequisites for admission to the professional program. Students must have their own transportation for the clinical observation.

PHTH360

S (1–4)

Topics in _____

Selected topics in physical therapy. Permission of department chair required. Repeatable. Specific prerequisites may be required for some subject areas.

PHTH417

S ♦ (3)

Human Anatomy

Comprehensive study of human anatomy covering all systems of head, neck, trunk, and extremities. A solid morphological basis for a synthesis of anatomy, physiology, and clinical sciences provided. Dissection and identification of structures in the cadaver, and the study of charts, models, and prosected materials. Prerequisites: BIOL111, 112 or BIOL165, 166 or equivalent. See instructor for additional requirements. Corequisite: PTH427.

PHTH427

S \$ ♦ (1)

Human Anatomy Laboratory

Study of the prosected extremity, head and neck anatomy, and dissection of the abdominal and thoracic organ systems. Prerequisites: same as for PTH417. Corequisite: PTH417.

- PHTH590** S (1–4) ♦ (3)
Topics in _____
 Selected topics in physical therapy. Permission of department chair required. Repeatable. Specific prerequisites may be required for some subject areas.
- PHTH648** S (1–4)
Workshop
- PHTH690** S (1–4) ♦ (2)
Workshop
 Individualized study and/or research in a specialized area under the guidance of an instructor. Permission from the department chair required prior to registration. Repeatable to 8 credits.
- PTH400** ♦ (4)
Anatomy
 A comprehensive study of human anatomy with emphasis on the nervous, skeletal, muscle, and circulatory systems. Introduction to basic embryology and its relation to anatomy and the clinical sciences concludes the course. Provides a solid morphological basis for a synthesis of anatomy, physiology, and the physical therapy clinical sciences. Corequisite: PTH410.
- PTH410** ♦ (3)
Anatomy Laboratory
 Dissection and identification of structures in the cadaver supplemented with the study of charts, models, prosected materials and radiographs are used to identify anatomical landmarks and configurations. Corequisite: PTH400.
- PTH415** ♦ (3)
PT Assessment Skills
 Introduction to assessment principles and examination skills utilized in all areas of physical therapy. The *Guide to Physical Therapy Practice* is referenced for the basic skills required in the assessment, intervention and documentation guidelines. Corequisite: PTH425.
- PTH416** ♦ (3)
Pathokinesiology
 The study of human movement including an introduction to the basic concepts of biomechanics with an emphasis on human joint/muscle structures and function, advancing to analysis of body mechanics, normal gait analysis, and pathological movement analysis. Joint abnormalities will be identified using radiographs, related to the resultant movement dysfunction. Prerequisites: PTH400 and 410. Corequisite: PTH426.
- PTH418** ♦ (2)
General Medicine
 Clinical techniques applied to the examination, evaluation, treatment, and discharge planning of patients in general medical and acute-care. Emphasis on physical therapy intervention with relevant factors, management of pain and physical complications during medical treatment, and examination and treatment of special populations including wound and burn care. Corequisite: PTH428.
- PTH420** ♦ (3)
Therapeutic Interventions
 Basic principles, physiologic effects, indications and contraindications, application and usage of equipment, and intervention rationale for hydrotherapy, thermal agents, wound care, massage, electrotherapy and mechanotherapy (traction) and other therapeutic interventions. Corequisite: PTH430.
- PTH425** ♦ (3)
PT Assessment Skills Laboratory
 Basic examination skills including surface palpation of specific underlying muscle and bone structures, joint motion (goniometry), manual procedures for testing muscle strength sensation, vital signs, limb girth and volumetric measurement will be practiced. Clinical application in basic physical therapy care procedures will be introduced. Corequisite: PTH415.
- PTH426** ♦ (2)
Pathokinesiology Laboratory
 Biomechanical, and observational analysis, of normal and abnormal human movement. Integration of basic examination skills with gait and movement analysis. Prerequisites: PTH400 and 410. Coerequisite: PTH416.
- PTH428** ♦ (1)
General Medicine Laboratory
 Practice in assessment modified for the acute-care environment. Applications include home-and work-place evaluation for architectural barriers, functional evaluation tools, casting, and modification of treatment for acute care including goal setting and professional note writing. Corequisite: PTH418.
- PTH430** ♦ (2)
Therapeutic Interventions Laboratory
 Supervised practicum includes patient positioning and application of the therapy to obtain desired physiological response. Techniques of hydrotherapy, thermal agents, wound care, and massage, as well as specific electrotherapy and mechanotherapy treatments and assessment of physiological responses to those treatments. Corequisite: PTH420.
- PTH440** ♦ (3)
Pathophysiology I
 Sequence studying disease processes affecting major body systems and the resulting anatomical and pathophysiological changes. Clinical presentations and pharmacological treatment of patients with those disease processes are presented, as well as diagnostic tests and laboratory values used to identify pathological conditions. Prerequisites: PTH400 and 410.
- PTH445** ♦ (2)
Neuroscience
 Basic anatomy and functions of the central and peripheral nervous systems and their related structures. Pathways of the central and peripheral nervous system are examined along with a detailed study of each of the 12 pairs of cranial nerves. Prerequisites: PTH400 and 410. Corequisite: PTH455.
- PTH450** ♦ (1)
Neurology of Motor Control
 An introduction to the function and interaction of the primary areas of the nervous system involved in controlling human movement, including the cortex, spinal cord, peripheral receptor system, basal ganglia, cerebellum, and the vestibular systems. Students are introduced to terminology and concepts associated with both normal function and pathology in these areas.
- PTH455** ♦ (1)
Neuroscience Laboratory
 Study of the prosected central and peripheral nervous tissues, models and charts. Imaging will be used to compare normal to abnormal CNS presentation. Prerequisites: PTH400 and 410. Corequisite: PTH445.

- PTH457** ♦ (2)
Orthopedic Medicine
Medical lectures covering selected topics in orthopedics, including common orthopedic diseases and the use of diagnostic testing and imaging in the orthopedic field.
- PTH460** ♦ (2)
Topics in Comparative Religion
This course surveys the major religious traditions of the world. Study includes an overview of origins; major philosophical and theological underpinnings; typical aspects of worship and ethics; and major social, cultural, and political influences. Study is done from a consciously Christian framework.
- PTH495** (1–4)
Independent Study/Readings/Research/Projects
Permission of department chair required prior to registration for all independent work. Repeatable to 8 credits.
- PTH500** (2)
Doctoral Colloquium
A degree orientation which will include portfolio development and assessment, development of the degree contract, usage of James White Library system, and introduction to the *Guide to Physical Therapy Practice*.
- PTH507** (3)
Applied Clinical Anatomy & Kinesiology
Lecture/lab course studying regional anatomy and biomechanics as they relate to normal movement and the potential development of movement dysfunctions. Correlations between pathomechanics, clinical presentation of pathology and decision making for therapeutic interventions will be drawn.
- PTH536** (3)
NAIOMT Level I: Introduction to Fundamentals of Orthopedic Manual Therapy & Differential Diagnosis
Appropriate skills in basic and objective selective tissue examination necessary for generating a provisional differential diagnosis of spinal dysfunction. Signs, symptoms, pathology, and management of common spinal pathologies are reviewed. Selective tissue tensioning techniques for the peripheral joints are introduced. Cyriax's principles are presented.
- PTH537** (3)
NAIOMT Level II: Intermediate Upper Quadrant
A comprehensive biomechanical and anatomical review of the upper thoracic, upper and lower cervical spine, shoulder, elbow, wrist, and hand. Specific biomechanical assessment of each area is taught along with appropriate and effective treatment techniques for common injuries and mechanical dysfunctions.
- PTH538** (3)
NAIOMT Level II: Intermediate Lower Quadrant
A comprehensive biomechanical and anatomical review of the lower thoracic and lumbar spines, the hip, knee, ankle, and foot. Specific biomechanical assessment of each area is taught along with appropriate and effective treatment techniques for common injuries and dysfunctions.
- PTH540** (2)
Pathophysiology II
Sequence studying disease processes affecting major body systems and the resulting anatomical and pathophysiological changes. Clinical presentations and pharmacological treatment of patients with those disease processes considered, as well as diagnostic tests and laboratory values used to identify pathological conditions. Prerequisites: PTH400 and 410.
- PTH545** (3)
Advanced Clinical Physiology
The review of human physiological function of the major body systems with clinical application to musculoskeletal, cardiovascular and pulmonary conditions. Detailed information on exercise physiology will be discussed along with clinical applications among patients with compromised health.
- PTH546** (3)
NAIOMT Level III: Advanced Upper Quadrant
Builds on the techniques learned in Level II and helps the student understand the kinetic chain interrelationships of the upper quadrant. Integrates information generated in the assessment to understand how remote dysfunctions can be casual or contributory. Advanced techniques are demonstrated along with new material on temporo-mandibular-joint material and peripheral manipulation skills. Prerequisite: PTH537.
- PTH547** (3)
NAIOMT Level III: Advanced Lower Quadrant
Builds on the techniques learned in Level II and helps the student understand the kinetic chain interrelationships in the lower quadrant. Presents advanced biomechanical tests and treatment and includes the sacroiliac and pubic joints. Discusses the integration of examination and treatment techniques. Prerequisite: PTH538.
- PTH548** (3)
NAIOMT Level IV: High Velocity Manipulation
Instructs the student on the indications and contraindications, as well as the safe and effective application of spinal, pelvic, and costal manipulation techniques. Prerequisites: PTH546 and 547.
- PTH549** (3)
Principles of Contemporary Leadership
Theory and application of complexity sciences to organizational management; exploration of key leadership roles and changing paradigms; presentation of methods to maximize personal and professional life.
- PTH550** (1–4)
NAIOMT Supervised Clinical Practice
Using a 3-to-1 model, students will be required to do a minimum of 60 supervised clinical hours applying hands-on techniques with patients under the supervision of a certified NAIOMT clinical instructor, FAAOMPT, or other approved instructors. These hours can be split up into two 30-hour blocks, or other increments as agreed upon by the student and CI. No less than 15 hours can be registered for at any given time.
- PTH556** (2)
NAIOMT: Pelvic Girdle
Lecture/lab course focused on detailed examination and treatment of the pelvic girdle. Emphasis is placed on a biomechanical model of testing and treating clinical dysfunction and pain.
- PTH557** (2)
NAIOMT: Thoracic Spine
Lecture/lab course studying the thoracic spine as a source of spinal dysfunction. Emphasis is placed on a biomechanical model for detailed examination and treatment of the thoracic spine and costovertebral dysfunction.

- PTH558** (3)
NAIOMT: Post Motor Vehicle Accident Cervical Dysfunction
Lecture/lab course focused on examination and treatment of the patient with cervical trauma following an MVA. Emphasis is placed on developing a safe, effective and progressive examination and treatment program based on anatomical, histological and biomechanical changes resulting from the MVA trauma.
- PTH589** (1–2)
Professional Seminar
- PTH590** (1–12)
Topics in _____
Selected topics in physical therapy. Permission of department chair required. Repeatable. Specific prerequisites may be required for some subject areas.
- Topics in Comparative Religion** (2)
This course surveys the major religious traditions of the world. Study includes an overview of origins; major philosophical and theological underpinnings; typical aspects of worship and ethics; and major social, cultural, and political influences. Study is done from a consciously Christian framework.
- PTH601** (2)
Orthopedics I
Presentation of fundamental physical therapy knowledge in the assessment and intervention of a patient with both acute and chronic conditions of the extremities. Screening of the cervical and lumbar spine prior to tests is covered, progressing to complete assessment and treatment of extremity joint pathologies. Diagnostic tests and results pertinent to the orthopedic patient are related to a physical therapy differential diagnosis. Corequisite: PTH611.
- PTH602** (2)
Orthopedics II
A continuation of the presentation of information regarding orthopedic pathology of the spine with emphasis on treatment techniques for the different pathologies from a physician and physical therapist's perspective. A decision making model focusing on a differential diagnosis is incorporated throughout the course. Corequisite: PTH612.
- PTH610** (2)
Therapeutic Exercise
Examines the systemic responses to exercise as related to both an acute nature and in response to training. Specific pathological conditions are discussed in relation to exercise testing and prescription, and a clinical decision making process is presented for working with additional pathological conditions. Corequisite: PTH620.
- PTH611** (2)
Orthopedics I Laboratory
Clinical application and practice in the special techniques to assess and treat acute and chronic orthopedic pathologies of the extremities and spine. Corequisite: PTH601.
- PTH612** (2)
Orthopedics II Laboratory
Designed for practice of the special techniques required in the assessment of intervention of acute and chronic orthopedic pathologies of the cervical, thoracic, and lumbar spine. Corequisite: PTH602.
- PTH615** (2)
Clinical Pharmacology
Develops a non-prescriptive knowledge of specific medications including indications, contraindications, precautions, adverse reactions, and dosage, especially as related to physiological effects of physical therapy interventions.
- PTH618** (2)
Sports Physical Therapy
Understanding physical therapy management of athletes: topics unique to sports medicine include preparticipation screening exams, field management of athletic injuries, designing comprehensive rehabilitation and conditioning programs, taping techniques, equipment fitting, biomechanics of the upper extremity and lower extremity in sports, specifically related to evaluation and treatment of common athletic injuries.
- PTH620** (2)
Therapeutic Exercise Laboratory
Practical demonstration and experience with responses to exercise, testing procedures, and exercise prescription, focusing on activities appropriate for clinical situations. Tests and interventions noted in the *Physical Therapy Guide to Practice* are highlighted. Corequisite: PTH610.
- PTH621** (2)
Scholarly Inquiry and Dissemination
Introduction to the principles and practice of research, including designs, ethics, hypothesis testing and critical evaluation of clinical literature. Preparation and development of a graduate research proposal is interwoven throughout this course.
- PTH622** (1)
Research Statistics
Fundamental procedures in collecting, summarizing, presenting, analyzing, and interpreting statistical data. Statistical tests applied to medical specialties. Corequisite: PTH632.
- PTH625** (2)
Cardiopulmonary
Lectures covering selected topics in cardiopulmonary medicine, focusing on clinical presentation, diagnostic tests, and medical and physical therapy interventions. Corequisite: PTH635.
- PTH627** (1)
Orthotics and Prosthetics
Prosthetic management of upper- and lower-limb amputee, orthotic management of patients with disabilities requiring orthotic intervention, and application/management of orthotic-traction devices. Corequisite: PTH637.
- PTH630** (2)
Clinical Research
Introduces the student to basic concepts of biostatistics and research design and the formulation of evidence based practice theories.
- PTH632** (1)
Research Statistics Laboratory
Practice in the computation of statistical data using appropriate formulas. Practical applications of techniques in research and statistical computations including probability, normal distribution, Chi Square, correlations, and linear regressions. Corequisite: PTH622.
- PTH635** (1)
Cardiopulmonary Laboratory
Emphasis on physical therapy assessment and intervention with

cardiac and pulmonary patients. Practice of relevant techniques, such as stress testing, percussion, pulmonary function tests and breathing techniques, as well as other techniques identified in the *Physical Therapy Guide to Practice*. Corequisite: PTH625.

PTH637 (1)

Orthotics and Prosthetics Laboratory

Practice of the physical therapy techniques required in the application of orthotic and prosthetic devices. Special attention given to gait and function. Selected topics such as wheelchair modifications, miscellaneous ortho-rehab apparatus, and other assistive/adaptive devices included. Corequisite: PTH627.

PTH640 (2)

Pediatrics

An overview of embryologic development, followed by normal infant/child development to 5 years of age with an emphasis on motor development. Identification of assessment techniques for infants and children with normal and abnormal development. Description of various pediatric pathologies encountered in physical therapy with appropriate corresponding assessment and treatment approaches. Corequisite: PTH650.

PTH645 (4)

Physical Therapy Administration and Leadership

A study of the organizational structures, operations, and financing of healthcare delivery institutions and an examination of the organization and interrelationship of their professional and support elements. Application of current health care management strategies and theory are related to the acute-care facility and independent practice.

PTH646 (2–3)

Spirituality in Healthcare

A discussion of spiritual values from a Christian perspective, how faith and spirituality facilitate the healing process, and how these can be incorporated into patient care. Attention will be given to discerning and addressing the spiritual needs of patients/clients, family members, and ancillary medical staff in a professional environment.

PTH647 (2)

Differential Diagnosis

Analysis of the decision making process, with special focus on clinical guidelines, *Physical Therapy Guide to Practice*, and differential diagnosis. Differential diagnosis is addressed through comparison of systemic signs and symptoms, as well as appropriate diagnostic tests which may indicate involvement of a problem outside of the scope of PT practice.

PHTH648 S (1–4)

Workshop

PTH650 (2)

Pediatrics Laboratory

Practice of physical therapy assessment of the infant/child that address different developmental domains. Practice in the special techniques required in assessment and treatment of pediatric patients diagnosed with selected pathologies. Introduces current treatment approaches, such as Neurodevelopmental Treatment (NDT), with their effects on treatment goals. Corequisite: PTH640.

PTH651 (2)

Neurology I

Review of basic neurophysiological mechanisms specific to nervous system dysfunction, related to clinical concepts in treatment of conditions affecting the nervous system, such as

spinal cord injury, head injury, stroke, and selected peripheral pathologies. Emphasis on comparing and contrasting facilitation techniques. Corequisite: PTH661.

PTH652 (2)

Neurology II

Continuation of PTH651 Neurology I, focusing on assessment and intervention with selected neurologic conditions. Common treatment techniques are compared with rationale for use of each. Prerequisite: PTH651. Corequisite: PTH662.

PTH661 (2)

Neurology I Laboratory

Clinical application, rehabilitation practice, and techniques applied to nervous system dysfunction. Intervention techniques for conditions affecting the nervous system, such as spinal cord injury, head injury, stroke, and selected peripheral pathologies. Corequisite: PTH651.

PTH662 (2)

Neurology II Laboratory

Clinical application, rehabilitation practice, and techniques applied to basic physiological and neurophysiological mechanisms specific to nervous system dysfunction. Focus on techniques appropriate for use with neurologic patients and evaluation of patient response to treatment. Prerequisite: PTH661. Corequisite: PTH652.

PTH680 (2)

Clinical Practicum

Practice of the knowledge and skills developed in the classroom and laboratory in a patient-care setting. This practicum consists of 4 weeks full-time physical therapy experience in clinical facilities affiliated with the university. Repeatable.

PTH690 (1–4)

Independent Study

Individualized study and/or research in a specialized area under the guidance of an instructor. Permission from the department chair required prior to registration. Repeatable to 8 credits.

PTH697 (2)

Independent Learning Contract

The student, working with their advisor and following degree/course guidelines, will develop an independent 40-hour learning contract with a qualified clinical specialist to facilitate intensive focused clinical training in a field of study of their choosing.

PTH711 (1)

Clinical Reasoning I

A course intended to enhance the skills associated with clinical reasoning within the Physical Therapy setting. It will address the thought process that enters into every aspect of patient care in the practice of physical therapy, from the history to the physical exam; the differential diagnosis to the development of the prognosis; the plan of intervention to the eventual discharge. Corequisite: PTH721.

PTH712 (1)

Clinical Reasoning II

A continuation of PTH711 Clinical Reasoning I. Prerequisite: PTH711. Corequisite: PTH722.

PTH718 (3)

Clinical Screening & Differential Diagnosis

Knowledge and clinical skills designed for screening patients for medical conditions. Differential diagnosis is addressed through

comparison of systematic signs and symptoms. Appropriate diagnostic tests which may indicate involvement of a problem outside the scope of PT practice are addressed. Enhances professional communication with other healthcare practitioners included in the referral process.

PTH721 (1)
Clinical Reasoning I Laboratory

A continuation of PTH711. Labs are designed to reinforce specific skills (evaluative or therapeutic) applicable to each lecture topic. Corequisite: PTH711.

PTH722 (1)
Clinical Reasoning II Laboratory

A continuation of PTH721 Clinical Reasoning I Laboratory. Prerequisite: PTH721. Corequisite: PTH712.

PTH726 (2)
Geriatrics

Study of the unique characteristics of the geriatric patient, especially the physiological, psychological and social aspects, related to special needs in the physical therapy assessment, plan of care, and intervention.

PTH728 (1)
Christian Finance Seminar

This course emphasizes the principles of Christian stewardship in everyday life. It addresses stewardship not only as it relates to finances but also to other human resources such as time, and talent. It will also include the elements of family budgeting and investing.

PTH730 (2)
Medical Diagnostics

Addresses imaging, body chemistry values and data derived from musculoskeletal, neurologic, vascular, cardiac and pulmonary testing with the purpose of understanding the disease process. Application of knowledge will determine differential diagnoses.

PTH736 (3)
Psychosocial Issues in Healthcare

An introduction to psychosocial responses to illness and disability, especially the interpersonal relationships between the therapist, the family and the patient. Common psychiatric disorders are discussed along with their clinical diagnosis, treatment regimes, projected outcomes and methods for handling these responses in clinical situations.

PTH740 (3)
Advanced Topics in Clinical Research

This course continues to cover the topic introduced in PTH630 in a more in depth fashion. The student will learn how to set up a research study as well as review the literature and analyze the validity of the information presented. An introduction to setting up outcome studies will also be covered.

PTH748 (1-2)
Educational Techniques for Health Care Professionals

Examines and applies educational theory to skills utilized by the physical therapist in the classroom, community, and clinical facility. Topics include the educational role of the physical therapist, the taxonomies of learning, learning styles, multiple intelligence, and educational technology.

PTH750 (2)
Professional Communication & Consulting

An introduction to the integration of the physical therapist as consultant. Discussion will include applying physical therapy consultation services to individuals, business, schools, government agencies and/or other organizations.

PTH760 (2)
Applications in Clinical Research

Information presented on how to develop and present a publishable quality case study. It also includes the actual practice of doing an outcomes study in the clinical environment.

PTH765 (1-2)
Ethical & Legal Issues in Healthcare

Contemporary ethical issues are explored, including the relationships among peers, superiors, subordinates, institutions, clients, and patients. Illustrations include actual cases related to Christian biblical principles.

PTH768 (1)
Professional Compendium

Summarization of previous or added learning experiences relative to contemporary issues in physical therapy. An overview of the new graduate's role and responsibility to his/her patients and their families, employer, and community in the expanding physical therapy profession.

PTH788 \$ (0)
Research Project Continuation

PTH798 (1-10)
Capstone Experience

Serves as an essential outcome component to augment the professional development and new learning that occurs in didactic course work of the postprofessional doctoral degree and demonstrates the ability of the DPT/DScPT to make significant contributions to the profession and/or serve as a change agent in the field of physical therapy.

PTH799 (1-3)
Research Project (topic)

Provides students with guidelines and supervision for data collection, analysis, capstone project preparation and oral presentation.

PTH880 (1)
PT Seminar

Preparation of a personal portfolio, assessment of the clinical experiences and preparation for professional licensure.

PTH881, 882, 883, 884 (4, 4, 5, 5)
Clinical Internship I, II, III, IV

Advanced full-time clinical experience (8-10 weeks each) in a variety of professional practice settings. One of the internships must be in outpatient orthopedics, inpatient, and a neurology setting. Thirty-six to forty hours per week. May be repeated.

PHYSICS

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Faculty

Margarita C. K. Mattingly, *Chair*
Gary W. Burdick
Mickey D. Kutzner
Tiffany Z. Summerscales
Stephen C. Thorman

Emeriti

Robert E. Kingman
Bruce E. Lee
S. Clark Rowland

Academic Programs	Credits
BS: Physics	40
BS: Biophysics	40
BS: Physics Education	30
Physics as a Second Major	30
Minor in Physics	20

Physics describes the world in terms of matter and energy and relates phenomena to fundamental law. Its scope includes systems that range in size from the sub-nuclear to the entire cosmos.

The BS: Physics program supports and enhances professional careers in all the physical sciences, engineering, and the life sciences. Its emphasis on problem-solving also provides a foundation for careers in medicine, business, law, and government. The BS: Biophysics program prepares the graduate for direct entry into the workforce or advanced studies in medical and bioengineering fields as well as biophysics. The BS: Physics Education program can prepare the graduate for a career in secondary teaching.

The “Second Major in Physics” is an add-on degree program that complements any baccalaureate degree without incurring additional general education requirements. It strengthens and expands marketability and interdisciplinary opportunities.

A Minor in Physics complements any baccalaureate degree and is the minimum requirement for secondary teaching certification in physics. All physics majors and minors desiring certification should consult with the School of Education throughout their program.

Undergraduate Programs

BS: Physics—40

Major Requirements: PHYS241, 242, 271, 272, 277, 377, 411, 430, 431, 477, 481, 495 plus an additional 12 credits numbered 300 and above.

Cognate Courses: MATH141, 142, 215, 240, 286; CHEM131, 132; and CPTR125 (FORTRAN or C++) or CPTR151.

Physics majors desiring secondary-teaching certification should also consult with the School of Education.

Recommended Electives: ELCT141, 142, TCED250.

BS: Biophysics—40

Offered by the biology and physics departments

BIOL165, 166, 371; 372 or BCHM421*; PHYS241, 242, 271, 272, 277, 377, 411, 416, 430 or CHEM431 and 441, PHYS431, 495

*A student may earn a minor in chemistry by selecting BCHM421 or CHEM431 and 441.

Cognate Courses: CHEM131, 132, 231, 232, 241, 242; MATH141, 142, 286.

Recommended Electives: BCHM422, 430; CHEM432, 442; ELCT141, 142; MATH215, 240.

Senior Thesis. All Physics and Biophysics majors do some original research in collaboration with an established physicist on-campus or at another university, industrial, or national laboratory. If students enroll for 3 credits of PHYS495 or HONS497, they may prepare a Senior Thesis. Undergraduate Research Assistant (URA) scholarships are available through the Office of Scholarly Research when students collaborate with Andrews Physics faculty.

BS: Physics Education Major—30

Major Requirements: PHYS241, 242, 271, 272, 277, 377, 411, 430, 431, 481, 495 plus an additional 6 credits numbered 300 and above in consultation with advisor.

Cognate Courses: MATH141, 142, 240, 286

This major is available only to those who are obtaining secondary teacher certification.

Physics as a Second Major—30

Major Requirements: PHYS241, 242, 271, 272, 277, 377, 411 (or ENGR285 and PHYS412), 430, 431 or ENGR435, 481, 495 plus an additional 3.5–6 credits numbered 300 and above in consultation with advisor.

Cognate Courses: MATH141, 142, 240, 286

This major is available only as a second major, to those taking a major in another field.

Minor in Physics—20

PHYS241, 242, 271, 272, 411, and electives chosen in consultation with the department chair.

PHYS110, 115, 225 are not applicable to a major or minor in Physics or a major in Biophysics.

Graduate Program

The Department of Physics collaborates in the MS: Mathematics and Science program with the departments of Mathematics, Biology, and Chemistry. See the program description under Mathematics and Science.

Courses

(Credits)

See inside front cover for symbol code.

PHYS110

\$ CS (4)

Astronomy

Exploring the cosmic environment—the solar system, stars and their development, star clusters, the interstellar medium, galaxies, and large-scale features of the Universe. Meets the General Education Physical Science requirement. Weekly: 3 lectures, 1 recitation, and a 2-hour lab. Prerequisite: MATH145 or 166 or STAT285 or MPE P2.

PHYS110

V \$ (3)

Astronomy

AU/GU course—see content above.

- PHYS115** § CS (4)
Concepts of Physics
 A conceptual approach to physics—forces, matter, and energy with 21st century applications. Meets the General Education Physical Science requirement. Weekly: 3 lectures, 1 recitation, and a 2-hour lab. Prerequisite: MATH145 or 166 or STAT285 or MPE P2.
- PHYS141, 142** § (4, 4)
General Physics
 Algebra based introduction to mechanics, relativity, heat, electricity, magnetism, wave motion, physical and geometric optics, and modern physics. Weekly: 3 lectures, 1 recitation, and one 3-hour lab. Prerequisite: A minimum of MATH167 or MATH168 or MPE P4.
- PHYS225** § CS (4)
Sound and Waves
 The production, transmission, synthesis, and perception of sound as understood through the physical principles, properties, and nature of waves. Includes a survey of applications—music, speech, locomotion, and imaging—and comparisons with light and other kinds of waves. Meets the General Education Physical Science requirement. Weekly: 3 lectures and a 2-hour lab. Prerequisite: MATH145 or 166 or STAT285 or MPE P2.
- PHYS241, 242; PHYS241H, 242H** (4, 4)
Physics for Scientists and Engineers
 An introduction to mechanics, relativity, heat, electricity, magnetism, wave motion, physical and geometrical optics, and modern physics emphasizing the mathematical formulation and the physical significance of the fundamental principles. Honors credit is available as PHYS241H, 242H. Weekly: 4 lectures and 1 recitation. Prerequisite for PHYS241: MATH141. Corequisite for PHYS241: PHYS271. Prerequisite for PHYS242: MATH142. Corequisite for PHYS242: PHYS272.
- PHYS271, 272; PHYS271H, 272H** § (1, 1)
Physics for Scientists Laboratory
 Weekly: one 3-hour lab. Honors credit is available as PHYS271H, 272H. Corequisites: PHYS241, 242.
- PHYS277** (0.5)
Physics Colloquium
 Current topics and issues of interest to the physics community. Students register only in one semester, but attend both fall and spring semesters. Required of all physics and biophysics majors each year, unless enrolled in PHYS377 or PHYS477. Weekly: 1 lecture or activity. Repeatable.
- PHYS280** (0.5–3)
Topics in _____
 Introductory-level topics in astrophysics or other areas of current interest. Repeatable to 4 credits. Minimum of 4 hours per week is required for each credit earned. Prerequisite: Approval of the instructor.
- PHYS295** (1–2)
Independent Study / Research
 Individually directed reading and lab projects (e.g., holography and astrophotography). A minimum of 4 hours per week is required for each credit earned. Repeatable to 4 credits. Prerequisite: Approval of the instructor.
- PHYS350** Alt (2.5)
Optics
 Geometrical and physical optics; interference and diffraction, polarization, Fourier optics, lasers, and holography. Prerequisites: PHYS242 (recommended) or 142; MATH142.
- PHYS377** § (1)
Advanced Physics Laboratory I
 Development of advanced lab skills in the study of basic physical phenomena. Emphasis includes scientific instrumentation, lab procedure, data reduction, interpretation, and technical communication. Repeatable to 2 credits.
- PHYS400** ◆ (1–2)
Demonstrations in Physics
 Identifying topics suitable for demonstration, surveying the literature, preparing demonstrations, finding suppliers of materials and equipment. A critical evaluation of demonstrations—their design, preparation, and execution—with student participation. Prerequisite: Approval of the department chair.
- PHYS411, 412** ◆ Alt-412 (2.5, 2.5)
Theoretical Mechanics
 Statics, kinematics, and dynamics of systems of particles. Application of vector calculus to mechanics; Lagrangian and Hamiltonian formulations. Prerequisite: PHYS242 (recommended) or PHYS142; MATH142.
- PHYS416** ◆ Alt (2.5)
Biophysics
 Modeling and describing physical phenomena of living systems, including transport and diffusion across membranes and electrical processes in muscle and nerve tissue. Prerequisite: PHYS242 (recommended) or PHYS142; MATH142.
- PHYS420** (2–3)
Advanced Topics in _____
 Astrophysics, atomic physics, nuclear physics, relativity or other areas of current interest. Prerequisite: PHYS242 or 411. Repeatable to 6 credits.
- PHYS430** ◆ Alt (2.5)
Thermodynamics and Statistical Mechanics
 Systematic introduction to thermodynamics, kinetic theory, and statistical mechanics (classical and quantum). Prerequisites: PHYS242 (recommended) or PHYS142; MATH142.
- PHYS431, 432** ◆ Alt (3, 3)
Electricity and Magnetism
 A treatment of electromagnetic phenomena in terms of potentials and vector fields. PHYS431 develops Maxwell's equations with descriptions of electrostatics and magnetostatics as solutions to Laplace's and Poisson's equations. PHYS432 addresses electromagnetic radiation in media, reflection and refraction, and the fields of wave guides and antennae. Prerequisite or concurrently enrolled in PHYS411.
- PHYS445** ◆ Alt (2.5)
Particle Physics
 A study of particle properties, forces, structure, decay and reaction mechanism in the context of the Standard Model. Prerequisite: PHYS481.
- PHYS460** ◆ Alt (2.5)
Solid State Physics
 A study of crystallography, x-ray diffraction, properties of crystalline and amorphous solids, band theory of solids, and lattice dynamics. Prerequisite: PHYS411.

PHYS475 (2.5)**Physics Review**

A review and synthesis of physics concepts and analytical and experimental techniques in preparation for entry into a graduate program. Topics include classical, statistical and quantum mechanics, waves and classical fields. Prerequisite: PHYS411.

PHYS477 ♦ \$ (1)**Advanced Physics Laboratory II**

Important phenomena, equipment, and techniques in modern experimental physics. Repeatable to 2 credits.

PHYS481, 482 ♦ Alt (3, 3)**Quantum Mechanics**

The mechanics of small-scale physical phenomena as developed by Heisenberg, Schroedinger, and Dirac. Treatment of square well, step, and harmonic oscillator potentials; uncertainty relations; and symmetries to include angular momenta. Prerequisite or concurrently enrolled in PHYS411.

PHYS495 (1-3)**Independent Study/Research**

Individually directed study, problem-solving, or research in selected fields of physics. A minimum of 4 hours work per week is required for each credit earned and a written paper is required. Repeatable to 6 credits. Prerequisite: Approval of the instructor.

PHYS530 (1-3)**Topics in Teaching Physics**

Discussions on 1) the principles of physics and effective approaches for teaching them, or 2) the physics lab, its purposes, administrative and safety procedures, essential equipment, seminal experiments, data analysis, lab journal, and reports. Repeatable to 9 credits.

PHYS540 (2-3)**Topics in Physics**

Study in one of the traditional areas of graduate physics such as electromagnetic theory, analytical or quantum mechanics, solid state, atomic, nuclear or high energy physics, astrophysics, relativity, or mathematical physics. Students must complete assigned readings and problems. Satisfactory performance on a written or oral comprehensive exam required. Repeatable to 9 credits.

PHYS648 (1-3)**Workshop**

An intensive program for middle school and secondary teachers and teachers-in-training who seek certification or endorsement in physics and who wish to update and expand their skills in the physics laboratory.

PHYS690 (1-3)**Independent Study/Research**

Individually directed study, problem-solving, or research in selected fields of physics. Open to qualified students who show ability and initiative. A minimum of 4 hours work per week expected for each credit earned. Repeatable to 6 credits. Prerequisite: Consent of department chair.

RELIGION AND BIBLICAL LANGUAGES

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Academic Programs	Credits
BA: Theology	
Pastoral Ministry	65
Secondary Education	56
Youth Ministry	75
BA: Religion	31
BA: Religion (Distance Degree)	35
AA: Bible Work and Evangelistic Ministries	36
AA: Personal Ministries (Distance Degree)	32
Minor in Religion	20
Minor in Biblical Languages	22
Minor in Missions	20

Programs

BA: Theology

Choose from one of the following:

Pastoral Ministry Emphasis—65

RELB110, 115, 210, 214, 335, 406, 476; RELP200 (each semester registered), 240, 330; two courses from 336 or 337 or 338; 441, 442; RELT100, 226, 250, 308, 340; BIBL211, 212, 311, 312, 321, 322, 427.

Required Cognates (9 credits): HIST404; RELH316, 317.

Minimum grades of C- must be earned in HIST404 and in all RELB, RELH, RELP, and RELT courses that apply to major requirements.

Graduation Requirement: Ministerial candidacy

Youth Ministry Emphasis—75

RELB110, 115, 210, 214, 335, 406, 476; RELP200 (each semester registered), 240, 330; two courses from 336 or 337 or 338; 335, 441, 442; RELT100, 226, 250, 308, 340; BIBL211, 212, 311, 312, 321, 322. Choose three from ANTH200, BHSC220, FMST454, 456, PSYC204, 251, 252, 319, 454, SOCI120, 345, 415, 430

Required Cognates (6 credits): HIST 404; RELH317.

Minimum grades of C- must be earned in HIST404 and in all RELB, RELH, RELP and RELT courses that apply to major requirements.

Graduation Requirement: Ministerial candidacy

Secondary-Education Emphasis—56

RELB115, 210, 214, 335, 406, 476; RELT100, 226, 250, 308, 340; BIBL211, 212, 311, 312, 321, 322, RELP200 (each semester registered), 240, 330, 442

Required cognates (6 credits): HIST404, RELH317. Minimum grades of C must be earned in HIST404 and in all RELB, RELH, RELP, and RELT courses that apply to major requirements.

Denominational certification requirements (36 credits): EDPC302; EDTE165, 228, 408, 417, 424, 459, 476, 480, 487, 488. Minimum grades of a C must be earned in your major, minor, Professional Education Courses, or cognates to meet denominational certification requirements. An overall GPA of 2.5 is required for a teaching recommendation from the School of Education.

Students must consult with the certification clerk in the School of Education.

Graduation Requirement: Ministerial candidacy

Second Major—56

Upon consultation with the Department of Religion & Biblical Languages a student may take this 56-credit Theology major along with an additional second major.

RELB115, 210, 214, 335, 406, 476; RELT100, 226, 250, 308, 340; BIBL211, 212, 311, 312, 321, 322, RELP200 (each semester registered), 240, 330, 442.

Required cognates (6 credits): HIST404, RELH317.

Minimum grades of C- must be earned in HIST404 and in all RELB, RELH, RELP, and RELT courses that apply to major requirements.

Graduation Requirement: Ministerial candidacy

BA: Religion—31

RELB110, 115, 214, 335, 406, 476; RELT226, 308; RELP200 (each semester registered), 330, 442. The following four general education courses are also required: RELB210; RELT100, 250, 340. Minimum grades of C- must be earned in all RELB, RELH, RELP and RELT courses to apply to major requirements.

The General Education foreign language requirement for the BA: Religion is to be fulfilled only by either Greek or Hebrew at the intermediate level.

Graduation Requirement: Ministerial candidacy

Christian-Muslim Studies Emphasis

(Offered at the Newbold College affiliated campus only. Details of program available from the Office of Affiliation and Extension Programs.)

BA: Religion—35**(Distance Education)**

The distance education degree requires a minimum of 124 semester credits including all general education, major, and graduation requirements. The required courses are RELB210, 304, 305, 335, 374, 375; RELT225, 235, 308; RELP290, 441; HIST404.

Those electing Greek to meet the foreign language requirement must take Greek through the intermediate level.

Note: Students planning to enter the Seventh-day Adventist Theological Seminary should select a major in theology. A religion major may be selected but must be supplemented with Seminary prerequisite courses. For entrance requirements, see the Theological Seminary section of this bulletin.

AA: Personal Ministries—32**(Distance Education)**

This degree prepares students for personal outreach ministries, including Bible instruction, offers an opportunity to study a broad spectrum of courses covering both Old and New Testament. The courses listed below are required for distance education students only.

Requirements: RELB210, 304, 305, 335; RELT225, 290, 308, 320, 340; HIST404, choose one of the following: RELB374 or 375.

AA: Bible Work and Evangelistic Ministries—36

This degree, offered through a cooperative effort between Andrews University and ARISE Institute, prepares students to serve as Bible Workers and Bible Work Supervisors. The first semester is normally at ARISE Institute for practical training in front-line evangelistic ministry while the last three semesters are at Andrews University. This degree is not intended to prepare students for pastoral ministry.

Requirements: HIST404, RELB115, 335, 406, RELP200 (each semester registered), 330, RELT226, 308, and sixteen credits from ARISE in Bible Doctrines (3), Human Spirituality and the Bible (3), Apologetics (2), Bible Study Presentation (3), Outreach Resources (2), and Evangelism (3) to be brought into the Andrews University records through credit by exam. Minimum grades of C- must be earned in HIST404 and in all RELB, RELP and RELT courses that apply to major requirements.

Minor in Religion—20

6 upper-division credits, 15 credits in Biblical Studies (RELB) or Theology (RELT). The remaining 5 credits may be taken from any Religion & Biblical Languages Department offerings subject to consultation with the Department.

Minor in Biblical Languages—22

BIBL211, 212, 311, 312, 321, 322, 427, and 4 credits in BIBL495.

Minor in Missions—20

ANTH200; RELG360; RELP240, 235, 325, 340, one or two courses from FDNT469, HLED420; one or two courses from EDTE165, BSAD365, 450; ENGL465; one course from GEOG260, COMM436, FMST350.

Courses

See inside front cover for symbol code.

(Credits)**Biblical Languages****BIBL204****Elementary Greek I**

V (4)

AU/GU course. See content of BIBL211. BIBL204H and 205H must be taken successively.

BIBL205**Elementary Greek II**

V (4)

AU/GU course. A continuing study of the elements of the language of the New Testament in the context of a good working vocabulary and carefully selected readings. Prerequisite: BIBL204V or equivalent.

BIBL211**Elementary Greek I**

(3)

Elements of grammar of the *koine* Greek of the New Testament, including vocabulary, translation, and reading. Weekly lab required. *Fall*

BIBL212**Elementary Greek II**

(3)

Instruction in intermediate grammar and reading of selected portions of the New Testament. Weekly lab required. Prerequisite: BIBL211. *Spring*

BIBL304**Intermediate Greek I**

V (3)

AU/GU course—intermediate course in Greek to provide a fair working knowledge of the New Testament in the original language. Prerequisite: BIBL205H or equivalent.

BIBL305**Intermediate Greek II**

V (3)

AU/GU course. Continues to refine the student's working knowledge of the New Testament in the original language. Prerequisite: BIBL304V or equivalent.

BIBL311**Intermediate Greek I**

(2)

Syntax of the *koine* Greek New Testament including practical application. Weekly lab required. Prerequisite BIBL212. *Fall*

BIBL312**Intermediate Greek II**

(2)

Application of the principles of the *koine* Greek grammar and syntax to the exegesis of selected passages from the Greek New Testament. Emphasis placed upon practical and scholarly application of the text. Prerequisites: BIBL311 and RELB115. *Spring*

BIBL321**Elementary Hebrew**

(3)

Fundamentals of Biblical Hebrew including a practical vocabulary, an understanding of the grammatical structure of the language, and practice in translation. Provides ministers with a practical study tool. Weekly lab required. *Fall*

BIBL322**Intermediate Hebrew**

(3)

Development of reading ability in narrative portions of the Hebrew Bible. Weekly lab required. Prerequisite: BIBL321. *Spring*

BIBL427**Hebrew Exegesis**

(2)

Application of the principles of Hebrew lexicography, grammar, syntax and style to the exegesis of selected passages of the Hebrew Old Testament. Emphasis placed upon practical and scholarly application of the text. Prerequisites: BIBL322, RELB115. *Fall*

BIBL495**Independent Study**

(1–3)

Provides opportunity for further and independent investigation of the history, development, and exegesis of the biblical text. *Fall, Spring, Summer*

Biblical Studies**RELB110****Biblical Backgrounds**

(3)

Archaeological, cultural, geographical, and historical backgrounds of the Old and New Testaments. *Spring*

RELB115**Hermeneutics**

(3)

An introduction to the presuppositions beneath various interpretive approaches to the biblical text and application of the principles of interpretation to texts representing the various genres of the Old and New Testaments. *Fall*

RELB210**Jesus in His Time and Ours**

(3)

Details the mission, the message and the meaning of Jesus Christ for His day and for ours. What is it about the Christian story that captured the attention of so much of world history? Also examines the connection between Christ's first Advent and His second. Prerequisite: RELT100. *Fall, Spring, Summer*

RELB210**Jesus in His Time and Ours**

V (3)

AU/GU course—see content above. Available in standard and EEC formats (see p. 54).

RELB214**Law and Writings of the Old Testament**

(4)

An introduction to The Pentateuch and the "Writings" (historical books, Psalms, and Wisdom literature). *Fall*

RELB304**Studies in Daniel**

V (3)

AU/GU course—see RELB406.

RELB305**Studies in Revelation**

V (3)

AU/GU course—see RELB406.

RELB335**Acts and Epistles**

(4)

Brief introduction to principles of New Testament interpretation; a study of Acts, the Pauline Epistles, Hebrews, and the General Epistles. Research paper may be required. *Spring*

RELB335**Acts and Epistles I**

V (3)

AU/GU course—see content above.

RELB374 V (3)
Old Testament Prophets, Early
 AU/GU course. Includes the history of prophecy, the pre-writing prophetic figures, and the books of the writing prophets of the 8th and early 7th century B.C. Research paper may be required.

RELB375 V (3)
Old Testament Prophets, Later
 AU/GU course. Includes the books of the writing prophets of the 7th century B.C. to the end of the prophetic canon. Research paper may be required.

RELB406 (4)
Studies in Daniel and Revelation
 Study of the background, content, and construction of these biblical books with emphasis upon the interpretation of prophecy, apocalyptic imagery and symbols. *Fall*

RELB476 (4)
Prophets of Israel
 Includes the history of prophecy, the pre-writing prophetic figures, and the books of the writing prophets. Research paper may be required. *Spring*

General Religion

RELG160 (1–3)
Topics in Religion
 Designed to add flexibility to the department offerings and to meet diverse student needs. Repeatable as topics vary. Consult the class schedule for the current topic. *Fall, Spring, Summer*

RELG248 (1–3)
Workshop
 Provides flexibility for the occasional workshop where it is appropriate to offer religion credit. Workshop requirements must be approved by the department. *Fall, Spring*

RELG360 S (1–3)
Topics in Religion
 Designed to add flexibility to the department offerings and to meet diverse student needs. Repeatable as topics vary. Consult the class schedule for the current topic. This course qualifies for a deferred grade when it requires research. *Fall, Spring, Summer*

RELG360 V (3)
Topics in Religion: World Religions
 AU/GU course. Surveys the major religious traditions of the world. Study includes an overview of origins, major philosophical and theological underpinnings, typical aspects of worship and ethics, and major social, cultural and political influences. Study is done from a consciously Christian framework. Available in standard and EEC formats (see p. 54).

RELG380-50 (1–3)
Honors in Religion (topic specified)
 Readings and seminar observations on various topics. Area of study announced in advance. Repeatable as topics vary. *Fall, Spring*

RELG496 (1–3)
Special Projects in Religion
 By special permission of the Department of Religion and Biblical Languages. *Fall, Spring, Summer*

Church History

RELH316 (3)
History of the Christian Church I
 Surveys the internal and external developments and conflicts which Christianity has experienced in time and space from the time of Christ up to the Reformation. Special attention given to those developments that relate to Seventh-day Adventist theological heritage. Aims to enable the student to develop a broader historical perspective through which to see the outworking of the great controversy through the centuries, especially as it relates to issues the church faces today. Prerequisite: HIST117 or permission of instructor. Not applicable to the General Education requirements in religion nor a major or minor in religion. *Fall*

RELH316 V (3)
History of the Christian Church I
 AU/GU course—see content above.

RELH317 (3)
History of the Christian Church II
 Surveys the history of the church from the Protestant Reformation to current time. Special attention is given to the Protestant Reformation, the Catholic counter-reformation, Puritanism, Rationalism, Evangelicalism, the rise of modern denominations, the world-wide mission expansion, and ecumenism. Prerequisite: HIST118 or permission of instructor. Not applicable to the General Education requirements in religion. *Spring*

RELH317 V (3)
History of the Christian Church II
 AU/GU course—see content above.

RELH400 (3)
SDA History and Prophetic Heritage
 An investigation of the background, rise, and development of the Seventh-day Adventist church in America and the world from its beginning until the present with special attention given to the historical role, ministry and writings of Ellen White. *Summer*

Professional Training

RELP200 (0)
Pastoral Practicum
 A weekly seminar giving instruction in the many aspects of ministering in churches. Includes assignment to one of the area churches. Required of all theology/religion majors. Students must register for this class each semester in residence. *Fall, Spring*

RELP235 (2)
Christianity in a World Context
 An introduction to the status and role of Christianity and mission worldwide. Includes a brief history of Christian mission, current facts about mission needs, Christian and mission relationships to world religions, political ideologies, national development, and non-Western cultures. *Fall*

RELP240 (0–3)
Christian Witnessing/Public Evangelism Seminar
 Acquaintance with the dynamics of Christian witnessing in the neighborhood, at work, and in the friend-to-friend approach of personal Bible study. Christ's example of witnessing is highlighted. Includes participation in the departmental summer field school. *Spring, Summer*

- RELP290** V (3)
Introduction to Pastoral Counseling
 AU/GU course. Understanding that pastoring includes counseling, this course introduces both the actual skill of counseling and the acquisition of knowledge and insights based on reading and experience.
- RELP325** (2–6)
Preparation for Mission Service
 An orientation of mission candidates to contemporary mission. A maximum of 3 credits is allowed for student missionaries and 4–6 credits for appointees to the Mission Institute. A maximum of 3 credits is applicable to the General Education religion requirement. *Fall, Spring*
- RELP330** (2)
Homiletics—Introduction to Preaching
 Lays the foundation for biblical sermon construction and delivery. This class is the prerequisite for all other homiletics courses and is a requirement for all religion/theology majors. Weekly lab required. *Fall*
- RELP336** (1)
Homiletics—Expository Preaching
 Addresses the crucial nature of expository preaching, stressing proper principles of interpreting and applying the text to practical life. Weekly lab required. Prerequisite: RELP330. *Spring*
- RELP337** (1)
Homiletics—Contextualized Preaching
 Explores the dynamics of effective preaching to a particular cultural group with an emphasis on the distinctive homiletical, rhetorical and cultural qualities required for the effective proclamation of the Gospel to each group. Weekly lab required. Prerequisite: RELP330. *Fall*
- RELP338** (1)
Homiletics—Evangelistic and Special Events Preaching
 Addresses the needs of special preaching events such as evangelistic crusades, weddings, funerals, and dedications. Weekly lab required. Prerequisite: RELP330. *Spring*
- RELP335** (3)
Foundations of Youth Ministry
 Designed for the youth specialist who wishes to work as a youth pastor, youth director, academy Bible teacher, or in any other youth-training capacity. *Fall*
- RELP340** (2)
Strategies for Service
 Creates the vision that all Christians can serve in mission. Shows how to witness in cross-cultural situations and introduces students to ways they can do mission in any occupation. Alternate forms of mission like tent-maker ministries, non-resident missionaries, urban ministry, and work with refugees and foreign students are addressed. *Spring*
- RELP400** S (3)
Senior Seminar: Health Professions
 A capstone seminar for health profession majors which addresses theoretical and practical spiritual issues pertaining to those working in the health professions. *Fall*
- RELP441** (2)
Introduction to Pastoral Ministry
 A study of the minister as leader of worship, as nurturing pastor, as administrator of the church and as evangelist. *Spring*
- RELP441** V (3)
Introduction to Pastoral Ministry
 AU/GU course. A study of good church administration, combining pastoral leadership with church management. Addresses the four-dimensional role of the pastor—person, administrator, church leader, and priest.
- RELP442** (2)
Introduction to Church Leadership
 A study of the principles of leadership as applied to pastoral ministry. *Fall*
- Theology**
- RELT100** (3)
God and Human Life
 How God confronts human beings—includes the process of revelation, principles of interpreting Scripture and similarly inspired material, the nature of God and His expectations for humans, and the evaluation of these concepts as presented in Scripture and the classic literature of various religions. *Fall, Spring, Summer*
- RELT100** V (3)
God and Human Life
 AU/GU course—see content above. Available in standard and EEC formats (see p. 54).
- RELT216** (2)
Workshop in Prayer
 Study of faith, private prayer, family worship, conducting prayer groups, public prayer, and prayer as a ministry. Not applicable toward the theology concentration or major in religion. *Fall, Spring*
- RELT225** (3)
Doctrines of the Adventist Faith
 Defines and clarifies the Biblical doctrines of the Seventh-day Adventist faith, distinguishing them within the background of the Judeo-Christian tradition. Student can earn general education credit in either RELT225 or 226, but not in both. Prerequisite: RELT100. *Fall, Spring, Summer*
- RELT225** V (3)
Doctrines of the Adventist Faith
 AU/GU course—see content above.
- RELT226** (3)
Advanced Adventist Theology
 Examines fundamental Seventh-day Adventist teachings regarding the Sabbath, Second Advent, and Sanctuary in the context of such interrelated doctrines as the nature of man, Christ's atoning sacrifice and heavenly ministry, and the pre- and post-Advent judgments. Designed to help students appreciate more fully not only the validity of these doctrines, but also their relevance for their Christian life. Research paper may be required. Student can earn general education credit in either RELT225 or 226, but not in both. *Fall*
- RELT235** V (3)
Principles of Bible Instruction
 AU/GU course to help students develop necessary skills and expertise vital for success in Bible instruction.

RELT250 (3)***Personal Spirituality and Faith***

A study of the Biblical perspective on the act of faith and the life of faith. How does a person begin and nurture one's own personal spiritual and devotional life? Also studies the meaning of spiritual nurture in various lifestyle and work settings. Personal spiritual growth is fostered through involvement in organized church activities and/or witnessing outreach. Prerequisite: RELT100. *Fall, Spring, Summer*

RELT308 (2-3)***Gift of Prophecy***

Study of the prophetic manifestation in Bible and church to include the ministry and writings of Ellen G. White. Research paper may be required. *Fall*

RELT308 V (2)***Gift of Prophecy***

AU/GU course—see content above.

RELT320 V (3)***Personal Evangelism***

AU/GU course. The dynamics of personal evangelism with primary emphasis on instruction rather than exhortation. A clear biblical perspective on the priesthood of all believers; practical counseling for leading someone to Christ; a strategy for visitation; a Bible study methodology; and techniques in getting decisions.

RELT340 (3)***Religion and Ethics in Modern Society***

Considers how the Judeo-Christian tradition confronts the moral complexities of a highly technical society. Are there universal absolutes that cross all cultural boundaries, or are all values relative? Designed to help students articulate what molded their value system and what should help to shape it. Students are expected to participate in some organized church/civic/social service activities. Student can earn general education credit in either RELT340 or 390, but not in both. Prerequisite: RELT100. *Fall, Spring, Summer*

RELT340 V (3)***Religion and Ethics in Modern Society***

AU/GU course—see content above.

RELT348 S (3)***Christians and the Environment***

A religious, philosophical, and activist approach to environmental issues, analyzing ideological causes of environmental degradation, and offering philosophical and theological perspectives which inform and sensitize the student to the Christian's environmental responsibility. Qualifies as an "S" course for General Education Service Learning. Contains a service component. *Spring*

RELT390 (3)***Christian Business Ethics***

Designed for the student to examine differing ethical models and to develop a personal model that will serve as the basis on which a Seventh-day Adventist Christian will make personal value decisions. The developed model is used in examining actual ethical issues which confront people in daily affairs of business life. Student can earn general education credit in either RELT340 or 390, but not in both. Prerequisite: RELT100. (Open only to upper division BBA students). *Spring*

SOCIAL WORK

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John Gavin, *BSW Program Associate Director—Off-Campus BSW Site*
Ann-Marie Jones
Susan E. Murray
Jan F. Wrenn

Academic Programs	Credits
BSW (Bachelor of Social Work)	63
MSW (Master of Social Work)	
Interpersonal Practice	
Administration and Development	
• <i>Two-year regular program</i>	56
• <i>One-year advanced-placement program</i>	33
• <i>Two-year advanced-placement program</i>	39

Mission

The mission of the Department of Social Work is to prepare individuals for excellence during a lifetime of professional service and Christian compassion in action.

Undergraduate Program**BSW (Bachelor of Social Work)—63**

The Bachelor of Social Work (BSW) is a professional degree which prepares graduates for generalist professional practice and/or the opportunity to be admitted to a Master of Social Work (MSW) program with advanced standing within appropriate advanced standing GPA guidelines. In addition to the on-campus BSW program, the BSW program is offered as an off-campus program at Columbia Union College, Takoma Park, MD. The off-campus BSW program is administered and delivered by the AU Department of Social Work and upon completion the BSW is conferred by Andrews University. The AU baccalaureate program is accredited by the Council on Social Work Education through the year 2011.

The foundation curriculum consists of seven content areas that are required in every BSW program: (1) Values and Ethics, (2) Diversity, (3) Populations-at-Risk and Social and Economic Justice, (4) Human Behavior and the Social Environment, (5) Social Welfare Policy and Services, (6) Social Work Practice, (7) Research. Throughout the curriculum, the program integrates concepts of professional ethics and values, critical thinking, and sensitivity to diversity, oppression, social and economic justice, and populations-at-risk. Field education is an integral component of the program.

Although students may declare themselves as social work majors in their freshman or sophomore year, they must apply for acceptance into the social work program. Application is made at the end of the sophomore year for formal acceptance into the program in the fall of the junior year. Applications are available from the undergraduate program directors of both the on-campus and off-campus sites.

Admission Criteria

Students qualify for entry into the BSW program when they:

- Earn a minimum GPA of 2.00.
- Receive grades of C- or better in all required program prerequisite and cognate courses.
- Complete SOWK100, 230, 315; PSYC101, 220; SOCI119; BIOL100. Maintain a GPA of at least 2.50 in these courses.
- Complete and submit BSW Program Application Packet.
- Receive a positive recommendation from the Student Services committee in the department.

Continued Enrollment Criteria

Continued enrollment is conditional upon the following:

- Acceptable academic performance
- Ethical conduct in compliance with the National Association of Social Workers (NASW) Code of Ethics
- Adequate knowledge and practice performance in the practicum setting. A more detailed description of admission procedures and program standards can be found in the *Social Work Student Handbook* available on the Department of Social Work's website (www.andrews.edu/sowk).

Major Requirements

SOWK100 (3), SOWK230 (1–3), SOWK315 (2), SOWK320 (3), SOWK325 (3), SOWK340 (3), SOWK350 (3), SOWK401 (4), SOWK402 (4), SOWK420 (.5, .5), SOWK435 (1–4), SOWK466 (4), SOWK489 (.5, .5)

Cognate Courses

PSYC101, 220; SOCI119; BIOL100; PLSC104; IDSC237; SPAN171. Students are also required to choose 4 credits of social work electives, in consultation with the student's advisor.

General Education Requirements

Requirements are the same as for the Bachelor of Science degree, except SOWK255 in place of BHSC100 as service requirement.

Field Practicum

Students are required to complete a 400-hour field placement in a local human-service agency. The practicum is normally completed during the student's senior year. Prerequisites include the following courses (which must be completed with a grade of C- or above): SOWK340, 350, and 402, and a human biology course. Students may be dropped from the program or be required to complete additional practicum hours for the following reasons:

- Inability to demonstrate the skills, knowledge, and professional responsibilities required of a baccalaureate-level social work intern
- Clear violation of the NASW Code of Ethics

Certificate of Emergency Preparedness

Students may complete the following sequence of courses totaling 18–19 credits and receive a *Certificate of Emergency Preparedness* from Andrews University. This Certificate should be

accepted by the State of Michigan and many other states towards recognition of PEM (Professional Emergency Manager) certification or another similar designation. These elective credits can be counted as part of the BSW degree or transferred to another educational institution by agreement. Students do not need to complete a Bachelor's degree from Andrews University in order to complete this Certificate program.

Required Courses	Credits
SOWK408 Intro. to Emergency Preparedness	2
BSAD426 Emergency Management	3
SOWK449 Disaster Response & Emergency Operations	2
SOWK478 Principles & Practice of Hazards Mitigation	3
SOWK425 Emergency Planning	2
COMM435 Crisis Communications	3
SOWK477 Comm. Assessment & Capacity Mapping	2
SOWK435 Field Instruction (Emergency Preparedness experience)	1–2
Total	18–19

Graduate Program

MSW (Master of Social Work)—33–39 or 56

The Master of Social Work (MSW) degree is a professional degree enabling the graduate to enter practice as an advanced-level practitioner. Graduates are prepared to work in a variety of interpersonal clinical or administration and development practice emphases. The foundation curriculum for the MSW consists of five areas of course content: Human Behavior and the Social Environment, Social Welfare Policy, Research, Professional Practice, and Practicum. Accreditation for the MSW degree has been granted through the Council on Social Work Education.

Assistantships

Students have the opportunity to apply for graduate assistantships—teaching or research. These assistantships give students the opportunity to develop their expertise. Students interested in becoming social-work educators—especially those with years of clinical experience—may teach undergraduate courses. Research assistantships offer experiences in community consulting, grant writing, and/or conducting research.

Admissions Criteria*

Applicants to the MSW program must meet the requirements in the Graduate Admission section of this bulletin. They must also meet the requirements outlined below.

Regular Standing Two-year Program

- Hold a baccalaureate degree from an accredited college or university, or a Bachelor of Social Work (BSW) degree from a program accredited by the Council on Social Work Education
- Provide transcripts that demonstrate course work with a strong liberal arts background.

Required Liberal Arts Background Minimum Semester Credits

- Human Biology or Anatomy and Physiology—3
(or pass challenge exam)
- Communications/Language Skills (foreign languages, speech, grammar, linguistics, written communication, media)—6
- Social and Behavioral Science (sociology, anthropology, psychology, social psychology, diversity)—8

- Humanities/History (philosophy, religion, arts, government, political science, economics, or literature)—**14**
- Math/Physical Science (statistics, sciences, chemistry, physics, logic, math)—**3**
- Previous computer skills, either in course work (1 credit) or extensive hands-on experience evidenced by the *Computer Skills Assessment Form*.
- A GPA of at least 3.00 (4.00 system) in the upper division course work or a minimum GPA of 3.5 in at least 10 graduate credits
- A professional résumé documenting related experience
- A statement of professional interest and purpose for MSW graduate study
- Two strong professional references

The faculty may request a personal interview or a third reference and/or other information.

Advanced Standing One-year Program

Credit requirements are reduced by 23 based on previous BSW foundation courses taken. In addition to the requirements for the regular two-year program, the following are required for admission into the advanced one-year program.

- Bachelors degree in Social Work no more than five years old from a program accredited by the Council on Social Work Education or international equivalent approved by CSWE. If an applicant has a degree older than five years, he/she must have one year of post-bachelor's human-service work experience for every year beyond the five-year limit.
- An overall undergraduate GPA of 3.0, and on graduate credits previously earned.
- An additional letter of reference from the applicant's field placement faculty liaison or field instructor or current human service job supervisor reflecting past satisfactory practice experience.

Advanced Standing Plus—Two-year Program

Students who have done generally very well in their BSW program, but do not meet the 3.0 GPA admission requirement for the one-year advanced standing program, may be eligible for the two-year advanced standing program designed to remediate any areas of academic weakness. Credit requirements are increased by six credits in addition to the one-year advanced program requirements, designated by the advisor in consultation with the student to strengthen identified areas for growth.

- An overall minimum undergraduate GPA of 2.6
- * Admissions criteria may be refined and changed as necessary to improve the process and address accreditation issues.

Past practice experience strengthens all MSW student applications. However, no academic credit is given for life experience.

MSW Degree Requirements*

- Satisfactory completion of the MSW curriculum listed by programs below:

Regular Standing Program

Satisfactory completion of 56 credits:

Basic courses: SOWK501 (4), SOWK502 (4), SOWK540 (3), SOWK566 (4), SOWK550 (3) SOWK515 (2), SOWK605 (3), SOWK601 (2), SOWK602 (2) SOWK689 (.5, .5), SOWK660 (3), SOWK630 (3)

Field Experience: SOWK535 (4) = 400 hours, SOWK510 (.5, .5), SOWK635 (4) = 500 hours, SOWK610 (.5, .5)

Electives: 12 credits

Advanced Standing Program

Satisfactory completion of 33 credits:

Basic courses: SOWK 515 (2), SOWK601 (2), SOWK602 (2), SOWK605 (3), SOWK630 (3), SOWK660 (3), SOWK689 (.5, .5)

Field Experience: SOWK637 (5) = 600 hours & SOWK610 (.5, .5)

Electives: 11 credits

Advanced Standing Plus—Two-year Program

Satisfactory completion of 39 credits:

Basic courses: SOWK 515 (2), SOWK601 (2), SOWK602 (2), SOWK605 (3), SOWK630 (3), SOWK660 (3), SOWK689 (.5, .5)

Field Experience: SOWK637 (5) = 600 hours & SOWK610 (.5, .5)

Electives: 17 credits

- A minimum cumulative GPA of 3.00 in Social Work Program
- No grade of D or F (or U) may count toward a graduate degree.
- The maintenance at all times of professional conduct and behaviors appropriate for a social worker according to the National Association of Social Workers' Code of Ethics
- Defense of the professional degree portfolio. This portfolio is a demonstrative collection of professional skills and projects
- Other Andrews University degree requirements as presented in the Graduate Academic Information section of this bulletin.

* Subject to change as necessary to improve the process and address accreditation issues.

MSW Curriculum

Core advanced interpersonal practice courses supplemented by optional micro and macro specialty areas of focus are offered. Students wishing to enroll in core graduate social work courses must be enrolled in the MSW Program and/or have the instructor's permission. Students in the regular two-year program are required to take all foundation year courses. All students, both regular and advanced placement, must take all core advanced year courses, as well as those listed for any specific emphasis they select. Students who are accepted into the advanced one-year program must also take SOWK515. Students select approximately 2 credits of electives during their foundation year and 9–10 elective credits (depending on their standing) during their advanced year. A maximum of 8 credits of graduate electives may be taken from other related disciplines. All courses are subject to change based on accreditation needs.

MSW Areas of Emphasis

Students may choose to specialize in the following areas of emphasis: Marriage and Family, Administration and Development, Mental Health, School Social Work, and Emergency Preparedness. Please refer to the Department of Social Work website for further information (www.andrews.edu/sowk).

Certificate of Emergency Preparedness

Students may complete the following sequence of courses totaling 18–19 credits and receive a *Certificate of Emergency*

Preparedness from Andrews University. This Certificate should be accepted by the State of Michigan and many other states towards recognition of PEM (Professional Emergency Manager) certification or another similar designation. These elective credits can be counted as part of the MSW degree or transferred to another educational institution by agreement. Students do not need to complete a Master's degree from Andrews University in order to complete this Certificate program.

Required Courses	Credits
SOWK408 Intro. to Emergency Preparedness	2
BSAD526 Emergency Management	3
SOWK449 Disaster Response & Emergency Operations	2
SOWK478 Principles & Practice of Hazards Mitigation	3
SOWK425 Emergency Planning	2
COMM535 Crisis Communications	3
SOWK477 Comm. Assessment & Capacity Mapping	2
SOWK535 Field Instruction (Emergency Preparedness experience)	1-2
Total	18-19

As part of the MSW degree, students may complete a smaller package of 9 credits (see *Areas of Emphasis* handout) to receive an *Emphasis in Emergency Preparedness*. The emphasis area courses are described in the *Areas of Emphasis* handout available at the Social Work Department.

Courses (Credits)

See inside front cover for symbol code.

SOWK100 (3)

Introduction to Social Work

The professional activity of social workers in the U.S., including a brief history of the social-work profession, its knowledge, values, and skills base, and its cross-cultural aspects. Emphasis on the response of social work to varied populations and diverse cultures. *Fall*

SOWK230 S (1-3)

Introduction to Community Services

Required of all new and transfer students. Orientation to the social work program which includes procedures, policies, academic information, field instruction component, review of Handbook, professionalism and expectations for the program. An opportunity to examine personal values and skills by observation at a community human services agency. Fifty hours of documented volunteer observation are required. Prerequisite: PSYC101. *Fall*

SOWK315 (2)

Values, Ethics and Diversity

Special attention is given to core values and professional ethics expected of outstanding social workers. Emphasizing a Christian world view, students develop appreciation for diversity and sensitivity toward issues related to culture, race, gender, class, age, and sexual identity. Pre/Corequisite: SOWK100 or permission of instructor. *Fall*

SOWK320 (3)

Introduction to Counseling Skills

Exposes students to basic engagement, listening, assessment, and interviewing skills. Students gain beginning skills to explore the problems of various client systems. Prerequisite: PSYC101. *Spring*

SOWK325 (3)

Social Welfare Institutions and Services

An analysis of the factors which determine the manner in which social-welfare services are currently being delivered in the U. S. Factors include the value base, the historical development, and the organization of the social welfare system. Prerequisites: SOWK100; HIST118 or PLSC104. *Fall*

SOWK340 (3)

Human Behavior and the Social Environment

Ecological model for studying human behavior and an overview of normal individual development throughout the life cycle. Psycho-social, learning, and social-role theories constitute the theoretical basis for the course. Special attention paid to the impact of gender, health, and minority status upon human development. *Fall*

SOWK350 (3)

Social Welfare 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 social service practice. *Spring*

SOWK401, 402 (4, 4)

Foundations of Practice I, II

Designed to develop the theory, knowledge, and skills essential in generalist social-work practice. Various methods are offered for developing communication, assessment, planning, intervention, termination, and evaluative skills necessary in social work practice. Focus on skills necessary for practice with individuals, families and groups in a variety of settings. (SOWK401) Co/Prerequisites: SOWK 325 and SOWK340; Co-requisites: SOWK435 & SOWK420. *Fall* (SOWK402) Prerequisite: SOWK401 and Corequisites: SOWK435 & SOWK420. *Spring*

SOWK408 (2)

Introduction to 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.

SOWK410 ♦ (2)

Children and Families at Risk

Development of programs for the well-being of children. Focus on current child-welfare programs including juvenile courts, foster care, child-care centers, adoptions, protective services, institutional care, and special-need services.

SOWK415 ♦ Alt (2)

Substance Use 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. Offered alternate years.

SOWK420 (.5, .5)

Social Work Methods Seminar

Provides opportunity for students to develop their basic social work skills through integrating social work knowledge and theory into field practice. Several aspects of field will be discussed.

Is taken concurrently with the student's field placement and is repeated each semester student is in SOWK435. Corequisites: SOWK435, SOWK401. *Fall, Spring*

SOWK425 (2)

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: SOWK408.

SOWK435 (1-4)

Field Instruction

A lab course to give students experience and practice in a community agency under qualified supervision. A total of 400 clock hours required. Repeatable to 4 credits. Corequisites: SOWK420, SOWK401. *Fall, Spring, Summer*

SOWK437 (2)

International Environment of Social Welfare

Students engage in critical thinking in relation to global issues. Theories of causation and alternative models of global intervention. Explores the social, cultural (including religious), political, and economic factors impacting social-welfare policies and the delivery of human services in Third World, developing, industrial, and post-industrial societies.

SOWK438 (1-4)

Workshop: _____

SOWK440 ♦ (2)

Assessment and Treatment of Victims of Violence

Examination of assessment issues, approaches, and barriers to effective treatment when working with victims of domestic violence, adult survivors of sexual abuse, victims of rape, incest survivors, and child sexual-assault victims. Interpretation of assessment findings included. Short- and long- term therapy options including specific techniques are explored. Prerequisites: SOWK401 and 402 or SOWK501 or permission of instructor.

SOWK446 (2)

Crisis Intervention

Survey of brief treatment models. Direct application of various crisis intervention models to population in crisis. Prerequisite: SOWK401.

SOWK447 (2)

Social Policies and Service in Other Countries

A study of the policy-making processes and strategies utilized to meet the needs of the poor and at-risk populations in other countries. Students travel abroad where they study social policy formulation, analyze selected social policies and programs, and participate in the development of a group position paper. Prerequisite: SOWK350 or equivalent course.

SOWK449 (2)

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 on victims and communities and the implications of disaster recovery efforts. Required course for PEM certification. Prerequisites: BSAD426/526. Evidence of satisfactory completion of PDS modules, IS-244 Developing and Managing Volunteers, IS-546/547 Continuity of Operations, and IS-700 National Incident Management System.

SOWK455 ♦ (2)

Treatment of Substance Abuse

An overview of treatment techniques and basic prevention strategies including specific training in assessment and therapeutic techniques, examining the relationship between etiology and treatment. Treatment evaluation discussed. At-risk, vulnerable populations receive special consideration.

SOWK458 ♦ (2)

Advanced Theories of Addiction and Treatment

Surveys, critiques, and integrates the primary theories currently used to explain the process, outcome, and treatment of addictions. Covers biological, psychological, social, and anthropological addiction theories. Primary substance-abuse prevention theories are surveyed. Implications for at-risk, vulnerable populations considered.

SOWK460 (2)

Death and Grief in Contemporary Society

Designed to help the student understand cultural and societal perspectives on death as well as develop an increased awareness and sensitivity to the personal and interpersonal dynamics of death, dying, and loss. The student's personal encounters with dying, death, and loss, as well as the experiences of guest speakers, provides topics for class discussion. The "art of condolence" is discussed for helping people deal with uncomplicated death and loss issues.

SOWK466 (4)

Social Work Research

A broad range of research tools available to social workers to improve both the effectiveness and efficiency of their practice. Research methodologies, both quantitative and qualitative, presented. Also includes a generalist overview of statistics. Students do a research project addressing a social problem. *Spring*

SOWK467 ♦ (2)

Social Aspects of Long-Term Care

Focuses on the health-care system's ability to provide for the elderly who require long-term-care facilities. Examines the aging American population, attitudes and stereotypes associated with the aged, resources available to the social worker, and techniques to assist in providing appropriate care for the elderly.

SOWK475 ♦ (1-4)

Topics in: _____

Students are able to select offerings from various contemporary social-work topics. Repeatable with different topics.

SOWK477 (2)

Community Assessment and Capacity Mapping

Introduction to various methods for assessing community needs and mapping community capacity to address those needs. Includes damage assessment for emergency situations.

SOWK478 (3)

Principles & Practice of Hazards Mitigation

Study of preparedness as related to hazards in the local community with attention to means of mitigation as well as planning

measures. Includes IS modules IS-271 Anticipating Hazardous Weather & Community Risk and IS-340 Hazardous Materials Prevention. Prerequisites: Evidence of satisfactory completion of PDS modules IS-5 Intro to Hazardous Materials and IS-55 Hazardous Materials Guide for Citizens.

SOWK489 (.5, .5)

BSW Professional Seminar

Introduces and monitors professionalism as evidenced in student's portfolio, scholarship skills, and their ability to exhibit positive behaviors that will ensure success in social work practice. Fall Portfolios presented and graded in the Spring. *Fall, Spring*

SOWK495 (1-4)

Independent Study/Project/Teachings

Consent of the instructor required.

Foundation Year

SOWK501, 502 (4, 4)

Foundations of Practice I, II

Designed to develop the theory, knowledge, and skills essential in generalist social-work practice. Various methods are offered for developing communication, assessment, planning, intervention, termination and evaluative skills necessary in social work practice. Focus on skills necessary for practice with individuals, families and groups in a variety of settings. **(SOWK501)** Co/Prerequisite: SOWK 540 & Corequisites: SOWK 535 & SOWK510. *Fall* **(SOWK502)** Prerequisite: SOWK501 and Co-requisites: SOWK535 & SOWK510. *Spring*

SOWK510 (.5, .5)

Generalist Field Seminar

Provides opportunity for students to develop their basic social work skills through integrating social work knowledge and theory into field practice. Several aspects of field will be discussed. Is taken concurrently with the student's field placement and is repeated each semester student is in SOWK535. Corequisite: SOWK535. *Fall, Spring*

SOWK515 (2)

Christian Perspectives on Ethics and Diversity

Students will examine their personal beliefs and values in relationship to ethical and diversity issues. The course will provide students with tools to successfully manage and support diversity and its benefits in the context of social work practice. Students will also apply the NASW Code of Ethics to advanced practice dilemmas they may face in the field. *Fall*

SOWK535 (1-4)

Generalist Field Experience

In this practicum, students will apply course-based knowledge and skills by working in a social service setting. A total of 400 clock hours are required. Repeatable to 4 credits. Corequisites: SOWK510, SOWK501. *Fall, Spring, Summer*

SOWK540 (3)

Human Behavior and the Social Environment

Ecological model for studying human behavior and an overview of normal individual development throughout the life cycle. Psycho-social, learning, and social-role theories constitute the theoretical basis for the course. Special attention paid to the impact of gender, health, and minority status upon human development. *Fall*

SOWK550 (3)

Social Welfare 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 social service practice. *Spring*

SOWK566 (4)

Social Work Research

A broad range of research tools available to social workers to improve both the effectiveness and efficiency of their practice. Research methodologies, both quantitative and qualitative, presented. Also includes an overview of statistics. Students do a research project addressing a social problem. *Spring*

Advanced Year

SOWK601 (2)

Advanced Practice I

Develops interpersonal practice skills on an advanced level. The course gives special consideration to developing proficiency in cognitive-behavioral therapy. Prerequisite: Completion of SOWK502, or admission to Advanced Standing. *Fall*

SOWK602 (2)

Advanced Practice II

Develops practice skills on an advanced level. The course gives special consideration to Social Work leadership as it relates to human and financial resource management. Prerequisite: Advanced-year status or permission of instructor. *Spring*

SOWK605 (3)

Advanced Clinical Assessment

Advanced assessment theories of and recent research into the etiology and psychopathology of social variance. Emphasis on developing differential diagnostic skills and holistic assessment from a strengths perspective. Prerequisite: Advanced-year status or permission of instructor. *Fall*

SOWK610 (.5, .5)

Advanced Field Seminar

This seminar builds on the student's generalist foundational knowledge. It is designed to help the student further integrate social work knowledge and theory to field practice. Several aspects of field will be discussed. Is taken concurrently with the student's field placement and is repeated each semester the student is in SOWK635. Corequisites: SOWK635 or SOWK637. *Fall, Spring*

SOWK630 (3)

Policy for Social Change

Students explore theory and apply it to community organizing, coalition building, and advanced-policy analysis; assess existing policies within various systems and study the impact of these policies; and plan and implement a social-action project. Prerequisite: Advanced-year placement.

SOWK635 (1-4)

Advanced Field Experience

In this practicum, students will apply advanced course-based knowledge and skills by working in a social service setting. A total of 500 clock hours is required. Repeatable to 4 credits. Corequisites: SOWK610, SOWK621. *Fall, Spring, Summer*

- SOWK637** (1–5)
Advanced Standing Field Experience
In this practicum, students will apply advanced course-based knowledge and skills by working in a social service setting. A total of 600 hours are required. Repeatable to 5 credits. Corequisites: SOWK610, SOWK621. *Fall, Spring, Summer*
- SOWK648** (1–4)
Workshop: _____
- SOWK660** (3)
Advanced Practice Evaluation
Prepares students to examine their own practice's quality. Attention given to selecting appropriate measurement tools. The latest evaluation techniques are presented, offering students resources for 21st-century practice. Co/Prerequisites: SOWK635 and advanced-year placement or permission of instructor. *Spring*
- SOWK689** (.5, .5)
Advanced Professional Seminar
Facilitates MSW closure prior to graduation. Students prepare and defend their portfolios. Each student reviews and documents his/her learning and personal goal attainment. Exploration of issues related to career development and life-long learning. Prerequisite: Advanced Standing or permission of instructor. *Fall, Spring*
- Graduate Electives**
- SOWK405/505** (2)
Medical Social Work
Introduces and develops the skills needed for social work in health care settings: hospitals, hospices, homecare and nursing homes. Skills include case management, discharge planning, medical terminology, documentation, advocacy, understanding cultural diversity, individual and family interviewing, and understanding psychosocial issues related to each setting. Alternate years.
- SOWK520** (2)
Web & Media for Not-for-Profit
This course emphasizes interpersonal competence, various professional standards and use of presentation and archival technologies for use in professional interviews. Electronic Portfolio, Web Development and CDROM Authoring technologies are presented.
- SOWK545** (2)
Counseling and Spirituality
Working from a Christian worldview, students will integrate current therapeutic practice models with spiritual counseling principles and skills. Students will learn how to apply a variety of spiritual assessment and intervention skills across diverse settings and populations. Prerequisite: MSW student or permission of instructor.
- SOWK620** (2)
School Social Work
Required for students who wish to practice social work in a school setting. Various aspects of practice included: the students, the community, the school staff, and innovative social-work-practice techniques. Offered alternate years
- SOWK626** (2)
Therapy with Children & Adolescents
This course prepares students to work with children and adolescent. Information on therapeutic modalities and specific interventions are included. The major psychological disorders in children and adolescents are addressed, as well as special issues they may have. Prerequisite: Advanced-year status or permission of instructor.
- SOWK627** (2)
Solution-focused Therapy
Theory and practice of solution-focused therapy with an emphasis on techniques and skills for working with individuals.
- SOWK628** (2)
Treatment of Adult Mental Disorders
Exposure to the primary clinical social goals of assessment, diagnosis, and treatment by examining the common adult mental disorders. Emphasis placed on assessment factors, including cultural, psycho-social and evaluation of symptoms. Specific treatment techniques for each diagnosis explored. Prerequisites: SOWK501, 502 or advanced placement.
- SOWK638** (2)
Leadership in Social Work
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. Prerequisite: Completion of SOWK502, admission to Advanced Standing, or permission of instructor.
- SOWK640** (2)
Interventions in Marital Conflict
Explores models and techniques to uncover and utilize counselee's strengths to improve marital communication and satisfaction. Research-based techniques applied through role-playing and other experiential activities. Prerequisite: SOWK402 or SOWK501 or an equivalent graduate course in social-work methods or counseling.
- SOWK647** (2)
Crisis Intervention
Survey of brief treatment models. Direct application of the different approaches to populations in crisis. Prerequisite: SOWK502 or advanced placement.
- SOWK649** (2)
Advanced Family Therapy
This course prepares students to work with families. Major family therapy modalities are included, as well as an exposure to therapeutic family concerns. Prerequisite: Advanced-year status or permission of instructor.
- SOWK655** (2)
Organizational/Community Assessment
The basic underpinnings of organizational dynamics. Students explore the historical influences on and current challenges faced by social-work managers. The basics of management-assessment skills and human issues that impact organization explored. Prerequisite: Advanced-year placement. *Fall*
- SOWK675** (1–4)
Topics in: _____
Students are able to select offerings from various contemporary social-work topics. Repeatable with different topics.
- SOWK690** (1–3)
Independent Study/Research
Open to qualified students who show ability and initiative. See the department policy for specific requirements. Prerequisites: Permission of Graduate Program Director and instructor.

SPEECH-LANGUAGE PATHOLOGY AND AUDIOLOGY

Bell Hall, Room 157
(269) 471-3468
speech@andrews.edu
http://www.andrews.edu/SPPA

Faculty

Lena G. Caesar, *Chair*
Brynja K. Davis
Darah J. Regal

Academic Programs	Credits
BS: Speech-Language Pathology and Audiology	46
Minor in Speech-Language Pathology and Audiology	22

Speech-language pathology and audiology are two disciplines that focus on communication problems. Speech-language pathologists work with individuals who have difficulties speaking fluently and clearly, understanding speech, using their voices, formulating language, and feeding and/or swallowing. Audiologists work with individuals who have difficulty with hearing, central auditory processing, dizziness, and tinnitus. Speech-language pathologists and audiologists work in a variety of settings including hospitals, schools, rehabilitation centers, and private practice.

The major in speech-language pathology and audiology at Andrews University offers pre-professional (undergraduate) education for those interested in becoming speech-language pathologists or audiologists. The undergraduate curriculum not only provides students with the prerequisite coursework for graduate school admission, but also with opportunities for clinical experience in the department and community. Individuals desiring to become speech-language pathologists must obtain a master's degree. Individuals desiring to become audiologists must obtain a clinical doctorate (AuD). Details of graduate programs are available through the department office.

Students entering the program in their freshman or sophomore year, and who have a cumulative GPA of 2.25 or above, may register for SPPA234 and SPPA270. A cumulative 3.0 GPA is required before entering all other courses. A minimum cumulative GPA of 3.0 is required for students transferring into the program during their junior year. The major is designed so that it may be completed during a student's junior and senior years.

Programs

BS: Speech-Language Pathology and Audiology—46

SPPA234, 270, 280, 285, 310, 321, 322, 331, 332, 374, 425, 447, 455, 458, 471, and 472.

Cognate: PHYS225 (Meets the General Education Physical Science requirement)

Recommended Courses: COMM436, ENGL460, BHSC230, PSYC425.

Minor in Speech-Language Pathology and Audiology—22

SPPA234, 270, 280, 285, 321, 322, 331, and 374.

Students in education, communication, and behavioral science find a speech-language pathology and audiology minor helpful for increasing their awareness and understanding of people with speech, language, and hearing impairments. The minor also gives students with another major the necessary background to pursue graduate studies in speech-language pathology or audiology.

Courses

(Credits)

See inside front cover for symbol code.

SPPA234 (3)

Introduction to Speech-Language Pathology and Audiology

An introduction to the professions of speech-language pathology and audiology. This course surveys the possible etiologies and characteristics of various communication problems encountered by clinicians. Language and communication differences in a multicultural society are also examined.

SPPA250 (2)

Fieldwork

Students participate in experiences in the community related to the professions of speech-language pathology and audiology. Open to majors who have applied one semester in advance. Repeatable. Does not apply to major or minor. Meets the general education fieldwork requirement.

SPPA270 (1)

Preclinical Observation

Students observe and write reports on a total of 25 hours of therapy and/or diagnostic sessions in the areas of speech-language pathology and audiology. They also participate in discussions of procedures used by the professionals during therapeutic interventions.

SPPA280 \$ (4)

Anatomy and Physiology of Speech and Hearing

The study of the anatomy and physiology of respiration, hearing, phonation, articulation, and the central nervous system. Students participate in a gross-anatomy human cadaver lab. Weekly: 3 lectures and 1 lab.

SPPA285 (3)

Applied Phonetics

A study of the International Phonetic Alphabet and its application to speech and hearing sciences. Includes an introduction to acoustic theory and spectrographic analysis of speech. Skill is developed in transcription of both normal and disordered speech in children and adults.

SPPA310 (3)

Speech Science

An exploration of the theoretical information regarding speech perception and hearing, using concepts of physics, anatomy, and physiology. Clinical applications and management strategies for specific speech and hearing disorders will also be addressed. Prerequisites: SPPA234, 280.

- SPPA321** (3)
Normal Language Development
A comprehensive look at the normal development of speech and language in the child. Includes the areas of language prerequisite skills, phonology, morphology, semantics, syntax, and pragmatics.
- SPPA322** (3)
Child Language Disorders
A study of the factors contributing to the development of disordered speech and language. Includes traditional and more recent classification systems and a survey of characteristic disorders. Introduction to methods of evaluation and therapy. Prerequisite: SPPA321.
- SPPA331** § (3)
Basic Audiology
Survey of the normal auditory system and the pathologies that affect its functioning. Includes the physics of sound, standard reference levels, and auditory perception. Methods of administering and interpreting pure tone, speech threshold, and speech recognition tests are presented in classroom and lab settings.
- SPPA332** § (3)
Audiological Procedures
Continued study of auditory testing with an overview of differential diagnostic tests in the identification of auditory pathologies. Includes clinical masking and acoustic immittance measures. Techniques are presented for evaluating special populations including infants and young children, industrial, and the pseudo-hypacusic. Prerequisite: SPPA331.
- SPPA374** (3)
Articulation and Phonology: Development and Disorders
A survey of phonological development, and characteristics of articulation and phonology disorders. Discussion of etiologies, assessment, and management of these disorders is included. Prerequisite: SPPA285.
- SPPA415** (3)
Seminar in Communication Disorders: _____
Advanced study into professional and/or clinical aspects of speech-language pathology and/or audiology. Repeatable as content changes.
- SPPA425** (3)
Clinical Principles and Practices
Discussion of principles underlying clinician/client relationships and interventions for communication disorders. Instruction in clinical management for speech-language pathology, including developing instructional programs, obtaining target behaviors, record keeping, and report writing. Prerequisites: SPPA321, 322.
- SPPA435** (3)
Communication Development and Disorders for Classroom Teachers
An overview of normal language acquisition and development, along with a survey of typical communication disorders and their impact on students' academic success. Issues such as public laws and policies affecting the communicatively handicapped, language and communication differences in multicultural populations, and collaborative management models are also addressed.
- SPPA447** (4)
Disorders of Voice and Fluency
A study of the anatomy and physiology of the vocal mechanism, with emphasis on normal and abnormal processes of voice and fluency. Assessment and treatment principles of functional, organic and neurological voice pathologies will be addressed, as well as basic principles of stuttering diagnosis and therapy. Prerequisites: SPPA234, 280, 310.
- SPPA455** (3)
Adult Neurogenic Disorders
A study of neuroanatomy, as well as the interaction of language and cognition, and hemispheric specialization. This course also covers the classification, etiology, and assessment of individuals with speech, cognitive-linguistic, and swallowing disorders associated with central nervous system damage. Therapeutic principles are introduced. Prerequisites: SPPA234, 280, 321.
- SPPA458** (3)
Aural Rehabilitation
A conceptual approach to the rehabilitation of the hearing-impaired. Methods of management which optimize the use of residual hearing with amplification or other assistive devices are considered for patients from birth to geriatric. Prerequisites: SPPA331, 332.
- SPPA471** § (2)
Clinical Practicum in Speech-Language Pathology
Supervised practice in clinical management of persons with communication disorders, including administration of tests and implementation of therapy programs. Prerequisites: A content course in practicum area; 25 hours of observation in speech-language pathology and audiology; and permission of instructor. Prerequisite or corequisite: SPPA425.
- SPPA472** § (2)
Clinical Practicum in Audiology
Supervised practice in test administration, report writing, and clinical management of persons with communication disorders related to audiology. Prerequisites: SPPA331,332, permission of instructor, and 25 hours of observation in speech-language pathology and audiology.
- SPPA480** (2)
Topics in _____
Selected topics in audiology and speech-language pathology. Consult current class schedule for topics offered each year. Repeatable as topics vary.
- SPPA495** (1-4)
Independent Research/Project
Arranged on a contract basis with a faculty member.

COLLEGE OF TECHNOLOGY

Verlyn R. Benson, *Dean*

Harrigan Hall, Room 200
(269) 471-3413
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<http://www.andrews.edu/COT/>

Baccalaureate Degree Core Requirements

The BT core requirements are as follows:

BT—6

TECH370, AGRI395 or GTEC395 or TECH395.

Programs Offered

The College of Technology is comprised of four departments with specific majors within each department, as follows:

Department of Aeronautics

BT: Aviation Technology

Students taking the Bachelor of Technology degree may choose to combine two of the specialization options—flight, maintenance, and business. They may combine these areas to meet specific career goals or limit their specialization to a single area—flight or maintenance.

AT: Aviation Technology

Students may earn an Associate of Technology degree by taking courses beyond those required for the certificate in either the flight or maintenance area. The additional courses give students a broader General Education base, prepare them better to perform the activities acquired by the certificate program, and facilitate study for an advanced degree.

Department of Agriculture

BS: Agriculture

The Bachelor of Science degree in Agriculture prepares individuals who intend to pursue advanced degrees leading toward a career in teaching or research.

BT: Agribusiness

The Bachelor of Technology degree in Agriculture is a career specialist's degree preparing individuals for supervisory and management positions in production agriculture.

AT: Agriculture

The Associate of Technology degree in Agriculture is a two-year program designed to provide students with skills and working knowledge to prepare them for entry-level positions in their area of specialization.

BS: Animal Science

Although colleges of veterinary science accept students who have

met the minimum requirements for admission, most successful applicants are those who have completed a bachelor's degree while preparing to apply to the professional program. Entrance requirements vary among the colleges of veterinary medicine. The required prerequisite pre-veterinary courses are usually in general biology, general and organic chemistry, physics, biochemistry, mathematics, courses in animal science, and general education.

BS: Horticulture

The Bachelor of Science degree in Horticulture prepares individuals who intend to pursue advanced degrees leading toward a career in teaching or research.

BT: Horticulture

The Bachelor of Technology degree in Horticulture is a career specialist's degree preparing individuals for supervisory and management positions in horticulture or the ornamental horticulture industry.

AT: Horticulture

The Associate Technology degree in Horticulture is a two-year program designed to provide students with adequate skills and working knowledge to prepare them for entry-level positions in their area of specialization.

Department of Digital Media and Photography

BFA: Multimedia Arts

The multimedia arts degree major prepares students to produce corporate interactive marketing and advertising materials. Students learn to creatively produce and integrate multiple promotion products such as interactive DVDs, and interactive CDs for commercial and corporate applications.

BFA: Photography

Photography fosters creativity in the production of visual images. The emphases encompass elements of digital, commercial, and fine arts imaging, focusing on individual creativity and photo-journalism.

BFA: Video Production

Students learn to design and integrate digital video and 3-D animation to produce creative advertising, documentary, promotional products, and TV graphics.

BFA: Web Design

The web design major focuses on principles of aesthetics, content, delivery, user interface, web animation, screen design, and multimedia for the creation of web pages.

AFA: Digital Media

This two-year program allows students to enter the workforce early, with many foundation courses. The program allows qualified students from continuing with a four-year BFA degree, without a loss of credits.

Department of Engineering & Computer Science

BS: Computing

The Bachelor of Science degree in Computing offers two emphases: Computer Science, and Software Systems. Computer Science goes beyond programming and focuses on theory, processes, models, algorithms, and other aspects of computational systems. Software Systems is an applied study of computing, focusing on development

and maintenance of software application programs, and requires a supporting minor in an application area.

BSE: Engineering

The Bachelor of Science in Engineering degree has emphases in Electrical and Computer Engineering and in Mechanical Engineering. These two emphases build on a strong traditional mathematics, science, and engineering core. The Electrical and Computer Engineering emphasis focuses on the area of digital systems, communication systems, and computer-controlled instrumentation and computer simulation. The Mechanical Engineering emphasis focuses on the elements of mechanical design and the electromechanical elements of smart machines.

General Courses

See inside front cover for symbol code.

(Credits)

GTEC110

(3–4)

Freshman Seminar

College success and life enrichment skills. Included are an introduction to the resources of the university, principles of critical thinking, and Christian values clarification.

GTEC115

(3–4)

College Seminar

See description under GTEC110. Repeatable.

GTEC298

(1–32)

Prior Learning Assessment

Prior Learning Assessment (PLA) is a process which validates learning experiences occurring outside traditional college/university academic programs. A portfolio of evidence for demonstrating experience and competency justifies and determines the amount of credit granted. Repeatable with different topics.

GTEC395

(1–4)

Cooperative Work Experience

Supervised (by the dean or his appointee) on-the-job work experience with a cooperating industry. A minimum of 120 hours of work is required per credit. The student must submit a report of the cooperative work experience as specified by the instructor. Repeatable to 6 credits. Graded S/U. Prerequisites: an associate degree in technology or equivalent and permission of the dean. Students must apply and be accepted one semester in advance of their planned Cooperative Education experiences.

GTEC498

(1–32)

Prior Learning Assessment

See description under GTEC298. Total Prior Learning Assessment credits (GTEC298 and 498) may not exceed 32 credits.

Individualized Programs of Study

For students who have career goals or special interests in areas other than those provided in one of the established majors or minors, a special individualized program is available in the following degrees: Bachelor of Science, Bachelor of Technology, and Associate of Technology. An individualized concentration may be planned to meet the career goals of a student. Before the beginning of the junior year for baccalaureate-degree students or the beginning of the sophomore year for associate-degree students, the student, with the assistance of his or her advisor, prepares a proposed program of study. The program must be approved by a department faculty and the College of Technology Academic Policies and Curricula Committee.

AERONAUTICS

Seamount Building (Airpark)

(269) 471-3547

Fax: (269) 471-6004

airinfo@andrews.edu

<http://www.andrews.edu/COT/aviation>

<http://www.andrews.edu/COT/ap>

Faculty

Allan R. Payne, *Chair*

James H. Doran

Duane E. Habenicht

Gary A. Marsh

Dina M. Simmons

Academic Programs	Credits
BT: Aviation Technology Flight Flight/Business Flight/Maintenance Maintenance Maintenance/Business	124–140
AT: Aviation Technology Flight (36) Maintenance (52)	62–74
Minor in Aviation Technology Flight (20) Maintenance (32)	20 or 32
Certificates Private Pilot* Commercial Pilot Instrument Rating Flight Instructor Multi-Engine Rating	
FAA-approved Part 141* FAA-approved Part 147, Maintenance Technician Airframe Powerplant Airframe and Powerplant	

Students may choose program emphases (or a combination of them) in such areas as flight, maintenance and business.

Programs

If any of the degree programs do not meet the needs of the student, an individualized major is available as described on the previous page.

Two programs are available. A four-year Bachelor in Aviation Technology, and a two-year Associate in Aviation Technology. Both programs give the student beginning level skills in flight or maintenance. The airpark is located about 1.2 miles from the central campus. Students are expected to provide their own transportation to and from the airpark.

BT: Aviation Technology

Students taking the Bachelor of Technology degree may:

- (1) combine areas to meet specific career goals (see options that follow) or
- (2) limit their specialization to a single area—flight or maintenance.

Major*	60-90
Degree core	6
General Education requirements	39-42
General electives	17-0
Total credits for degree	124-140

Major Options*Flight**

- Flight core (AFLT)—36 credits
- Flight electives (AFLT)—18–24 credits
- Departmental electives—6–0 credits

Flight and Business

- Flight—36 credits
- Departmental electives—4–1 credits
- Business—21 credits minimum

Flight and Maintenance

- Flight—36 credits
- Maintenance—52 credits

Maintenance

- Maintenance—52 credits
- Departmental electives—8 credits

Maintenance and Business

- Maintenance—52 credits
- Business—21 credits minimum

Flight Area Courses

A Private Pilot Certificate, Instrument Rating, and a Commercial Certificate with single and Multi-Engine Ratings are required for any BT or AT flight option.

Required Courses—60

AFLT115, 118, 215, 218, 305, 318, and 326

Aeronautical Technology electives are to be chosen in consultation with an advisor. These electives are added to the required core classes that make up the 60 hours required by the major.

Credit by exam will only be approved for new students transferring in with previous FAA certificates subject to departmental approval.

Maintenance Area Courses

A Maintenance Certificate with Airframe and Powerplant ratings is required for any BT or AT maintenance option.

Required Courses—52

AVMT 108, 114, 116, 120, 204, 206, 210, 220, 226, 237, 304, 306, 308, 310, 314, and 316

AT: Aviation Technology

Students may earn an Associate of Technology degree by taking courses beyond those required for the certificate in either the flight or maintenance area. The additional courses give students a broader General Education base, prepare them better to perform the activities acquired by the certificate program, and facilitate study for an advanced degree.

Major*	40–52
General Education requirements	16–22
General electives	6–0
Total credits for degree	62–74

AT Options*Flight**

- Flight—36 credits
- Departmental electives—4 credits

Maintenance

- Maintenance—52 credits

Minor in Aviation Technology

Requirements: A minimum of 20 credits in flight or 32 in maintenance, respectively.

Students earn a minor in Aviation Technology by completing one of the following:

Flight (20 credits): AFLT115, 118, 215, 218. A Private Certificate with an instrument rating is required.

Maintenance (32 credits): Complete either the Airframe or Powerplant License.

FAA Certification

FAA-Approved Instruction. The Department of Aeronautical Technology operates a Flight School as well as an Airframe and Powerplant Maintenance Technician School approved by the FAA under Title 14 CFR, Part 141* and Part 147, respectively.

* Private curriculum only

FAA Flight Certification Programs. Students may take flight instruction to qualify for several levels of certification. Students wishing only to take the content courses necessary for the specific flying expertise can take just the flight area courses as outlined under the respective certification requirements.

FAA Maintenance Certification Programs. Students may earn the following FAA approved certificates from the department's Aviation Maintenance Technician School:

- Airframe
- Powerplant
- Airframe and Powerplant

Courses

See inside front cover for symbol code.

(Credits)**Aeronautical Flight****AFLT104****Introduction to Aviation**

Acquaints students with the history and opportunities in aviation, such as mission flying, flight instruction, aircraft maintenance, avionics, sales, safety, and aerodynamics of flight. Non-majors receive one free flight. *Fall, Spring*

(1–4)**AFLT115****Private Pilot Ground School**

Ground training to prepare students for the FAA private pilot air-

(4)

plane knowledge test. Topics include aerodynamics, weight and balance, Federal Aviation Regulations, navigation, meteorology, aircraft systems and performance. *Fall, Spring, Summer*

AFLT118 (6)
Flight Training I

Sixty-five (65) hours of aircraft and simulator time leading to the airplane Private Pilot Certificate including 10 hours of cross-country flight. *Fall, Spring, Summer*

AFLT215 (4)
Instrument Pilot Ground School

Ground training to prepare the student for the FAA instrument rating airplane knowledge test. Topics include Federal Aviation Regulations, meteorology, instrument flight charts, flight planning, instrument approaches, use of navigation equipment, and FAA publications relating to instrument flight. *Spring*

AFLT218 (6)
Flight Training II

Sixty-five (65) hours of aircraft and simulator time leading to the airplane instrument pilot rating including 25 hours of cross-country flight needed to meet the 50-hour cross-country requirement. *Fall, Spring, Summer*

AFLT220 (3)
Meteorology

Meteorology provides students with a comprehensive study of the principles of meteorology while simultaneously providing classroom and laboratory applications focused on current weather situations. It provides real experiences demonstrating the value of computers and electronic access to time sensitive data and information. *Fall*

AFLT230 (3)
Aerodynamics

The study of aerodynamic principles used in aircraft. Designed for a better understanding of basic design and devices used to improve aircraft performance. *Fall*

AFLT305 (4)
Commercial Pilot Ground School

Ground training to prepare the student for the FAA commercial-pilot airplane knowledge test. Topics include advanced navigation, FAR Parts 61, 91, and 135 for air taxi, complex aircraft systems, weight and balance, and performance charts. *Fall*

AFLT315 Alt (3)
Aircraft Systems for Pilots

The study of aircraft systems and engines, propellers and governors; the fuel, electrical, hydraulic, pneumatic, and de-icing systems, flight controls, weight and balance, and aircraft-instrument systems. *Fall*

AFLT318 (6)
Flight Training III

Sixty-five (65) hours of single-engine flight, multi-engine flight and simulator time. The course includes preparation for the Private Pilot Multi-Engine Land rating. *Fall, Spring, Summer*

AFLT326 (6)
Flight Training IV

Sixty-five (65) hours of aircraft and simulator time leading to the airplane Multi-Engine and Single-Engine Commercial ratings. *Fall, Spring, Summer*

AFLT330 (3)
Crew Resource Management

Study of the effective use of resources available to the crew to achieve safe and efficient flight operations. Areas include human factors, communication, conflict resolution, leadership, teamwork, and situational awareness as applied to flight operations. *Spring*

AFLT455 (3)
Flight Instructor Ground School

Ground training to prepare the student for the FAA flight instructor airplane knowledge test. Topics include techniques of teaching, analysis of maneuvers, and lesson planning. *Fall, Spring, Summer*

AFLT456 (2-4)
Flight Instructor Flight Training

Flight and ground training to prepare the student for the FAA flight instructor airplane practical test. Topics include the performance, teaching, and analysis of flight maneuvers required for the private and commercial airplane pilot (4 cr. for initial CFI; 2 cr. for CFI add-on). *Fall, Spring, Summer*

AFLT464 (2)
Basic and Advanced Ground Instructor

Prepares the student for the FAA basic and advanced ground instructor knowledge test. Topics include techniques of teaching aerodynamics, aircraft performance, aircraft systems, weight and balance, meteorology, navigation, and regulations. *Fall, Spring, Summer*

AFLT465 (3)
Instrument Flight Instructor Ground School

Prepares the student for the FAA instrument flight instructor knowledge test. Topics include techniques of teaching instrument flight, analysis of instrument maneuvers, instrument approaches, enroute operations, regulations, and lesson planning. *Fall, Spring, Summer*

AFLT466 (3)
Instrument Flight Instructor Flight Training

Flight and ground training to prepare the student for the FAA instrument flight instructor airplane practical test. Topics include the performance, teaching, and analysis of attitude instruments, instrument approaches, and enroute operations. *Fall, Spring, Summer*

AFLT467 (2-4)
Multi-Engine Flight Instructor

Flight and ground training to prepare the student for the FAA multi-engine airplane flight instructor practical test. Topics include the performance, teaching, and analysis of maneuvers and procedures for the multi-engine airplane (4 cr. for initial CFI; 2 cr. for CFI add-on). *Fall, Spring, Summer*

AFLT469 (2)
Instrument Ground Instructor

Prepares the student for the FAA instrument ground instructor knowledge test. Topics include the techniques of teaching advanced weather theory, weather reports and forecasts, instrument procedures and regulations, approaches, and enroute operations. *Fall, Spring, Summer*

AFLT474 (3)
Techniques of Mission Flying

Develops special piloting skills required in remote undeveloped bush operations. Topics include pilotage, dead reckoning, GPS navigation, low-level operations, terrain flying, mountain passes and canyons, cargo drops, short fields, uphill and downhill operations on primitive airstrips, maximum performance techniques, and precision airplane control. *Fall, Spring, Summer*

AFLT485 (3)
Airline Transport Pilot Ground School
 Prepares the student for the FAA airline transport pilot knowledge test. Topics include air-carrier or air-taxi regulations, high altitude weather, advanced weight and balance, and the performance and special problems in large airplane operations. *Fall, Spring, Summer*

AFLT486 (3)
Airline Transport Pilot Flight Training
 Flight and ground training to prepare the student for the FAA airline transport pilot airplane practical test. Topics include instrument procedures, in-flight maneuvers, take-offs, landings, advanced airplane systems, and emergency procedures. *Fall, Spring, Summer*

Aviation Maintenance

AVMT108 (4)
Applied Science for Aerospace Technicians
 Applies the sciences of mathematics and physics to the aerodynamics of flight, maintenance, weight and balance and various maintenance problems that the aircraft maintenance technician could encounter. Includes the study and use of drawings and basic ground operations. *Fall*

AVMT114 (2)
Aircraft Basic Electricity
 A study of the fundamental basics of electricity and electronics; including electrical diagrams, calculations, sources of electrical power, direct and alternating current, aircraft storage batteries, capacitance and inductance, binary code and the basics of solid state logic. *Fall*

AVMT116 (2)
Federal Regulations, Publications, Forms and Records
 Study of the federal regulations and manufacturer publications as they apply to aircraft design, maintenance, inspections, forms and records, and the certification and privileges/limitations of the aviation maintenance technicians. *Fall*

AVMT120 (4)
Materials and Processes for Aircraft Structures
 Includes hand and power tool usage, aircraft hardware and materials, precision measurements, corrosion control, non-destructive testing, and fluid lines and fittings. *Fall*

AVMT204 Alt (2)
Aircraft Electrical Systems
 Practical study of aircraft electrical systems, including installation practices, repair, troubleshooting, service, and inspections. *Spring*

AVMT206 Alt (4)
Powerplant Electrical Systems
 A study of engine ignition and engine electrical systems (starter, generators, alternators, auxiliary electrical power units and their control circuits, engine instruments, and engine fire protection-suppression systems). *Spring*

AVMT210 Alt (4)
Aircraft Systems
 An in-depth study into the inspection, repair, checking, servicing and troubleshooting of the following aircraft systems; ice-and-rain detection, cabin atmosphere (pressurization, heating, cooling, and oxygen), position warning systems, navigation and communication systems, and aircraft instruments and their use in troubleshooting of aircraft systems. *Spring*

AVMT220 Alt (2)
Aircraft Fuels and Fuel Systems
 A study of the various types and handling of fuels used in aircraft. Includes a study of aircraft fuel systems, fuel metering methods and the inspection, checking, servicing, troubleshooting, repair and overhaul of fuel systems and their components, and fire detection and protection. *Spring*

AVMT226 Alt (2)
Engine Fuel Metering Systems
 A study of the engine side of the fuel systems (firewall forward). Includes an in-depth study of fuel-metering devices used on aircraft engines (carburetors, pressure carburetors, direct and continuous fuel-injection systems). Service, maintenance, repair and troubleshooting of each different system type is covered in detail. *Spring*

AVMT228 (1-3)
Maintenance: General, Airframe, or Power Plant Review
 A review of all subjects from a selected curriculum. A minimum of five examinations per curriculum area is required. Prerequisites: All applicable curriculum subjects must have been completed. *Fall, Spring*

AVMT237 Alt (4)
Aircraft Hydraulic, Pneumatic, and Landing Gear Systems
 Operation and maintenance of aircraft hydraulic systems, pneumatic systems, landing-gear systems, and the inspection, checking, servicing, trouble-shooting, and repair of these systems and system components. *Spring*

AVMT304 Alt (4)
Aircraft Metal Structures
 A study and application of the processes used in the fabrication and repair of aircraft metal structures. Welding theory and practice with emphasis on weld-quality identification. Riveted, aircraft, aluminum, sheet-metal structures including the fabrication and repair of such structures. *Fall*

AVMT306 Alt (2)
Aircraft Non-metal Structures
 A study of wood and fabric as used in the construction of aircraft and a study of the methods, tooling, inspection, processes, and repair of composite aircraft structures. Includes the application, identification, and functions of aircraft protective finishes. *Spring*

AVMT308 Alt (2)
Aircraft Assembly, Rigging and Inspections
 Study of the nomenclature and design features of both fixed-wing and rotor-wing aircraft and the assembly, alignment of aircraft structures, and rigging and balancing of control system. A detailed inspection of the entire aircraft or rotorcraft is covered as it applies to the airframe 100-hour and other required inspection. *Spring*

AVMT310 Alt (4)
Gas Turbine Engines
 Principles and theory of jet-engine propulsion, design, types of, and associated systems. Maintenance, overhaul, installation-removal, repair, trimming, and troubleshooting of turbine engines. *Fall*

AVMT314 Alt (3)
Aircraft Propellers and Engine Inspections
 Theory and limited work on propellers, both wood and metal. Encompasses fixed, adjustable, controllable, feathering, reversible, and the control of the latter by mechanical, hydromatic, or electrical control systems. The inspection practice of performing the 100-hour inspection on aircraft engines and propellers. *Spring*

- AVMT316** Alt (7)
Reciprocating Engine Systems and Overhaul
 A study of reciprocating engine theory, overhaul methods, and practices and the installation of reciprocating engines. Also includes a study of the following engine systems: exhaust, cooling, induction, and lubrication. *Spring*
- Technology**
- TECH140** \$ (2)
Welding Technology
 Oxyacetylene and electric welding processes including oxyacetylene welding, cutting, and brazing; basic shielded metal arc welding and basic gas metal arc welding. A limited amount of out-of-position welding will be stressed. *Fall*
- TECH250** \$ (3–4)
Machine Shop
 Basic set-up and operation of lathes, milling machines, grinders, drilling machines, and shapers; safety, machine maintenance, off-hand grinding, drill sharpening, layout, and inspection emphasized. *Spring*
- TECH254** (3)
Technical Space Utilization
 Acquaints students with the planning and organization of technical facilities. Consideration given to space requirements, building structure, material flow, equipment needs, site location, and environment control of such facilities. *Spring*
- TECH285/485** (1–4)
Project Course
 Development of a skill in a given area of technology under the supervision of the instructor. Repeatable to 12 project credits. Prerequisite: Permission of instructor. *Fall, Spring*
- TECH275/475** (1–4)
Topics in _____
 Repeatable with different topics in aviation. *Arranged*
- TECH294** (1–3)
Cooperative Work Experience
 Work experience with an aviation organization or airline. A minimum of 120 hours of work required per credit. Graded S/U. Prerequisite: Permission of department. *Arranged*
- TECH295/495** (1–2)
Independent Study
 Enables students to pursue topics in aviation not offered in other scheduled courses. Prerequisite: Permission of the department. Repeatable to 4 credits. *Arranged*
- TECH315** (3)
Succeeding in the Workplace
 Focus on the development of attitudes, performance and communication that will assist in making the transition from the classroom to the workplace an enjoyable and profitable experience. *Fall*
- TECH370** (3)
Technical World and Man
 Gives students a general understanding of how modern technologies affect society. Topics include how humans respond to technological change, the social consequences of technology, and technological issues in national decisions. *Spring*
- TECH390** (1–4)
Internship
 On-the-job internship experience for those students seeking industrial experience which cannot be simulated in a classroom setting. A range of 120–150 clock hours of work are required for each credit. Selected in consultation with the student's advisor. May be repeated.
- TECH395** (1–4)
Practicum
 Lab or on-the-job experience to build skills in a specific area of technology. Prerequisite: Permission of department. Repeatable to 6 credits. *Arranged*
- TECH456** (3)
Safety and Loss Control
 Safety and the fundamentals of accident prevention with emphasis on schools, school laboratories, and industrial applications. Introduction to the total program of loss control in industry, including the legal implications for both school and industry. Emphasis on the problem of accident prevention and control. *Spring*

AGRICULTURE

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Faculty

Thomas N. Chittick, *Chair*
 Stanley Beikmann
 Katherine Koudele
 Ralph C. Wood

Academic Programs	Credits
BS: Agriculture	40
BS: Animal Science	40
Pre-Veterinary Medicine Management	
BS: Horticulture	40
Landscape Design	
Landscape Management	
BT: Agribusiness	60
BT: Horticulture	60
Landscape Design	
Landscape Management	
AT: Agriculture	36
Crop Production	
Dairy Herd Management	
Veterinary Assistant	
AT: Horticulture	35
Landscape Design	
Landscape Management	
Minors in Agriculture, Animal Science or Horticulture	20
Pre-Professional Program in Veterinary Medicine	

Programs

Bachelor of Science. The BS degree prepares individuals to pursue advanced degrees for careers in teaching or research. Students may major in agriculture, animal science or horticulture with a minor to complement their intended purpose.

Bachelor of Technology. The BT degree is a career specialist's degree. Graduates are prepared for supervisory and management positions in production agriculture, horticulture, or the ornamental horticulture industry.

Associate of Technology. The two-year AT degree programs provide students with adequate skills and working knowledge to apply for entry-level positions in their area of specialization.

BS: Agriculture

Major requirements—40

AGRI118, 206, 300, 304, 308, 405; ANSI114; HORT105, plus 15 major elective credits chosen in consultation with advisor.

Cognate requirements—18

BIOL165,166; CHEM131, 132

BS: Animal Science

Major requirements—40

AGRI405; ANSI114, 305, 425, plus 19–21 credits in a special area of emphasis and 6–10 major electives chosen in consultation with an advisor.

Cognate requirements—18

BIOL165, 166; CHEM131, 132

Animal Science Areas of Emphasis

Students may choose an area of emphasis from the following or develop a personalized program in consultation with their advisor to meet specific career goals.

Pre-Veterinary Medicine—21

AGRI137(2); ANSI340 (1 species), ANSI379, 420, 435, 440 and 445

Recommended electives for entry into veterinary college:

* BCHM421; CHEM231, 232; MATH166 & 167 or 168; PHYS141, 142.

* Courses may vary depending on entrance requirements of the veterinary college of choice.

Management—19

AGRI137 (2), 395; ANSI340 (2 species); ACCT121; AGRI270.

Major electives can be tailored to meet a specific student's interest.

BS: Horticulture

Major requirements—40

AGRI118, 240, 308, 405; HORT105, 378, plus 18 credits in a special area of emphasis and 1 credit major elective.

Cognate requirements—18

Select credits from BIOL165, 166; BOT430, 475; ZOOL459; CHEM131, 132.

Horticulture Program Emphases in BS Degree Programs

Students may choose an area of emphasis from the following or develop a personalized program in consultation with their advisor to meet specific career goals.

Landscape Design—18

Select from the following: HORT135, 226, 228, 315, 350, 365, 375, 429, 448

Landscape Management—18

Select from the following: HORT135, 208, 211, 212, 217, 226, 228, 315, 346, 350, 359, 360

BT: Agribusiness

Major requirements—44

AGRI118, 206, 270, 300, 304, 308, 405; ANSI114; HORT105, 378; plus 12 major elective credits chosen in consultation with advisor.

Cognate requirement—4

CHEM110

Business Emphasis—18

ACCT121, 122; BSAD341, 355; ECON226; FNCE317

BT: Horticulture

Major requirements—60

AGRI118, 240, 308, 405; HORT105, 135, 226, 228, 315, 346, 378, plus 17–18 credits in a special area of emphasis, and 7–8 major elective credits chosen in consultation with advisor.

Cognate requirement—4

CHEM110

Horticulture Areas of Emphasis in BT Degree Programs

Students may choose an area of emphasis from the following or develop a personalized program in consultation with their advisor to meet specific career goals.

Landscape Design—16

HORT350, 365, 375, 429, 448. The landscape design program emphasizes the development of technical drawing skills, cad application, an understanding of the principles of design, and a knowledge of plants.

Landscape Management—17

HORT208, 211, 217. Select 9 credits from the following: HORT212, 350, 359, 360, 375. The landscape management emphasis features proper horticultural practice, identification of landscape plants, selection of appropriate equipment, and the concept of total maintenance.

AT: Agriculture

Major Requirements—25-36

ANSI114, 305, 340, plus 15-24 credits in a special area of emphasis (see below) and 1–2 major elective credits chosen in consultation with advisor.

Agriculture Program Emphasis in Associate Degree Programs

Students may choose an area of emphasis from the following or develop a personalized program in consultation with their advisor to meet specific career goals.

Crop Production—24

AGRI118, 206, 240, 300, 395; HORT105

Cognate requirement—4

CHEM110

Dairy Herd Management—25

AGRI270, 304, 395; ANSI250, 278, 430, 440

Cognate requirements—4

CHEM110

Veterinary Assistant—15

AGRI395; ANSI240, 379, 420

Cognate requirements—15

CHEM110; CLSC101, 102, 230, 250, 260

AT: Horticulture

Major requirements—35

AGRI118, 405; HORT105, plus 13–16 credits in a special area of emphasis (see below) and 8–11 major elective credits chosen in consultation with advisor.

Cognate requirement—4

CHEM110

Horticulture Program Emphases in Associate Degree Programs

Students may choose an area of emphasis from the following or develop a personalized program in consultation with their advisor to meet specific career goals.

Landscape Design—13

HORT135, 226, 228, 350

Landscape Management—16

HORT208, 211, 217, 226, 228, 346

Minors in Agriculture, Animal Science or Horticulture—20

Selected from AGRI, ANSI or HORT courses in consultation with advisor.

Pre-Professional Program in Veterinary Medicine

Katherine Koudele, *Director*
(269) 471-6299

Entrance requirements vary among the colleges of veterinary medicine. Therefore, interested students must write to the schools of choice for the most current and detailed information. A list of accredited colleges of veterinary medicine may be obtained from the American Veterinary Medical Association, 930 North Meacham Road, Schaumburg, IL 60196; <http://www.avma.org>.

Students in consultation with their advisors in the Agriculture Department can design individualized programs of study to meet the entrance requirements of the veterinary school of choice. The required prerequisite pre-veterinary courses are usually general biology, general and organic chemistry, physics, biochemistry, mathematics, courses in animal science, and general education.

Courses (Credits)

See inside front cover for symbol code.

Agriculture

AGRI118 \$ (4)

Soil Science

Factors affecting soil formation, soil texture, particle size, pore space and their impact on soil air/water relations, and chemical characteristics of soils, including pH, ion exchange, and maintenance of soil fertility. Weekly: 3 lectures and a 3-hour lab. *Spring*

AGRI137 (1-3)

Practicum in _____

Fifty hours per credit of supervised practical experience in one area of concentration. May be repeated in different areas for a maximum of 6 credits. Topics to be chosen in consultation with an advisor. *Fall, Spring*

AGRI206 \$ Alt (3)

Farm Machinery

Selection and operation of farm equipment, based on the initial cost and economic performance, including factors governing the site and type of farm machines, their capacity, efficient use, adjustment and repair. Weekly: 2 lectures and a 3-hour lab. *Fall*

- AGRI240** Alt (3)
Fundamentals of Irrigation
Design, installation, drawing, interpretation and maintenance of plastic or metal irrigation systems and control devices for proper sprinkler coverage. *Fall*
- AGRI270** Alt (3)
Management of Agriculture Enterprises
An introduction to acquiring and analysis of management information for decision making; an understanding of basic economic principles that impact biological production systems and implementation of the principles for total quality management for increased productivity. *Fall*
- AGRI300** Alt (3)
Field Crop Production
Importance, distribution, economic adaptation, and botany of leading farm crops, emphasizing rotation, seedbed preparation, and economic production. *Spring*
- AGRI304** Alt (3)
Forage Crop Production
Basic principles of forage crop production, emphasizing choice of crop, establishment, growth, maintenance, harvesting, storage, feeding, and other management decision. *Spring*
- AGRI308** \$ Alt (3)
Principles of Weed Control
Control of weeds in horticultural and field crops, utilizing biological, cultural, mechanical, and chemical practices. Class study also involves preparation and testing for pesticide applicator's license. Weekly: 2 lectures and a 3-hour lab. *Fall*
- AGRI345** (1-4)
Topics in _____
A class based on selected topics of current interest in agriculture. Repeatable in different areas.
Concepts of International Agriculture
International Ag Implementation
Horse Judging
Livestock Judging
Viticulture
Solanaceous and Vine Crops
Tree Fruit Production
- AGRI395** (1-4)
Internship in _____
Supervised internship of on-the-job work experience in some field of agriculture under the direction of the employer and evaluated by a departmental faculty member. Students submit report of their experience and must complete a minimum of 120 hours of work experience for each credit earned.
- AGRI405** (1)
Research Seminar
Research work in agriculture and related fields; reports given by students, faculty, and visiting lecturers. *Spring*
- AGRI499** (1-5)
Project in _____
Individual research in some field of agriculture under the direction of the staff. Repeatable to 10 credits.

Animal Science

- ANSI114** (3)
Introduction to Animal Science
Basic farm animal anatomy, reproductive and digestive physiology, housing, health management with information on how animal products are processed and marketed. Efficient, effective management is emphasized throughout course. *Fall*
- ANSI240** \$ Alt (4)
Fundamentals of Veterinary Clinical Techniques
Topics covered and skills learned include (not limited to) animal restraint and handling, anesthesia, surgical instruments and aseptic technique, surgical assistance, post-surgical nursing, pain management, wound management and bandaging, euthanasia and client bereavement, diagnostic imaging. Laboratory included.
- ANSI250** \$ Alt (3)
Dairy Facilities
A study of various types of milking systems, housing and manure handling systems of dairy cattle of all ages and production levels. Ventilation, stall and barn dimensions, and bedding will be some of the topics covered. Weekly: 2 lectures and one 3-hour laboratory. *Summer*
- ANSI278** Alt (3)
Dairy Health and Disease
A study of the cause, prevention and treatment of infectious and metabolic diseases of dairy cattle. Weekly: 2 lectures and one 3-hour laboratory. *Spring*
- ANSI305** Alt (3)
Animal Nutrition
Principles of digestion, absorption, metabolism of feeds by farm species are examined for practical, profitable feeding. Common and non-traditional feedstuffs, feed-related diseases and ration formulation are included. Weekly: 3 lectures. Recommended: CHEM110 or 131. *Fall*
- ANSI325** \$ Alt (3)
Domestic Animal Behavior
A study of the ways domestic animals communicate and interact with conspecific and other animals, and humans. Included are: physiological basis and development for each type of behavior; normal and aberrant behavior manifestations in each domestic animal species; treatments for problem situations; consideration of the effects of domestication on each species. Two lectures and one lab per week. *Fall*
- ANSI340** \$ (3)
Production/Management of _____
Production methods and management practices of domesticated livestock species including nutrition, reproduction, housing, health and specialized care of a particular species. Course is repeatable for study of avian, beef cattle, dairy cattle (includes a lab), equine (includes a lab), porcine, and wool and lamb production. *Fall, Spring*
- ANSI379** Alt (3)
Small Animal Health and Disease
A survey of proper handling and care, nutritional needs, and common health problems of companion animals such as dogs, cats, and birds. *Fall*

- ANSI420** **\$ Alt (4)**
Canine Gross Anatomy
 Study of macroscopic skeleton, muscles, internal organs, blood vessels and nerves using preserved, latex-injected specimens. Comparisons made with the live dog through palpation. Weekly: 2 lectures and 2 three-hour labs. Recommended: BIOL166. *Fall*
- ANSI425** **Alt (3)**
Issues in Animal Agriculture, Research and Medicine
 Study of the ethical issues that challenge animal researchers, producers, caretakers, and veterinarians to treat animals humanely yet effectively in society today. *Spring*
- ANSI430** **Alt (2)**
Lactation Physiology
 Anatomy and physiology of the udder, milk secretion, disease prevention and treatment, milking management and milking systems.
- ANSI435** **Alt (3)**
Animal Genetics
 A study of basic genetics, cytogenetics, immunogenetics, population genetics and quantitative genetics, biotechnology, gene mapping and the use of molecular tools to research inherited disorders. Included are descriptions of how veterinary genetics can be applied to artificial selection in animal production, information on the control of inherited disorders and the conservation of genetic diversity in both domesticated and wild animal species. *Spring*
- ANSI440** **\$ Alt (3)**
Animal Reproduction
 Study of anatomy and physiology of farm animal reproduction, which explores the cellular component as well as the management aspects. Weekly: 2 lectures and a 3-hour lab. Recommended: BIOL166. *Spring*
- ANSI445** **\$ Alt (3)**
Physiology of Farm Animals
 Physiology of digestive, reproductive, lactation, cardiovascular, pulmonary, excretory, nervous, and skeletomuscular systems in domesticated ruminants and monogastrics. Weekly: 2 lectures and a 3-hour lab. Recommended: BIOL166. *Fall*
- Horticulture**
- HORT105** **\$ (5)**
Plant Science
 Introduces students to the requirements of plant growth and development. Understanding of these processes is gained by studying topics such as plant cells, tissue, and organ structure; photosynthesis, cellular respiration, plant reproduction, including flowering, fruit development, seed set, the role of hormones, and plant nutrition. Weekly: 4 lectures and a 3-hour lab. *Fall*
- HORT135** **\$ (4)**
Landscape Drafting and Design
 Develops proficiency in technical drafting for landscape design including symbols, title blocks, plant legends and plan organization. Principles of design, site analysis, functional diagraming, circulation, spatial planes, design schematics and plant selection are explored. Laboratory puts the design process to work in drawing plans for residential design. Weekly: 3 lectures and a 3-hour lab. *Fall*
- HORT208** **\$ Alt (3)**
Propagation of Horticultural Plants
 Intended to acquaint students with the processes of asexual reproduction, especially as it applies to the horticultural industry. Asexual reproduction investigates methods of clonal reproduction utilizing non-flowering plant parts such as cutting, grafting, layering, and micropropagation (tissue culture). Weekly: 2 lectures and a 3-hour lab. Recommended: HORT105. *Spring*
- HORT211** **\$ Alt (2)**
Landscape Equipment
 Assessment of and exposure to current equipment needed to run a landscape installation and maintenance business. Experience in physical operation of equipment, preventative maintenance and minor repair is practiced. Weekly: 1-hour lecture and a 3-hour lab. *Fall*
- HORT212** **\$ Alt (3)**
Floriculture Production
 Gives students practical application in the production and uses of bedding and potted plants. Topics covered include seed physiology and propagation, germination, production and post-production growing techniques, growing media and containers. Weekly: 2 lectures and a 3-hour lab. *Spring*
- HORT217** **Alt (3)**
Turfgrass Management
 Principles of turfgrass management for parks, grounds, golf courses, and athletic fields. Topics include cool and warm season genera, growth and adaptation criteria, cultural considerations including irrigation, mowing, soil fertility, compaction and drainage; thatch, plant protection (weeds, insects, diseases) establishment and renovation. *Fall*
- HORT226** **Alt (3)**
Woody Plant Identification
 Introduction to the identification and recognition of shape, size, color, texture, environmental requirements and landscape value of common deciduous and evergreen trees, shrubs and vines. *Fall*
- HORT228** **Alt (3)**
Herbaceous Plant Identification
 Identification and recognition of shape, size, color, texture, and environmental requirements of the nonwoody plants providing color and ground cover in the landscape. *Fall*
- HORT315** **\$ Alt (4)**
Landscape Construction
 Course combines both drawing and hands-on construction of installing softscapes and hardscapes, plus understanding of the vast array of hardscape materials available in the form of pavements, edgings, fencing, retaining walls, decks, pools, shelters, etc. Weekly: 3 hours lecture and 3 hours lab. *Spring*
- HORT346** **\$ Alt (2)**
Landscape Administration and Maintenance
 Administration of a landscape business, employment and supervision of employees and record-keeping practices explored. Managing maintenance of hardscapes and softscapes in residential landscapes, parks, golf courses and corporate environments. Focuses on training in pruning, planting, cultivation and pest management. Weekly: 4 hours of lecture/lab. *Fall*
- HORT350** **Alt (3)**
History of Landscape Design
 A study of landscape history throughout civilization and its impact upon society and the environment. The origin of landscape architectural styles and their characteristics will be explored. An introspective look at landscape design personalities through the ages and their influence upon the American landscape. *Spring*

HORT359 \$ Alt (3)**Greenhouse Environment and Construction**

Controlling the plant environment to enhance plant growth and optimal development through temperature, humidity, light, nutrients, sanitation and carbon dioxide levels. Structures, coverings and mechanical systems used are explored to produce the most cost-effective horticultural crops. Weekly: 2 hours lecture and a 3-hour lab. *Fall*

HORT360 \$ Alt (3)**Arboriculture**

Care of shade and ornamental trees living under environmental stress of urbanization, their legal protection and value. Includes tree anatomy and physiology, soils, nutrition and water relationships, transplanting, disease and insect control, mechanical injury and pruning to develop a healthy tree. Weekly: 2 lectures and a 3-hour lab. *Fall*

HORT365 \$ Alt (3)**Urban Landscape Design**

Designing landscapes to meet the environmental challenges and conditions of urban spaces. Circulation patterns for conducting business, aesthetic and functional aspects of design for corporate/institutional, governmental agencies and municipal areas. Weekly: 2 lectures and a 3-hour lab. Recommended: HORT135. *Spring*

HORT375 Alt (3)**Landscape Estimating**

An introduction to the estimating process for landscape design, construction and maintenance work. Various schedules and forms are used to assign costs of equipment, plants, hardscape materials, labor and overhead. The many variables from project to project are explored and then formulas are applied to arrive at making landscape installations an efficient and profitable business. *Spring*

HORT378 Alt (4)**Integrated Pest/Disease Management**

Study of significant diseases and pests of agricultural and horticultural plant materials, including life cycles and influence of environmental conditions; determination of effective control methods for crop, ornamental and turfgrass production. *Spring*

HORT429 \$ Alt (3)**Computer Landscape Design**

Principles and practices of computer-aided landscape design, including creating scale perimeter plot plans, using drawing tools, plant/site relationships, and graphic imaging leading to a computer-generated landscape drawing. Laboratory emphasizes skill development and proficiency in integrating software and hardware to create CAD-generated landscape designs. Prior landscape drawing course work is recommended. *Spring*

HORT448 \$ Alt (4)**Advanced Landscape Design and Graphics**

Landscape design concepts relating to the more challenging problems of residential design. Field application of grading relating to contours, specifications, exploring deck design, planting combinations, and exercises in graphics and rendering for presentations. Weekly: 3 lectures and a 3-hour lab. Recommended: HORT135. *Spring*

DIGITAL MEDIA AND PHOTOGRAPHY

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Academic Programs	Credits
Bachelor of Fine Arts:	
Multimedia Arts	72–75
Photography (Commercial or Fine Art)	72–75
Video Production	72–75
Associate of Fine Arts: Digital Media	38–40
Minors	
Digital Media	20
Photography	20
Other BFA Options at Andrews University	
Art Direction/Advertising	
Pre-Art Therapy	
Fine Art	

Computer Policy. The Department of Digital Media and Photography regards the computer as a tool integral to the success of the visual communicator in their professional development. All students are required to purchase a laptop computer and software meeting the department guidelines. Because computer technology is continually changing, a revised policy is drafted in the fall semester, outlining the specific requirements for each year. Laptop purchases should be made by mid-fall semester of the student's freshman year. Use of the computer in the curriculum varies by course.

Multiple Majors & Degrees. The Department of Digital Media and Photography allows students to graduate with a double BFA. Credits cannot be duplicated within the 36 credit emphasis track.

Undergraduate Programs

Bachelor of Fine Arts (BFA)

The three closely related departments of Art and Design, Communication, and Digital Media and Photography offer students an exciting opportunity to earn a collaborative Bachelor of Fine Arts degree (BFA). The BFA degree encompasses three areas: Photography, Visual Communication and Visual Art.

Each of the BFA degree emphases has a 4-part curriculum:

- (1) Art History and Theory Core
- (2) Studio Core
- (3) Foundation Courses, and
- (4) Concentration Areas.

Additional cognates along with the General Education requirements complete the specifications for graduation for the BFA degrees.

Upon completion of the Studio Core and Foundation Courses the student must arrange for a BFA review. The BFA review should happen no later than the end of the sophomore year. The BFA review is a critique of the student's portfolio by the combined faculty of the Department of Digital Media and the Department of Art & Design. All work created in the Studio Core and Foundation program should be available for review. Once accepted into the BFA program students must maintain a 3.00 GPA in all BFA coursework. No courses with a final grade below a C will be accepted toward the completion of the BFA. The completion of the BFA includes a senior exhibition and portfolio of the student's work.

Bachelor of Fine Arts Degree (BFA)—72–75

BFA Core Courses

Art History and Theory Core—12 credits

ARTH235	Prehistoric to Medieval Art	3
ARTH236	Renaissance to Modern Art	3
ARTH440	Art Since 1945	3
PHTO210	History of Photography	3

Studio Core—12–13 credits

ART104	Intro to Drawing	3
ART207	Basic Design	3
DGME130	Intro to Digital Graphics	3
PHTO 115	Intro to Photo	3
or PHTO 116	Intro to Digital Photo	4

Foundation Courses

Choose 4 additional intro classes from this list—12–13 credits

ART105	Intro to Painting	3
ART106	Intro to Printmaking	3
ART107	Intro to Ceramics	3
ART108	Intro to Sculpture	3
ART214	Intro to Graphic Design	3
DGME175	Digital Imaging	4
DGME250	Web Design I	3
MKTG310	Principles of Marketing	3
VDEO 130	Intro to Video	3

36-credit portfolio tracks include: Fine Art, Graphic Design, Art Direction/Advertising, Pre-Art Therapy, Commercial Photography, Documentary Video, Fine Art Photography and Web Design.

Choose a BFA Major from:

- Visual Art Emphasis
- Visual Communication Emphasis
- Photography Emphasis

Visual Art Emphasis

(Resides in the College of Arts and Sciences)

The Visual Art Emphasis is recommended for students who wish to become professional artists, illustrators, craftsmen, or art teachers on a college level. It is the first step toward acceptance into an MFA program, which is the necessary degree for pursuing a teaching position at the college level. It is also the first step toward acceptance in an MA program in Art Therapy. After an exploratory period students will be encouraged to concentrate the majority of their credits in a single area: painting, ceramics, or printmaking. At least 18 credits in one area are recommended in order to achieve a professional portfolio of work and senior exhibition.

Visual Communication Emphasis

The Visual Communication Emphasis is recommended for those wishing to work in the design professions. There are three portfolio tracks available: Art Direction & Advertising, Graphic Design Multimedia Arts and Web Design. The degree programs combine the study of art, communication, design, and technology as mediums for visual communication and/or personal artistic expression. The Visual Communication student will become prepared to understand visual dialogue and to communicate effectively and creatively. Visual Communication students are required to complete at least 1 credit of internship (ART490) before graduation.

PHOTOGRAPHY EMPHASIS

The Photography Emphasis is recommended for those wishing to work in the creation of still or moving visual images. There are three portfolio tracks available: Commercial Photography, Documentary Video and Fine Art Photography. The degree encompasses elements of digital, commercial, and fine arts imaging, focusing on individual creativity and photo-journalism. The photography student will study the methods used to create effective and aesthetically pleasing imagery.

Majors within the College of Technology:

- Multimedia Arts
- Photography
- Video Production
- Web Design

Multimedia Arts

The multimedia arts degree major prepares students to produce corporate interactive marketing and advertising materials. Students learn to creatively produce and integrate multiple promotion products such as interactive DVDs, and interactive CDs for commercial and corporate applications.

Major in Multimedia Arts—36

COMM405; DGME185, 225, 347; MDIA390, 495; MKTG368; VDEO210, 390 plus 7 upper division credits of electives chosen in consultation with an advisor from Art Direction/Advertising,

or Communication, Digital Media, Fine Art, Graphic Design, Photography, Video Production.

Photography

Photography fosters creativity in the production of visual images. The subject of these images and the method used to create them is the focus of this study. The emphases encompass elements of digital, commercial, and fine arts imaging, focusing on individual creativity and photo-journalism. Students may choose a Commercial or Fine Arts direction in consultation with advisor.

Major in Photography—36

MDIA495; PHTO200, 220, 285, 385, plus 17 credits of electives, chosen in consultation with advisor, from Art & Design, Business, Communication, Journalism, Marketing, Multimedia Arts, Photography, Video.

Video Production

Students learn to design and integrate digital video and 3-D animation to produce creative advertising, documentary, promotional products, and TV graphics.

Major in Video Production—36

ENGL467, JOUR230, MDIA390, VDEO216, 320, 340, 390, plus 15 credits of electives, chosen in consultation with advisor, from Art and Design, Business, Photography, Communication, Journalism, Marketing, Multimedia Arts, Video, 3-D Modeling, 3-D Animation.

Web Design

The Web Design major focuses on principles of aesthetics, content, delivery, user interface, web animation, screen design, and multimedia for the creation of web pages.

Major in Web Design—36

ART214, 414; BSAD355; DGME250, 335, 350; JOUR465; MDIA390 plus 7 credits of electives, chosen in consultation with advisor, from Digital Media, Computer Science, Video Production, Graphic Design, or Communication.

Associate of Fine Arts: Digital Media—38–40

Sequence of Two-Year and Four-Year Programs

The Department of Digital Media and Photography plans programs using the "ladder concept," allowing students to complete as much education as desired before entering the workforce. Two- and four-year programs are available. Students completing the two-year program may go directly into a four-year program in the same area without the loss of credits. The ladder concept allows students to reach the educational goals that best fit their specific needs.

Core requirements for AFA in Digital Media—18–20

Art History (Choose 2 courses from this list)—6 credits
ARCH390; ARTH235, 236, 440; JOUR455, PHTO210, 300

Studio Core—6 credits

ART207, DGME130

Foundation Courses (Choose 3 additional courses from this list)—6–8 credits

ART105, 106, 107, 214; DGME175*, 215; MKTG310*, PHTO115 or 116; VDEO130

*Prerequisite class

Major—20

DGME185, 215, 225, 250; MDIA495, VDEO210, plus 3 credits of electives in related area.

Minors

A minor can be a powerful complement to a main career focus. Minors are designed with flexibility to accommodate students' major(s).

Digital Media—20

DGME130, 175, plus 13 credits of electives, chosen in consultation with advisor, from Art Direction/Advertising, Communication, Digital Media, Fine Art, Graphic Design, Photography, Video Production.

Photography—20

DGME175; PHTO115 or 116; MDIA275-002 or PHTO200; PHTO220, 285

Individualized Programs of Study

For students who have career goals or special interests in areas other than those listed above. The special individualized program is available in the following degrees: Bachelor of Science, Bachelor of Technology, and Associate of Technology. The student, with the assistance of his or her advisor, prepares a proposed program of study (examples are available). The program must then be approved by a department faculty and the College of Technology Academic Policies and Curricula Committee.

BFA Majors Within the College of Arts and Sciences

- Fine Art Portfolio Track
- Illustration Portfolio Track
- Pre-Art Therapy Portfolio Track
- Art Direction/Advertising Portfolio Track
- Graphic Design Portfolio Track

Fine Art Portfolio Track

The Fine Art track cultivates the individual voice and vision of the Fine Arts student and prepares them to sustain their professional lives as practicing artists.

36 Total Credits: 27 credits chosen from ART304 Drawing, ART305 Painting, ART307 Ceramics, ART306 Printmaking, ART308 Sculpture, ART380 Topics in Art, (all 300 level ART courses are repeatable), Senior Exhibition and Portfolio (3). With 6 additional elective credits to be chosen with your advisor from ART, ARTH, ARCH, PHTO, DGME, COMM, VDEO, MDIA, JOUR, or MRKT courses.

Illustration Portfolio Track

The Illustration track prepares students to enter a career in professional illustration. The successful illustrator is able to convey emotions, interpret events, tell a story or market a product or idea through the use of artistic concepts and images. Illustrators must master a wide range of drawing media and techniques to meet the objectives of a wide range of employers and projects.

36 Total Credits: ART304 Drawing (3), ART305 Painting (12), ART306 Printmaking (4), ART414 Design for Visual Communication (4), Senior Exhibition and Portfolio (3). With 10 additional elective credits to be chosen with your advisor from ART, ARTH, ARCH, PHTO, DGME, COMM, VDEO, MDIA, JOUR, or MRKT courses.

Pre-Art Therapy Portfolio Track

The Pre-Art Therapy Emphasis is recommended for those planning to do graduate work in art therapy and to enter that profession. Work as an art therapist requires a master's degree in Art Therapy. The Pre-Art Therapy Emphasis may require additional semesters of course work. The Pre-Art Therapy Emphasis is the Bachelor of Fine Arts Degree with a concentration in Fine Arts. In addition to the BFA degree most graduate programs require up to 15 credits of Psychology course work. We recommend PSYC101, 220, 410, 454 and 460. Because course requirements vary, the Pre-Art Therapy student should check the prerequisite requirements of the schools to which they intend to apply. Most art-therapy master's programs also require up to one year of work experience with mentally or physically disadvantaged people prior to acceptance.

VISUAL COMMUNICATION EMPHASIS

The Visual Communication Emphasis is recommended for those wishing to work in the design professions. There are three portfolio tracks available: Art Direction & Advertising, Graphic Design and Web Design. The degree programs combines the study of art, communication, design, and technology as mediums for visual communication and/or personal artistic expression. The Visual Communication student will become prepared to understand visual dialogue and to communicate effectively and creatively. Visual Communication students are required to complete at least 1 credit of internship (ART490) before graduation.

Art Direction/Advertising Portfolio Track

The Art Direction/Advertising track prepares students for work in the advertising professions. It combines both tools for visual dialogue and tools for written communication. The Art Direction/Advertising student will become prepared to understand visual dialogue and to communicate effectively and creatively

36 Total Credits. Including: ART414 Design for Visual Communication (8), JOUR140 Introduction to Mass Communication (3), JOUR230 Beginning Media Writing (3), MKTG368 Advertising and Promotion (3), COMM405 Persuasion (3), COMM456 Group Dynamics and Leadership (3), Senior Exhibition, Portfolio (2), ART496 Internship (1). With an additional 10 credits to be chosen with your advisor from ARTH, PHTO, DGME, COMM, VDEO, MDIA, JOUR, or MRKT courses. Suggested electives include: JOUR465 Topics: Scriptwriting, COMM425 Media Literacy, COMM454 Topics: Organizational Communication.

Graphic Design Portfolio Track

Graphic Design is a multifaceted discipline which encompasses many types of content and media. Projects include book design, poster design, identity design, packaging, exhibit design, magazine design, interface design, broadcast design and film graphics. The Graphic Design track provides a comprehensive education

within this ever-expanding discipline and strives to prepare accomplished, resourceful graphic designers with critical minds to evaluate their own work, its place in the professional and in the larger community it is meant to serve.

36 Total Credits. Including: ART414 Design for Visual Communication (16), PHOTO300 Media Ethics (3), Senior Exhibition, Portfolio (2), ART487 Internship (1). With an additional 14 credits to be chosen with your advisor from ART, ARTH, ARCH, PHTO, DGME, COMM, JOUR, MDIA, VDEO or MRKT courses.

Courses

(Credits)

See inside front cover for symbol code.

Digital Media and Photography

DGME130 \$ (3)

Introduction to Digital Media

An introductory survey of the discipline of digital media. Students are introduced to electronic publishing, basic printing principles, sound digitizing, vector and raster graphics, interactive multimedia, image acquisition and output, web publishing and e-mail. Understanding the Macintosh computer is also covered. Lab required. *Fall, Spring*

DGME165 \$ (4)

Principles of Print Production

A study of the publishing and screen graphics industries including prepress concepts, color science, digital printing, textile printing, digital image capture and color management. Also covers more traditional methods in design, layout, text and page composition, film assembly, imposition, and many different printing techniques to produce images on a substrate. Some business will be explored. Open to all students. *Fall*

DGME175 \$ (4)

Digital Imaging

A study of raster graphic fundamentals as they apply to scanned images. Emphasis on image manipulation, restoration, tonal enhancement, on-screen graphics, and image acquisition and output. Visual and procedural problems relating to digital imaging will be covered, along with techniques of aesthetic and efficient image enhancement. Prerequisites: DGME130 with a C or better; and ART207. PHTO115 recommended. Lab required. *Fall, Spring*

DGME185 \$ (3)

Desktop Publishing I

Students learn to produce publications on desktop computers, including: brochures, magazine covers, corporate stationery, book covers, etc. Course topics incorporate: effective page layout, basic color theory, monitor calibration, gray balance, tone compression, GCR and UCR, digital proofing, image acquisition, and final output. Applications of color theories and color separation are stressed. Lab required. Prerequisite: DGME175. *Fall*

DGME215 \$ (2)

Digital Sound

An introduction to digital sound acquisition, manipulation and storage techniques. Students learn fundamentals of sound terminology, audio digitizing and nonlinear editing. Students will then apply this knowledge to various video, interactive and web applications. Lab required. Prerequisite: DGME130. *Fall, Spring*

- DGME225** § (4) **MDIA495** (1–4)
Digital Vector Graphics
 A study of digital vector graphic imaging emphasizing graphic production for print, digital multimedia, and web publishing. Lab required. Prerequisite: DGME130 or equivalent. *Fall*
- DGME250** § (3) **MDIA597** (1–3)
Web Publishing
 Exploration of the design, storage, retrieval, and delivery of electronic information using text and graphic images. Emphasis on publishing via the Web, kiosks, HTML authoring, and digital formats. Effective organization and planning of data for delivery, efficient design, and ethics are examined. Lab required. Prerequisite: DGME130 or INFS110. *Fall, Spring*
- DGME305** § (3) **PHTO115** § (4)
Desktop Publishing II
 An advanced study of desktop publishing principles including: grid based layout, typographic applications, layout techniques for printing and web publications, effective electronic file preparation, preflighting, and tips for consistent color reproduction. Lab required. Prerequisite: DGME185. *Spring*
- DGME335** § (4) **PHTO116** § (3)
Web Animation
 A course of study designed to develop the skills necessary for producing effective animation for the Web. Lab required. Prerequisites: ART104; DGME130 or equivalent. *Fall, Spring*
- DGME350** § (4) **PHTO200** § (4)
Web Publishing II
 Advanced study of current web development technologies with emphasis in Java scripting, animation, site quality and efficiency. The class also stresses meeting customer needs, and new methods of web development. Lab required. Prerequisite: DGME250. *Fall, Spring*
- GRPH345** § (4) **PHTO210** (3)
Advanced Screen Graphics
 An in-depth study on making process, simulated process, index and spot separations for screen printing. Other decorating methods will be explored such as transfers, foil, athletic numbering, glow-in-the-dark, puff and UV. Non- textile applications will also be explored such as decorating substrates like plastics (binders, CDs, etc.) and glass (simulated etch, etc.) and many other substrates. Prerequisite: DGME165. *Spring*
- MDIA194/494** (1–4) **PHTO210** (3)
Project Course/Independent Study
 Development of a skill or independent study in a given area by working independently under the supervision of an instructor. Repeatable to 12 credits. Prerequisite: Permission of instructor. *Fall, Spring*
- MDIA390** (1–4) **PHTO220** § (4)
Internship
 On-the-job internship experience for students seeking industrial experience which cannot be simulated in a classroom setting. A range of 120–150 clock hours of work are required for each credit. Selected in consultation with the advisor. May be repeated.
- MDIA275/485** (1–4) **PHTO285** § (4)
Topics in: _____
 Repeatable in various areas.
- PHTO285** § (4)
Studio
 Study of lighting techniques in standard-equipped studio, emphasizing portraiture, commercial illustration, and experimental techniques in black-and-white and color mediums. Lab required. Prerequisite: PHTO200. *Spring*
- PHTO300** (3)
Media Ethics
 An exploration and discussion of the media and its effect on society, covering such issues as body image, violence, politics, etc. Students study how to recognize the way moral values of media professionals influence themselves and society. *Spring*

- PHTO320** \$ (4)
Color Photography II
 An image-oriented course, drawing on the student background in the use of color comprehension, photographic technical and aesthetic understanding, and working knowledge of emulsion and digital photography. Information in this class is for the sole purpose of comprehensive color image. Lab required. Prerequisites: DGME175; PHTO220. *Fall*
- PHTO365** \$ (4)
Advanced Digital Imaging
 In-depth manipulation using leading industry software, emphasizing high quality image acquisition and output. Students learn to produce duotones, create raster graphic collages, perform critical image enhancement, create custom palettes, and alpha channels for image compositing. Repeatable to 8 credits. Lab required. Prerequisites: ART207; DGME175 (with a B- or better); PHTO115. *Fall, Spring*
- PHTO385** \$ (4)
Advanced Studio
 An individual approach to an advanced level of studio photography. Students choose a concentration in the following areas: Portraiture, People/Fashion, Still-Life, Advertising/Illustration, and Location Photography. This course is designed specifically to learn visual concepts and solve visual problems of the commercial photo industry. Repeatable to 12 credits. Lab required. Prerequisite: PHTO285. *Fall, Spring*
- PHTO400** \$ (4)
Digital Photographic Processes
 This class explores methods of digital photographic manipulation while emulating traditional technique. A high level of photographic output and the art of seeing will be stressed. Digital capture, processing RAW files and fine manipulation of the digital file will also be highlighted. Lab required. Prerequisites: PHTO220, 365. *Fall*
- PHTO410** \$ (4)
Advanced Photography II
 A course designed for the advanced photographer to investigate personal potential in visual exploration, experimentation, and technical excellence. Discussion involves expanding personal vision and exploring new techniques to achieve goals. Repeatable to 8 credits. Prerequisite: PHTO285. *Spring*
- PHTO425** (4)
Travel Photography
 Designed to be done in conjunction with on-location photography, and provides a background in the specific needs related to travel. Photographing people and their land in foreign environments is emphasized. Unique materials and equipment are discussed as they relate to travel photography. Repeatable to 8 credits. Prerequisite: PHTO115.
- VDEO130** \$ (2-3)
Introduction to Video
 An introductory course in videography emphasizing the terminology, aesthetics, and methods of video production. PHTO115 recommended. Lab required. *Fall*
- VDEO210** \$ (3)
Digital Video Editing
 An introductory class covering the fundamental techniques and concepts of nonlinear editing. Students explore the process of video editing from conceptualization to final output. Emphasis on sequencing and continuity, use of visual effects, color correction, audio editing, media management, narration and industry terminology. Lab required. Prerequisites: DGME175, VDEO130. *Fall*
- VDEO320** \$ (3)
Video Compositing
 An introductory course covering the essential components in video compositing. Students learn how to create innovative visual effects and motion graphics for video. Emphasis on text animation, keyframing, masks, alpha channels, 3-D compositing, rendering, application integration, advanced visual and artistic effects. Lab required. Prerequisites: DGME215, VDEO210.
- VDEO340** \$ (3)
Video Shooting
 An advanced study in digital video, exploring professional level cameras, lighting, sound and other equipment necessary to make good video, aesthetic issues of creating visual and audio stories, and developing skills and knowledge beyond an introductory level. Lab required. Prerequisites: ART214; JOUR230; VDEO130, 210. *Spring*
- VDEO360** \$ (4)
3-D Imaging
 A study of basic 3-D modeling principles and techniques. Students learn 3-D modeling terminology and how to create 3-dimensional models using polygonal, nurbs, and subdivision techniques. Students also learn basic lighting and surfacing. Lab required. Prerequisites: ART104; DGME175. *Fall*
- VDEO370** \$ (4)
3-D Animation
 A study of 3-D animation techniques implementing key frame, forward and inverse kinematics, dynamics, lighting, paint effects, rendering and more. Lab required. Prerequisites: DGME215; VDEO210, 360. *Spring*
- VDEO390** \$ (3)
DVD Authoring/Design
 A course emphasizing production of interactive DVD-Video, DVD authoring, work flow, story boarding, navigation, menu design, bit budgeting, video and audio encoding, DVD video navigational structures, web linking, proofing, pre-mastering, and recording to DVD-R. Lab required. Prerequisite: DGME347. *Spring*
- VDEO465** \$ (3)
Video Documentary
 Study and application of documentary storytelling techniques. Students will explore the technical and creative use of digital video cameras in documentary filmmaking. Emphasis on interview techniques, story selection and structure. One lab required. Prerequisites: VDEO130, 210, 340. *Fall*

ENGINEERING AND COMPUTER SCIENCE

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Stephen Thorman
Roy Villafane

Academic Programs	Credits
BS: Computing	40
Computer Science Emphasis	
Software Systems Emphasis	
Minor in Computing	20
BS in Engineering	
Electrical and Computer Engineering Emphasis	66
Mechanical Engineering Emphasis	66
Minor in Engineering	20
MS: Software Engineering	32
MSA: Engineering Management	
See the School of Business	

Undergraduate Programs

Computing

Two emphases are available in Computing—**Computer Science** and **Software Systems**.

Computer Science focuses on a study of computing as well as on its role in an application area. Areas of interest include artificial intelligence, compilers, computer architectures, computer graphics, computer networks, operating systems, program development, and analytical theory. A degree in computing with the Computer Science emphasis prepares students for graduate study, employment in computer systems/networks, administration/development, software development/maintenance, and for careers in education.

Software Systems is an applied study of computing, focusing on the development and maintenance of software in an application area. A minor in an application area is included as part of the degree. Typical minors might include one of the sciences, behavioral science, or business. Supervised “real-world” projects are a requirement for this degree. A degree in Computing with the Software Systems emphasis prepares students for employment in developing and maintaining commercial applications and for graduate studies in applied computing such as software engineering.

BS in Computing

Major requirements—40

Common core—19

CPTR151, 152, 276, 440, 460, 466

Computer Science Emphasis

Required courses—9

CPTR425, 437, 467

Major electives—12

Chosen from CPTR courses in consultation with an advisor.

A minimum of 12 upper division credits required.

Cognate requirements—26–28

MATH141, 142, 355; STAT340 (14)

ENGR385 (4)

BIOL165; 166 (10)*

or CHEM131, 132 (8)*

or PHYS141, 142 (8)*

or PHYS241, 242, 271, 272 (10)*

* These courses may apply toward the general education natural science requirement

Software Systems Emphasis

Required courses—9

CPTR310, 427, 450

Major electives—12

Chosen from CPTR courses in consultation with an advisor.

A minimum of 12 upper division credits required.

Cognate requirements—36–38

MATH182, 355; STAT340 (9)

Minor in an advisor-approved application area (20-22)

Minor in Computing—20

Required courses—12

CPTR125, 151, 152, 276

Minor electives—8

Chosen from CPTR courses in consultation with an advisor.

Notes:

No course grade below a C- may apply to a major or minor in Computing.

A minimum GPA of 2.25 may apply to a major or minor in Computing.

A secondary-education endorsement is available for students seeking either a major or minor in Computing. In such cases, CPTR459 must be taken. Consult the School of Education for further information.

Engineering

The engineering program at Andrews University leads to a Bachelor of Science in Engineering degree with emphases in Electrical and Computer Engineering and in Mechanical Engineering. These two emphases build on a strong traditional mathematics, science, and engineering core. The Electrical and Computer Engineering emphasis focuses on the areas of digital systems, communication systems, and computer controlled instrumentation and computer simulation. The Mechanical Engineering emphasis focuses on mechanical design and the electromechanical elements of smart machines.

The mathematics courses listed as cognates for the engineering degree satisfy the requirements for a minor in mathematics. A second major in mathematics requires 6 additional credits in mathematics, and a second major in physics requires 14–17 additional credits in physics. See the Mathematics and Physics department listings for details.

BS in Engineering**Major requirements—66****Common core—30**

ENGR120, 125, 180, 185, 225, 275, 285, 310, 450, 491, 492

Cognates—35

MATH141, 142, 215, 240, 286; STAT340

CHEM131

PHYS241, 242, 271, 272

Electrical and Computer Engineering Emphasis**Required courses—31**

CPTR151, 152, 465, ENGR325, 335, 385, 415, 435, and 455.

Major electives—5

Chosen from upper division ENGR and CPTR courses in consultation with an advisor.

Mechanical Engineering Emphasis**Required courses—30**

CPTR125, ENGR320, 330, 340, 350, 360, 390, 410, 420, and 440.

Major electives—6

Chosen from upper division ENGR courses in consultation with an advisor.

Minor in Engineering—20**Required courses—10**

ENGR120, 125, 185, 225

Minor Electives—10

Chosen from ENGR courses in consultation with an engineering advisor.

Cognates: MATH182 or MATH141, 142**Graduate Programs****MS: Software Engineering**

Software Engineering is an applied study of computing focusing on the software development process through the application and synthesis of principles from computer science and related fields. Emphasis is placed on practical results balanced by scientific foundation. Supervised “real-world” projects are a requirement for this degree.

Admission requirements. In addition to meeting the general graduate admission requirements on pp. 44–46 of the bulletin, students applying for admission to the MS: Software Engineering program must show evidence that they have taken academic course work and/or demonstrate proficiency in the following areas:

Calculus

Computer Organization and Assembler

Discrete Mathematics

Elementary Data Structures

Probability or Statistics

Programming proficiency in two computer languages (including C or C++)

Degree requirements—34

A minimum of 34 semester credits. At least 22 credits chosen from 500- and 600-level graduate courses. The Comprehensive Examination must be successfully completed prior to graduation. Completion of the following requirements:

Foundation—0–9

CPTR427, 440 and 460 are required unless previously taken at the undergraduate level.

Core courses—10

CPTR560, 561, 562, 637

Thesis—6

A thesis option must involve software development.

Electives—9–18

Complete any acceptable 400-600 level CPTR courses chosen in consultation with an advisor.

MSA: Engineering Management Emphasis

See graduate programs for the School of Business.

Courses**(Credits)**

See inside front cover for symbol code.

Computing and Software Engineering**CPTR125****§ (3)*****Introduction to Computer Programming***

Programming in a selected language. May be repeated for a total of three unique languages. Satisfies general education requirements for computing majors. Only 3 credits of CPTR125 may apply toward a computing major or minor. *Fall, Spring*

CPTR151**§ (4)*****Computer Science I***

An introduction to programming methodology using C++, UNIX usage, problem-solving, algorithm development, control structures, arrays, program style, design correctness and documentation techniques, as well as a brief overview of computer systems and computer history. *Fall*

CPTR152**§ (3)*****Computer Science II***

A continuation of CPTR151 examines program specifications, design, coding, correctness, and style with additional coverage of pointers and arrays, and an in-depth study of recursion and data structures. Includes files, lists, stacks, queues, trees, graphs, and an overview of computer ethics. Prerequisite: CPTR151. *Spring*

CPTR276**§ (3)*****Data Structures and Algorithms***

A study of techniques for the design and analysis of algorithms using appropriate data structures covered in CPTR152. Topics include: asymptotic complexity bounds, graph and tree algorithms, fundamental algorithmic strategies (such as greedy, divide-and-conquer, backtracking, branch-and-bound, heuristics, pattern matching and string/text algorithms), numerical approximation and dynamic programming. Prerequisite: CPTR152. *Fall*

CPTR295**(1–3)*****Directed Computer Language Study***

Directed study of computer language in consultation with the instructor. Normally, the language is not included in other courses taught by the department. A programming project may be required. Prerequisites: CPTR151 or equivalent.

CPTR310**Alt (3)*****Database Application Programming***

A study of basic database principles and web applications using technologies such as PHP, MySQL, Three Tier Architectures,

scripting languages and data manipulation. Manipulating database using SQL. Sessions, authentication and security. Prerequisite: CPTR151. *Spring* (odd years)

CPTR416 ♦ \$ Alt (3)
Internet Technologies

A study of current technologies and their effects, including web server software, e-commerce, various scripting languages, human-computer interaction, perception, and related issues. Prerequisite: CPTR152. *Fall* (even years)

CPTR425 ♦ \$ Alt (3)
Programming Languages

Survey of current programming languages, including structure, runtime systems, the specification of syntax, and semantics. Definition of syntax for formal languages with emphasis on context-free languages. Techniques for scanning and parsing programming languages. Automated grammar analysis parsers. Prerequisite: CPTR276. *Fall* (even years)

CPTR427 ♦ \$ Alt (3)
Object-Oriented Design and Programming

Emphasizes the study of object-oriented analysis and design methodologies and the application of these to the development of advanced software. Includes survey of object-oriented programming languages and environments. Prerequisite: CPTR152. *Fall* (odd years)

CPTR436 ♦ \$ Alt (3)
Numerical Methods and Analysis

A study of common numerical techniques applicable on a computer. Includes interpolation, extrapolation, approximation techniques, numerical methods for linear problems, root finding, function fitting, numerical integration, location of extremes, efficiency of numerical algorithms, and minimization of computational error. Prerequisites: CPTR276 and MATH215. *Fall* (even years)

CPTR437 ♦ \$ Alt (3)
Formal Theory of Computation

Includes post productions, Turing machines, and recursive functions. Recursive and recursively enumerable sets. Undecidability results of computation. Prerequisites: CPTR152 and MATH355. *Fall* (odd years)

CPTR440 ♦ \$ Alt (3)
Operating Systems

Process management, including asynchronous concurrent processes and deadlock. Virtual storage management and job and process scheduling. Multiprocessing. Disk scheduling and file and database systems. Performance and security. Prerequisite: CPTR276. *Spring* (odd years)

CPTR450 Alt (3)
Network Computing and Architecture

Concepts applicable to constructing a computer network and the application of computing algorithms and solutions using networked computers and devices. Study topics such as physical transmission media, protocols and associated layers, TCP/IP, application programming interfaces and frameworks, sockets, clustering and security. Prerequisite: CPTR152. *Fall* (even years)

CPTR459 Alt (2)
Secondary Methods: Computer Science

Considers computer science programs in the secondary school and presents information and materials for teaching computer science

in secondary school. Topics include organization and maintenance of equipment, publications, legal issues, dealing with diversity of abilities, problem-solving skills, and strategies for debugging programs. Prerequisite: CPTR276.

CPTR460 ♦ \$ (3)
Software Engineering

Surveys basic software engineering topics associated with the processes, documents, and products of the entire software life cycle. Topics include software evolution, project organization, and management, feasibility studies, product definition, design, implementation, and testing issues, and the role of the software engineer within the life cycle. Prerequisite: CPTR152. *Fall*

CPTR465 Alt (3)
Computer Architecture

Focus on hardware aspects of computing and logical concepts. Includes data representation for numbers and other data types, Boolean algebra, digital logic circuit representations of basic computational building blocks, CPU components, interrupt schemes and buses. Relevance of supporting concepts is discussed, including system software, assemblers, assembly language programming and operating systems. Prerequisite: CPTR152. *Fall* (odd years)

CPTR466 (2)
Software Engineering Group Project

The implementation of a group project and the study of topics related to the group project, including CASE tools, 4GL's, and graphical user interfaces. Emphasizes written documents and oral presentations associated with group project rather than lecture. Corerequisite: CPTR460. *Fall*

CPTR467 ♦ Alt (3)
Database Concepts and Theory

Study of issues relevant to abstract and concrete aspects in both the creation of database management system software and its use. Indexing, buffering and other internal and physical database design issues. Relational model algebra, calculus and query languages (including SQL). Functional dependencies and normalization. Study of and modeling using Entity-Relationship and other relevant paradigms. Common application databases. Introduction to the use of transactions, query optimization and non-relational database models. Design and programming assignments using databases. Prerequisite: CPTR152. *Spring* (even years)

CPTR475 (1-4)
Topics in _____

Selected topics of current interest in computer science such as Robotics, advanced languages, or others. Repeatable with different subjects.

CPTR485 ♦ \$ Alt (3)
Computer Graphics

Introduction to computer graphics examining raster and/or vector images, 2D and 3D images, polygons, transformations, segments, windowing, clipping, hidden line removal. Prerequisite: CPTR152. *Fall* (odd years)

CPTR487 ♦ \$ Alt (3)
Artificial Intelligence

Provides the conceptual basis for understanding current trends in Artificial Intelligence. Topics include both symbolic and numeric processing, intelligent search methods, problem representation, machine learning, expert systems, and a survey of some social implications of AI. Prerequisite: CPTR152. *Fall* (even years)

<p>CPTR495 (1–3) Independent Study Directed study of material of special interest chosen in consultation with the instructor. No more than 6 credits may be earned in CPTR495. Graded S/U.</p>	<p>related to the group project including CASE tools, 4GL's, graphical user interfaces. Generally, the project begun in CPTR561 carries over to CPTR562. Corequisites: CPTR460, 560 respectively. <i>Fall, Spring</i></p>
<p>CPTR496 (1–3) Special Projects Project chosen in consultation with instructor. No more than 6 credits may be earned in CPTR495. Graded S/U.</p>	<p>CPTR568 Alt (3) Advanced Computer Architecture Functional analysis of computer hardware and supporting software systems. Includes a comparative study of past, present and proposed architectures as well as computer performance analysis and optimization. Additional topics may include parallel architectures and detailed CPU design issues. Prerequisite: CPTR465 or equivalent. <i>Spring</i> (even years)</p>
<p>CPTR536 Alt (3) Compiler Construction Storage allocation for programs, subroutine linkage, and code generation and optimization. Simple translator written in course. Prerequisites: CPTR276, 425. <i>Spring</i> (odd years)</p>	<p>CPTR585 Alt (3) Advanced Computer Graphics Advanced topics and current research in computer imaging—may include shading, ray tracing, radiosity, color spaces, lighting models, texture mapping, and recently published research in computer imagery. Includes term project and readings from the literature. Prerequisite: CPTR485. <i>Spring</i> (even years)</p>
<p>CPTR548 Alt (3) Advanced Database Systems Database design and theory. Concurrency, distributed databases, integrity, security, query optimization, transaction processing, object-oriented databases. A survey of the design and implementation tradeoffs considered for these topics in the creation of available database packages. Includes a term project and reading from the literature. Prerequisite: CPTR467 or equivalent. <i>Spring</i> (odd years)</p>	<p>CPTR587 Alt (3) Advanced Artificial Intelligence Provides a forum for exploring current topics in machine intelligence through a survey of recent research results, independent readings, and hands-on projects. Typical topics include machine vision, speech recognition, natural language processing, and machine learning systems. Prerequisite: CPTR487. <i>Spring</i> (odd years)</p>
<p>CPTR555 Alt (3) Advanced Operating Systems System structures and algorithms, reliability, security, distributed systems, study of operating systems highlighting these concepts, and recently published research in these and other areas. Includes a term project and readings from the literature. Prerequisite: CPTR440. <i>Spring</i> (even years)</p>	<p>CPTR625 Alt (3) Analysis of Algorithms Techniques for analyzing and designing algorithms, including average/worst case analysis, asymptotics, recurrences, empirical studies, intractability proofs (i.e., NP-Completeness) and heuristic alternatives. Application of techniques such as divide-and-conquer, graph, greedy, dynamic programming, backtracking, branch-and-bound, and probabilistic algorithms. Prerequisites: CPTR152, MATH142, STAT340. <i>Spring</i> (even years)</p>
<p>CPTR556 Alt (3) Real Time Systems A survey of the system architecture and software engineering aspects of real time systems such as operating systems, and process-control software. Includes a term project and readings from current literature. Prerequisite: CPTR276. <i>Spring</i> (odd years)</p>	<p>CPTR637 Alt (3) Formal Methods A survey of the different paradigms associated with formal methods. Applies formal methods to the specification, verification, and validation of software systems. Case studies are examined and a programming project is included. Prerequisites: CPTR460, MATH215, STAT285. <i>Spring</i> (even years)</p>
<p>CPTR557 Alt (3) Advanced Network Computing and Architecture A study of the concepts, conceptual design and implementation of the client/server, multi-tier and distributed models of computing. Consider topics such as physical media, protocols and layers, application programming interfaces, clustering, distributed computing and security from the perspective of a programmer using these tools as well as a system programmer and architect that creates and implements such tools, algorithms and models. Prerequisite: CPTR450 or equivalent. <i>Spring</i> (odd years)</p>	<p>CPTR660 (0) Thesis/Project Extension</p>
<p>CPTR560 (3) Advanced Software Engineering A study of applied software product development issues, including requirement analysis, systems and software design methodologies, software-project planning models (e.g., COCOMO), implementation, testing and reuse, language, tool and hardware selection, software economics, productivity measurement, risk management, statistical process evaluation, and control. Prerequisites: CPTR460, MATH182 or 141, STAT285. <i>Spring</i></p>	<p>CPTR689 (1–4) Topics in _____ Topics in computer science such as graphics, parallel processors, compiler design and optimization, communications and signal processing, distributed systems, graph theory, artificial intelligence, and formal theory. Repeatable with different topics to 6 credits. Prerequisite: Depends upon topic.</p>
<p>CPTR561, 562 (2, 2) Software Engineering Group Project I, II The implementation of a group project and the study of topics</p>	<p>CPTR690 (1–4) Independent Study Directed study of material of special interest chosen in consultation with the instructor. May be repeated to 6 credits. Grade S/U.</p>

- CPTR698** (1–4)
Master's Research Project
Special project chosen in consultation with student's advisor and instructor. To be repeated to 6 credits. Grade S/U.
- CPTR699** (1–6)
Master's Thesis
To be repeated to 6 credits. Graded S/U.
- Engineering**
- ENGR120** § (2)
Introduction to Engineering
Introduces students to the engineering profession. Various engineering disciplines, job functions, engineering designs and engineering ethics will be discussed. Tips on how to succeed in the classroom, advice on how to gain actual, hands-on experience will be discussed. Introduces computer tools such as Mathcad and Microsoft Excel. *Fall*
- ENGR125** (2)
Engineering Graphics
Fundamentals of drawing as applied to mechanical engineering problems. Orthographic projections, auxiliary and sectional views, dimensioning and tolerancing, oblique and isometric views, detail and assembly drawing. Sketching and computer-aided drafting. Weekly: 1 lecture and a 3-hour lab. *Fall*
- ENGR135** (1)
Descriptive Geometry
Solution of basic space problems. Determination of distances and angles, intersections of lines and surfaces, intersections of lines and development of surfaces. Prerequisite: ENGR125. *Spring*
- ENGR180** § (4)
Materials Science
Introduction to the study of materials used in industry. Deals with the fundamentals of structure and classification of materials. A weekly hands-on laboratory helps demonstrate the relationship of properties of materials studied in lecture. Weekly: 3 hours lecture and a 3-hour lab. Prerequisite: CHEM131. *Spring*
- ENGR185** (3)
Engineering Statics
Principles of statics and their application to engineering problems; forces, moments, couples, friction, centroids and moments of inertia. Corequisite: MATH141. *Spring*
- ENGR225** § (3)
Circuit Analysis
Resistive circuit analysis, network theorems, dependent sources, energy storage elements, 1st and 2nd order circuit transient responses, ac circuit analysis using phasors and impedances, and ac complex power. Weekly: 2 hours lecture and a 3-hour lab. Corequisite: MATH142. *Fall*
- ENGR248** (1–4)
Workshop
Provides flexibility for the occasional workshop where it is appropriate to offer engineering credit. Workshop requirements must be approved by the department.
- ENGR275** (3)
Electronics I
Introduction to diodes and transistors and their applications in switching and amplification circuits. Introduction to the basic op-amp circuits and their characteristics. Binary numbers and codes, Boolean algebra, logic circuits, flip-flops and registers. Digital circuit applications. Weekly: 2 hours lecture and a 3-hour lab. Prerequisite: ENGR225. *Spring*
- ENGR285** (3)
Engineering Dynamics
Vectorial kinematics of moving bodies in fixed and moving reference frames. Kinetics of particles, assemblies of particles, and rigid bodies, with emphasis on the concept of momentum. Keplerian motion, elementary vibrations, and conservative dynamic systems. Prerequisites: ENGR185 and MATH142. *Spring*
- ENGR310** (3)
Linear System Analysis
Convolution, analysis and spectra of continuous time domain signals, Fourier and Laplace transforms, discrete time domain signals, and the z-transform. Prerequisite: MATH215; Corequisite: MATH286. *Spring*
- ENGR320** (3)
Manufacturing Processes
Covers traditional manufacturing practices such as machining processes (abrading, coating), and forming processes (cutting, forming, and assembling). Discusses non-traditional processes such as thermal, chemical, and pressure methods and explores special processes involved with specific materials such as plastics, woods, fibers, and other materials. Prerequisite: ENGR180. *Fall*
- ENGR325** § (4)
Electronics II
Modeling of transistors, biasing of transistors in amplifier circuits, and amplitude and frequency limitations of transistors. Linear and switching electronic circuits with an emphasis on op-amps. Weekly: 3 hours lecture and a 3-hour lab. Prerequisite: ENGR275. *Fall*
- ENGR330** (3)
Thermodynamics
Introduction to the nature of energy and study of energy transport conservation in closed and flowing systems; properties and states of solids, liquids, vapors, and gases; enthalpy; meaning and production of entropy and introduction to cyclic systems. Prerequisite: PHYS242. *Fall*
- ENGR335** (3)
Logic Circuit Design
Modern digital logic families, state machines, design of digital logic circuits in FPGAs, and VHDL specification of logic circuits. Prerequisite: ENGR275. *Fall*
- ENGR340** (3)
Strength of Materials
Study of stresses and strain, deformations and deflections of posts, shafts, beams, columns; combined stresses; elasticity. Prerequisite: ENGR185. *Fall*
- ENGR350** § (3)
Sensors and Actuators
Study of temperature, mechanical, and optical sensors; sensor signal conditioning; ac, dc, and stepping motors; and the motor control requirements. Weekly: 2 lectures and a 3-hour lab. Prerequisite: ENGR275. *Spring*

- ENGR360** (3)
Fluid Dynamics
Fluid statics and dynamics of fluid motion. Conservation of mass, momentum, and energy in laminar and turbulent flow. Boundary layer flow, lift and drag forces, viscous flow in conduits, open channel flow, flow measurements. Prerequisite: ENGR285 and 330; Corequisite: MATH286. *Spring*
- ENGR380** \$ (2)
Programmable Controllers
Introduction to typical programmable logic controllers and their applications. Emphasis on programming and interfacing to electromechanical systems. Weekly: 1-hour lecture and a 3-hour lab. Prerequisite: ENGR275. *Spring*
- ENGR385** \$ (4)
Microprocessor Systems
Introduction to computer organization, microprocessors, assembly language programming, memory devices, I/O devices, interfacing with emphasis on control applications. Weekly: 3 hours lecture and a 3-hour lab. Prerequisite: ENGR335 or CPTR276. *Spring*
- ENGR390** (2)
Mechanical Engineering Lab
Mechanical engineering lab work in thermodynamics, heat transfer, fluid mechanics, and material stress and strain. Weekly: Two 3-hour labs. Prerequisites: ENGR330, 340, Corequisites: ENGR350, 360. *Spring*
- ENGR410** \$ (4)
Feedback Control Systems
Study of both analog and digital feedback control systems. Performance criteria and design and analysis methods. Weekly: 3 hours lecture and a 3-hour lab. Prerequisites: ENGR275, 285, and 310. *Fall*
- ENGR415** (3)
Virtual Instrumentation
Introduction to virtual instrumentation with emphasis on the sampling requirements and the signal conditioning requirements. Data logging and control applications. Prerequisite: ENGR275 and CPTR125 or 151. *Fall*
- ENGR420** (3)
Machine Design
The design of machine elements and the calculations necessary in determining the size and shape of machine parts. The selection of materials and the application of standard machine components. Includes bearings, gears, clutches, and couplings. Prerequisites: ENGR320, 390. *Fall*
- ENGR425** (3)
Project Management
Methodology used successfully to carry out a technical project including proposals, planning, work breakdown, scheduling, creativity, monitoring progress, and documentation. Prerequisite: STAT285 or 340. *Fall*
- ENGR430** (3)
Quality Control
Analysis of the factors affecting product quality during manufacturing. Topics include use of basic statistics and probability for measurements, observations, sampling, control charts and reliability. Prerequisite: STAT285 or 340. *Spring*
- ENGR435** (3)
Electromagnetic Fields
Study of static and dynamic electric and magnetic fields. Unbounded and bounded fields, fields in materials, force and torque, energy and potential functions, and Faraday induction. Propagation of electromagnetic energy; plane waves, transmission lines, and waveguides; radiation from dipole antennas; introduction to arrays. Prerequisites: MATH240, 286, PHYS242. *Fall*
- ENGR440** (3)
Heat Transfer
Study of steady-state and transient heat conduction, forced and non-forced convection through ducts and over surfaces, black-body thermal radiation, solar radiation, heat exchangers, and mass transfer. Prerequisites: ENGR360, MATH286. *Fall*
- ENGR455** \$ (4)
Communication Systems
Introduction to analog and digital communication systems; including topics in modulation; baseband and bandpass signals; power spectral density and bandwidth; random processes; noise, signal-to-noise ratio, and error probability; and system performance. Weekly: 3 hours lecture and a 3-hour lab. Prerequisites: ENGR310, 325, Corequisite: STAT340. *Spring*
- ENGR465** (3)
Operations Analysis and Modeling
The methodology of mathematical modeling and its relation to solving problems in industrial and public systems. Linear programming, scheduling, queuing, simulation, optimization, and decision analysis. Prerequisites: MATH142, STAT340. May not be offered each year. *Spring*
- ENGR470** (3)
Finite Element Methods
Introduction of finite element methods for the solution of problems in solid mechanics and heat transfer. Techniques for obtaining approximate numerical solutions to governing differential equations in the problem areas are covered. Industrial software is applied to the analysis and design of a broad range of engineering problems. Prerequisites: ENGR330, 340, MATH286. *Spring*
- ENGR475** (1-4)
Topics in _____
Repeatable in different subjects (prerequisites depend on topic)
- ENGR491, 492** (2, 2)
Senior Design Project
A significant design project which culminates in a working system or a complete description of a proposed design. Both an oral and written presentation of the results of the project is required. Prerequisite: ENGR385 or 390. *Fall, Spring*
- ENGR495** (1-3)
Independent Study
Individual study, research, or project in some field of engineering under the direction of a member of the engineering faculty. Prerequisite: permission of the person who will direct the study.
- ENGR496** (1-4)
Cooperative Work Experience
Work experience in industry directed by an engineering faculty member. 120 hours of work is required per credit. A report must be submitted that summarizes the work experience and indicates

the value of the experience to the student. Grade S/U. Repeatable to 4 credits. Prerequisite: junior/senior standing and permission of the person who will direct the study.

Engineering Management

ENGM520 (3)

Ergonomics and Work Design

The application of ergonomics and engineering principles to the design analysis and measurement of human work systems.

Summer

ENGM530 (3)

Advanced Quality Control

Total quality management, analysis and use of state-of-the-art concepts and methods for total quality control and management.

Probability studies and tests of significance. Prerequisite: STAT285 or 340. *Spring*

ENGM555 (3)

Facilities Planning

Planning and design of industrial and service facilities: site selection, process layout, materials handling, and storage. *Summer*

ENGM560 (3)

Production and Operations Analysis

Planning and control of manufacturing systems: design and management of production systems, strategies and competition for product design and processing, forecasting, inventory, supply chain management, operation scheduling and shop floor control.

Prerequisites: MATH142, STAT285 or 340. *Fall*

ENGM565 (3)

Operations Analysis and Modeling

The development and use of mathematical models to analyze elements of production and service systems: linear programming, probabilistic models, game theory, dynamic programming, queuing theory, and simulation. Prerequisites: ENGR460; STAT285; MATH142 or 182. *Spring*

ENGM570 (3)

Project Management

Design and management of engineering projects: proposals, planning, resource requirements, organization, scheduling, and cost and schedule control. *Fall*

ENGM690 (1–4)

Independent Study

Individual study of research in some area of engineering management under the direction of a member of the engineering faculty.

ENGM698 (2)

Research

Research methods and a research project in an area of engineering management.

DIVISION OF ARCHITECTURE

Architecture Building, Room 103
 (269) 471-6003; FAX: (269) 471-6261
 architecture@andrews.edu
 http://www.arch.andrews.edu

Faculty

Carey C. Carscallen, *Director*
 Martin D. Smith, *Assistant Director*
 William W. Davidson, *Professor Emeritus*
 Kathleen M. Demsky, *Library Director*
 Robin A. Johnson
 Thomas B. Lowing
 Mark A. Moreno
 Rhonda G. Root
 Llewellyn D. Seibold
 Andrew C. von Maur
 Kristin S. von Maur

Academic Programs	Credits
MArch: (3 ^{1/2} Year Track)	100
MArch: (5 ^{1/2} Year Track)	
Master of Architecture	31
BSA in Architecture	137
BS: Architectural Studies (Non-Prof.)	127
Minor in Architectural Studies	22

Mission

The Division of Architecture seeks to identify, understand, and teach the nature and practice of architecture. Architecture commonly is understood to be the art of building. This art manifests specific architectural concerns (e.g., durability, convenience, beauty, and decorum) in ways that satisfy both the practical needs and the intellectual, aesthetic, and spiritual sensibilities of human beings. The division desires that its faculty and students pursue excellence in the lifelong vocation of architecture. The foremost purpose of this pursuit is the creation of a physical environment for the glory of God and the good of human beings. Toward this end, we structure both the substance and the manner of our curriculum.

Academic Calendar 2007–2008

May 25, 2007 Deadline for application to professional degree track

Programs

Andrews University offers the Professional Master of Architecture degree. In the United States, most state registration boards require a degree from an accredited professional degree program as a prerequisite for licensure. The National Architectural Accrediting Board (NAAB), which is the sole agency authorized to accredit US professional degree programs in architecture, recognizes three types of degrees: the Bachelor of Architecture, the Master of Architecture, and the Doctor of Architecture. A program may be granted a six-year, three-year, or two-year term of accreditation, depending on its degree of conformance with established educational standards.

Masters degree programs may consist of a pre-professional undergraduate degree and a professional graduate degree that, when earned sequentially, constitute an accredited professional education. However, the pre-professional degree is not, by itself, recognized as an accredited degree.

(The National Architectural Accrediting Board 2004 Conditions and Procedures for Professional Degree Programs in Architecture)

Master of Architecture (5^{1/2} Year) Professional Degree Track

The professional degree program consists of a pre-professional Bachelor of Science in Architecture degree and then a Master of Architecture degree. When earned sequentially, the degree track results in the accredited professional education.

Master of Architecture (3^{1/2} Year) Professional Degree Track

The 3^{1/2} year professional degree program is designed for students who have previously earned an undergraduate degree that may be in an unrelated area of study. Acceptance is required to both the University School of Graduate Studies and the Division of Architecture 3^{1/2} Program. Graduate standards of scholarship apply to all coursework. Under this option, the student spends the first 2^{1/2} years completing undergraduate prerequisite architectural core courses. The final year is similar to the final year of the Master of Architecture 5^{1/2} degree which results in the accredited professional degree.

Bachelor of Science in Architectural Studies

The Bachelor of Science in Architectural Studies is a non-professional degree. Students who elect this degree do not proceed into the professional program track. In this program, Architectural Studies is declared as a major and upon successful completion, receives an undergraduate degree. Students who elect for this degree may seek advanced degrees or employment in the construction industry, the arts, business, and other fields.

Resources

The Architecture Resource Center (ARC) provides an extensive range of materials including over 25,000 books, 90 journals, and a growing video collection. An added dimension to resource materials are two special collections. The ARC maintains a relationship with the Environmental Design Research Association, and houses an internationally recognized collection of books and materials in the area of environmental psychology and design. In addition, the ARC holds the Senseman Rare Book Collection of over 800 rare and out of print books and photos.

Other Facilities. The architecture facilities include a well-equipped and staffed woodworking shop (2,500 sq. ft); a computer laboratory for word processing, spreadsheets, imaging manipulation, and CAD. The lab is equipped with a six-station local area network with Ethernet connections, small and large format printing capabilities, and multiple scanners. The architecture building operates a wireless (Radio Frequency) network, introduced primarily for laptop use within the Division. Other buildings on campus share the same network for added computing flexibility. The Division also houses an expanding slide collection of approximately 80,000 slides.

Student Handbook. A handbook for Division of Architecture students outlining policies, operational guidelines, and general information is available from the Division office.

Admission Procedure

Students seeking to pursue architecture at Andrews University must first submit an Andrews University undergraduate application for acceptance to the pre-architecture years. Upon completion of the pre-architecture years, students must apply for acceptance into the professional degree track. This application packet is submitted directly to the Division of Architecture, and may be obtained from the division office. Please note that acceptance to the university for the pre-architecture years does not guarantee acceptance to the professional degree track. Upon acceptance to the professional degree track, academic standards must be maintained in order to move from the Bachelor of Science in Architecture degree to the final year of study, resulting in the Master of Architecture degree.

Transfer Students

Transfer applicants who have no previous work in architectural design must complete the foundation (pre-architecture) years and then make formal application to the professional degree track.

Advanced Standing. Transfer students from another architecture program may apply for advanced standing (third or fourth year) in the professional degree track. The Division of Architecture does not accept applications to the Master of Architecture Year only. Some transfer students applying for admission to the professional degree track, however, may be required to submit both the university application and the Division of Architecture application. Please contact the Division for specific information.

Tentative placement into the design sequence is made after the Admissions Committee has evaluated the student's submissions. After one term, the student is given final placement in the design sequence and, on the basis of transfer-course evaluations, receives credit for previous academic work towards the Andrews University degree.

Summer Studio. In some cases, completion of the Summer Studio program is best for transfer students. Prior to application, students must have a transcript analysis done by the Division of Architecture to determine eligibility for the program.

Application to the Summer Studio is made by filling out an Andrews University Undergraduate Application. Students applying to this program, in addition to applying to Andrews University, must also contact the Division of Architecture directly to confirm their reservation for the class.

Academic Standards

A grade of C- or higher is required in order to continue in the design studio sequence. A grade of less than C- requires a student to repeat that studio before advancing in the studio sequence. Faculty approval is required for any studio course to be repeated. (This includes ART104, ARCH126, 215, 247, 318, 320, 441, 442.) Refer to the MArch Professional Degree section for graduate academic standards.

Computer Policy

The Division of Architecture regards the computer as a tool helpful in achieving the purposes of the Program Mission, and to students in their professional development. Use of the computer in the curriculum varies by course.

Students are required to have a laptop computer and software meeting guidelines available in the Division office. Because computer technology changes rapidly and frequently, a revised policy is drafted in the Fall semester outlining the specific requirements for each year. Consequently, the Division recommends awaiting each year's minimum specifications prior to making purchases. Students must possess a laptop by the beginning of Fall Semester Pre-Arch Year Two. Transfer students entering Pre-Arch Year Two must possess a laptop by the beginning of the academic year.

Laptop network cards are purchased by the student.

Other Policies

Students are responsible for all policies outlined in the *Division of Architecture Student Handbook*.

Professional Degree Track

Pre-Arch Year One

General Education—23

COMM104, ENGL115, HIST117, 118, HLED120, MATH168, RELT100, INFS110

Architecture Core—6

ARCH126, 150

Required Cognate—3

ART104

Continued Undergraduate Enrollment Requirements—2.5 Cumulative GPA

Pre-Arch Year Two

General Education—5

PE elective, PHYS141

Architecture Core—26

ARCH201, 202, 205, 215, 247, 315, 316

Continued Undergraduate Enrollment Requirements

Application to continue undergraduate program

1. Application and \$40 fee
2. Cumulative GPA of 2.75
3. Portfolio
4. Three letters of recommendation (two must be from academic sources)
5. Letter of Intent
6. Acceptance into Professional Degree Track

Architecture Years Three & Four

BSA

General Education—15

BHSC100, ENGL215, PE elective, Religion electives

Architecture Core—40

ARCH318, 320, 335, 336, 370, 434, 441, 442, 449, 459

Summer Abroad—6

ARCH330

Architecture Electives—13

Total credits for BSA degree—137

Summer Abroad. Each student is required to attend the Summer Abroad Program offered every summer. This program is usually four weeks in duration. Students completing Architecture Year Three should make plans accordingly. For further information, consult the Division of Architecture.

Architecture Electives. Of the 13 undergraduate and 15 graduate credits, a minimum of 2 credits are required in Community Project and a minimum of 2 credits are required in Environmental Technology or Sustainable Design.

Graduate-Year Enrollment

Graduate Admission Requirements. In addition to meeting the General Minimum Admission Requirements for graduate degree programs on p. 44, the following Division requirements apply to the graduate phase of this program. (These are subject to change by action of the Division's Academic Policies and Curricula Committee.)

1. Completion of a baccalaureate degree—BSA: Architecture.
2. Successful completion of all undergraduate coursework with a minimum GPA of 2.75.

MArch Professional Degree

Architecture Core—19

ARCH450, 521, 522, 535

Architecture Electives—12

A minimum of 12 credits of architecture electives at the graduate level. Selection of electives outside of Division offerings requires the approval of the Division faculty.

Continued Graduate Enrollment Requirements

1. No grade lower than C (2.00) in any course in the graduate portion of the program.
2. A student whose cumulative graduate GPA falls below 3.0 in any given term is placed on academic probation. A student is normally disqualified if they do not increase their graduate GPA to 3.0 during the academic term of probation.
3. A minimum cumulative GPA of 3.0 is required to receive the Master of Architecture degree.

MArch 3^{1/2} Year Track

Architecture Core—83

ARCH150, 201, 202, 205, 247, 315, 316, 318, 320, 335, 336, 370, 434, 441, 442, 449, 450, 459, 521, 522, 535

Architecture Electives—17

Recommended Prerequisite—ARCH126 is recommended, or may be required at the discretion of the Admissions Committee.

Total credits for 3^{1/2} Year MArch degree—100

Non-Professional Degree

BS: Architectural Studies

BS Core—37

General Education—57

See general education requirements for BS degree.

Major Requirements—16

ARCH126, 150, 215, 315, 316

Major Electives—21

A minimum of 9 upper division credits from courses with ARCH acronyms.

Cognate Requirements—6

ART104, 207

Minor Requirements—22

General Electives—5

Total credits for the BS degree—127

Minor in Architectural Studies—22

ARCH126, 150, 215; plus 12 additional credits with a minimum of 6 upper division credits from courses with ARCH acronyms.

Courses

(Credits)

See inside front cover for symbol code.

ARCH126

(3)

Drawing and Graphics Studio

Introduction to freehand drawing and architectural drawing graphic conventions. Exercises include freehand and drafted drawings of building plans, sections, and elevations, and an introduction to three-dimensional representation. *Spring, Summer*

ARCH150

(3)

Introduction to Architecture

Emphasis on design concepts, professional vocabulary, historical appreciation, contemporary issues, and values that are important to the mission of the Division of Architecture. Open to all students. *Fall*

ARCH201

(3)

Construction I

An overview of site work, foundation, and structural systems as well as an investigation into the structural and material properties, assembly methods and detailing primarily for wood and masonry construction system. *Fall*

ARCH202

(3)

Construction II

An investigation into the structural and material properties, assembly methods and detailing primarily for steel and concrete construction systems as well as an introduction to cost estimating. Prerequisite: ARCH201. *Spring*

ARCH205

(4)

General Structures

Topics in statics, strength of materials and structural analysis. Design of steel and wood structural systems. Prerequisites: MATH168 & PHYS141. *Spring*

ARCH215

(3)

Introduction to Design Studio

Introduction to formal composition, architectural typology and principles of building context in the design of buildings and artifacts with simple program elements. Prerequisite: ARCH126. *Fall*

ARCH247

(5)

Architecture as Craft Studio

Design projects focusing on the materiality of architecture and the logic of construction. Prerequisites: ARCH215. *Spring*

ARCH299

(1–4)

Independent Study

Study of special topics not currently offered by the Division of Architecture. In consultation with a professor, the student researches a selected area, filing a copy of the completed project report in the

Division of Architecture office. A minimum of 30 hours of work required for each credit. May be repeated for a total of 6 credits.

ARCH315 (3)
History of Architecture I

Chronological overview of the history of architecture from pre-history through the 14th century (Gothic). Emphasis is on the vocabulary and design of buildings, their symbolic relationships, and their meaning in a cultural and human context. Prerequisites: HIST117, 118 & ENGL115. *Fall*

ARCH316 (3)
History of Architecture II

Chronological overview of the history of architecture from the 15th century (Renaissance) to today. Emphasis is on the vocabulary and design of buildings, their symbolic relationships, and their meaning in a cultural and human context. Prerequisites: HIST117, 118 & ENGL115. *Spring*

ARCH318 (5)
Background Building Studio

Design of a commercial and/or residential building(s) of increased programmatic complexity, in the physical and cultural setting of a traditional small town or urban neighborhood. Prerequisite: ARCH320. *Spring*

ARCH320 (5)
Placemaking Studio

The design of buildings as it relates to human experience with increased complexity of program and form. Prerequisites: ARCH247. *Fall*

ARCH330 (6)
Analytical Summer Abroad

A course focusing upon study, analysis, and documentation of buildings, spaces, and/or gardens in another country. Venues may change from year to year. Prerequisite: ARCH318. *Summer*

ARCH335 (3)
Environmental Technology I

Introduction to environmentally, energy-conscious design concepts with the primary focus on climate and site analysis. An overview of standard evaluation methods for thermal performance in both design development and qualitative building evaluations covers heat loss/gain, thermal and solar envelope, HVAC system selection and layout. Principles of water conservation, collection and supply, and the treatment and disposal of liquid and solid wastes. *Fall*

ARCH336 (3)
Environmental Technology II

Principles of design for fire safety and code compliance. Principles of electricity and a brief survey of electrical systems and wiring design. The design and location requirements of elevators and moving stairways and walks. A qualitative overview of lighting and acoustics and their integration into the design of buildings with introductory quantitative methods. Prerequisite: PHYS141. *Spring*

ARCH370 (3)
Person-Environment Theory

Studies in the relationship between people and the environment, including a consideration of towns, cities, gardens, buildings, and artifacts, as well as the cultural and natural landscape. Prerequisite: ARCH320.

ARCH390/485 (1-4)
Special Topics in _____

Based on selected topics of current interest in architecture offered by the Division of Architecture. May be repeated in different topic areas. Topics include, but are not limited to, Architecture of the Ancient Americas, Islamic Architecture, Furniture Design, Surveying.

ARCH395/595 (2-6)
Community Project in Architecture

"Hands-on" involvement in humanitarian and/ or service oriented projects. Work initiated by students requires prior approval of faculty. Graded on S/U basis. May be repeated for up to 6 credits.

ARCH396 (1-6)
Cooperative Work Experience

Supervised work with an architecture or construction firm. 120 hours of work is required for each credit. May be repeated up to 6 credits. Prerequisites: 3rd year standing and application one semester in advance of the planned work. Graded on S/U basis.

ARCH434 (4)
Urban Studies

A broad survey, both typological and historical, of the physical characteristics of cities and their development, with an emphasis upon urban form as a cooperative human artifact embodying particular cultural values and ideas. Prerequisites: ENGL115; HIST117, 118. *Fall*

ARCH441 (6)
Foreground Building Studio

Design of a public and/or civic building in the physical and cultural setting of a traditional small town or urban neighborhood. Prerequisite: ARCH205, 318; Corequisite: ARCH449. *Fall*

ARCH442 (6)
Integrative Design Studio

Comprehensive building design project: site design, building design, and development of architectural detail (including integration of materials and structural and environmental systems). Prerequisite: ARCH441. *Spring*

ARCH449 (3)
Integrative Design

Preliminary design of the structure and environmental control systems for a concurrent studio project. Building codes, accessibility standards, and zoning ordinances are reviewed for design implications. Prerequisite: ARCH205; Corequisite: ARCH441. *Fall*

ARCH450 (3)
Applied Structures

Application of the principles of statics and strength of materials to the design of reinforced concrete and masonry structures. Lateral forces, wind and seismic loads, and the structural divisions of the Architect's Registration Examination will be reviewed. Prerequisite: ARCH205. *Spring*

ARCH459 (3)
Design Theory

A survey and analysis of architectural thought, including readings from both historical and contemporary sources. Prerequisite: ARCH315.

ARCH499 (1–4)***Independent Research***

Study of special topics not currently offered by the Division of Architecture. In consultation with a professor, the student researches a selected area, filing a copy of the completed project report in the Division of Architecture office. A minimum of 30 hours of work required for each credit. May be repeated for a total of 6 credits.

Graduate**ARCH521 (6)*****Urban Design Studio***

Urban design proposal for a small town (or parts thereof), urban neighborhood, or college campus. *Fall*

ARCH522 (6)***Visiting Critic/Topic Studio***

Design project(s) to be determined by Visiting Critic and regular faculty. Topic of studio varies. Prerequisite: ARCH521. *Spring*

ARCH535 (4)***Professional Practice***

Lectures and seminars focusing on Judeo-Christian values and social responsibilities in the profession. Studies introduce conventional practice methods and career planning for present and future. Topical areas include the role of the architect, organization and management of the firm, and project administration. *Fall*

ARCH599 (1–4)***Independent Research***

Study of special topics not currently offered by the Division of Architecture. In consultation with a professor, the student researches a selected area, filing a copy of the completed project report in the Division of Architecture office. A minimum of 30 hours of work required for each credit. May be repeated for a total of 6 credits.

SCHOOL OF BUSINESS

Chan Shun Hall, Room #201
 (269) 471-3632; FAX: (269) 471-6158
 sba-info@andrews.edu
 http://www.andrews.edu/SBA

Allen F. Stembridge, *Dean*

Academic Programs	Credits
Minors	
Accounting	21
Business Administration	21
Economics	21
Finance	21
Information Systems	21
Management	21
Marketing	21
Associate of Science	
General Business	27
Bachelor of Arts	
Economics	36
Bachelor of Business Administration	
Accounting	69
Finance	69
Information Systems	69
International Business	69
Management	69
Marketing	69
Joint Degrees	
BBA/BA: International Business and Language	96
BBA/BA: Music	110
Master of Business Administration	33
Master of Science in Administration	
Church Administration	33

Mission

Andrews University educates its students for generous service to the church and to society in keeping with a faithful witness to Christ and to the worldwide mission of the Seventh-day Adventist Church. Given this Christian worldview, the School of Business offers high quality education in business and information systems to all who qualify, both church members and others of goodwill. We emphasize excellence in teaching in our disciplines, challenging students to search for knowledge and for that wisdom illumined by Christian insight.

The faculty of the school are committed to scholarly research and to service in society as important components of our teaching mission. A unique interest is improving business practices within the church through both research and service.

The School of Business offers preparation for careers in for-profit and not-for-profit organizations. We foster critical thinking, creative expression, and mastery of analytical tools. Students are exposed to recent research and thinking in each discipline. The broad general education preparation provides the basic tools for academic and professional achievement.

History

The school traces its origin to 1908 with the establishment of the Commercial Department of Emmanuel Missionary College. In 1952 all business instruction was organized into the Department of Business Administration. MBA candidates were admitted to the graduate program in 1964.

In July 1980, the School of Business was organized, becoming the third professional school of the university. The school, now housed in Chan Shun Hall, is accredited by the North Central Association of Colleges and Schools. It is also a member of the Association to Advance Collegiate Schools of Business (AACSB International).

Baccalaureate Degree General Requirements

Admission, Progression, and Graduation. Applicants should read the sections of this bulletin on Undergraduate Admission, Undergraduate Academic Information, Baccalaureate Degree Requirements, and General Academic Information. Students should be familiar with the minimum admission and graduation requirements as described in these sections.

Specific requirements for undergraduate majors, minors, and professional-degree programs are listed under the departmental sections. Requirements for the Associate Degree and the Minor in Business Administration are listed below.

General Education Requirements

The philosophy and goals of General Education at Andrews University as well as the adjustments in the requirements for professional degree programs in the School of Business are listed on pp. 35–39.

Requests for waivers or substitutions of General Education requirements, if necessary, should be submitted to the dean before filing a request for graduation.

Bachelor of Business Administration Degree Program

The BBA degree includes an interdisciplinary emphasis and does not require a minor. All courses used to meet major requirements must be selected in consultation with the major professor or advisor. To receive the Bachelor of Business Administration degree, students must satisfy the following requirements and complete the courses indicated.

General Graduation Requirements. See pp. 28–29 for baccalaureate degree general graduation requirements.

Business Major Course /GPA Requirements. Students must complete the required and elective major courses (27 credits) with a minimum GPA of 2.33 (C+). The GPA is figured including all courses attempted—even those in which a D is received and which, therefore, do not apply towards the 27 credits of the major.

BBA Core Requirements—39

ACCT121, 122; BSAD341, 355, 365, 475, 494; ECON225, 226; FNCE317; INFS110, 215; MKTG310.

Cognates—3

STAT285

Residence Requirement. Students must complete in residence in the School of Business at Andrews University a minimum of 50% (33 credits) of the course work for the BBA degree (66 credits=39 credits in the BBA core + 27 credits in BBA required/elective major courses).

Transfer Work. The School of Business does not accept 100-200 level courses (i.e. lower division) as transfer work to replace 300-400 level courses (i.e. upper division).

English Language Proficiency Requirements. The School of Business does not permit undergraduate students to register for courses in the School of Business unless they are at the Advanced Level in ELI. It also does not permit students to register for its graduate classes unless they have met the University requirements for Regular Admission Status for English proficiency (i.e. TOEFL=550(213) or MELAB=80). The School of Business also does not permit graduate students to register for prerequisite courses for the MBA or MSA programs unless they are at the Advanced Level in ELI.

General Education Requirements. See p. 39 for the BBA General Education requirements (47 credits). An ethics course is required for all BBA students. Students are encouraged to take RELT390, Christian Business Ethics. Students planning to go on to graduate school are urged to take either MATH141 or MATH182 in addition to the General Education requirements listed.

Bachelor of Arts Degree Program

To receive the Bachelor of Arts degree in Economics, students must satisfy the following requirements and complete the courses indicated.

General Graduation Requirements. (See pp. 28–29 for baccalaureate degree general graduation requirements).

Major/Cognate Requirements. Complete requirements for the major (30 credits), and for cognates (6 credits).

General Education Requirements. See p. 38 for the BA General Education requirements.

BBA/BA: International Business and Language

This program prepares students for international careers with business and language skills, providing practical, on-site, work experience and an academic background in international affairs. Students receive two separate but integrated degrees: a Bachelor of Business Administration with a major in management and a Bachelor of Arts in language for international trade. See pp. 143–144 under International Language Studies for a full description.

General Education Requirements—47
(see p. 39 BBA General Education requirements)

Specialized Studies in Language—27

French requires a minimum of 27 credits including FREN415, FREN420 or 430, and 3 credits of an elective course at the 400 level.

All majors are required to attend a full academic year at the Centre universitaire et pédagogique du Saleve, Collonges, France.

Spanish requires a minimum of 27 credits including SPAN420, 426 or 436, 470 and 3 credits of an elective course at the 400 level.

All majors are required to attend a full academic year at Colegio Adventista de Sagunto, Spain, or Universidad Adventista del Plata, Argentina.

Business Core and Business Major with Cognates—69

Business core—39

(See p. 228)

Business major—27

Required major courses—15

BSAD345, 384, 410, 450, 467

Group A—3

Choose one of the following: FNCE426, ECON427, 454

Group B—9

MKTG465, INLS490, 495

Cognates—3

STAT285

Total credits for the BBA/BA—143

BBA/BA: Music

This program prepares students for pursuing career options, which combine the skills and creativity of business and the musical arts. Upon completion of this five-year program students receive two separate but integrated degrees: a Bachelor of Business Administration with a major to be chosen from among BBA majors listed in the School of Business Bulletin in consultation with a Department of Music advisor, and a Bachelor of Arts in Music. Note that in order to receive the BA with major in Music students in this program must take additional general education course work as described below:

General Education Requirements—46

Religion—12

Take RELT100 and either RELT340 or 390

Plus two courses chosen from RELB210, 225, RELT250 or RELP400.

Arts and Humanities—6

HIST118

Select one from the following: ENGL255, MUHL214, ARTH220, PHIL224

Physical/Natural Science—8

Social Science—6

PSYC101, SOCI119

Language and Communications—8

ENGL115, 215, COMM104

Mathematics—3

MATH166

Wellness—3

HLED120

Two activity courses

Service—2+

BHSC100 (plus fieldwork)

Note: In order to receive the BA in Music students in this program must take the following additional credits of General Education course work:

Additional General Education Requirements—15

Arts and Humanities—5

HIST117, IDSC211

Physical/Natural Science—3

Choose one of the following: PHYS110, BIOL208, BIOL330, PHYS405, CHEM110

Social Science—3

Choose one of the following: BHSC220, BHSC235, IDSC237

Language/Communication—4

Intermediate language

Bachelor of Arts in Music—min. 41

MUCT101, 102, 131, 132, 201, 202, 231, 232; MUHL446, 447, 448, 458; MURE420; minimum 8 credits of applied music which includes a recital or project; 4 credits of ensemble; 2 credits of electives; Piano proficiency.

Business Core and Business Major with Cognates—69**Business core—39**

ACCT121, 122, BSAD341, 355, 365, 475, 494; ECON225, 226, FNCE317, INFS110, 215, MKTG310.

Business Major—27

To be chosen from among BBA majors listed in the School of Business *Bulletin* in consultation with a Department of Music advisor. These majors include: accounting, finance, information systems, international business, management and marketing.

Cognates—3

STAT285

Total credits for the BBA/BA—min. 171

Associate of Science Degree

The Associate of Science degree prepares students for entry-level job opportunities in the business field. The degree is designed for the student who cannot stay in college for a four-year degree or who wishes to interrupt his/her program for a period of time and return to college to complete a four-year baccalaureate degree.

To be eligible to receive the Associate of Science degree, students must satisfy the following requirements and complete the courses indicated:

Business Core Courses—15

ACCT121, 122, INFS110, ECON225, 226

General Education requirements—30–32

See p. 43.

Courses in the General Business Emphasis. Students must select and complete the courses required as listed below.

General Elective Courses. Sufficient credits to complete the 62 credits required for graduation.

Associate Degree Area of Emphasis**General Business Emphasis**

Select from the following:

BSAD104, 210, 341, INFS215—9

Business core (see above)—15**Cognates—3**

STAT285

General Education (see above)—30**General electives—5**

Total credits for the AS degree—62

Minor in Business Administration**Required courses—15**

ACCT121, 122; BSAD341; ECON225, 226

Electives in business—6

Upper-division electives required

Total credits for the minor—21

Minors may also be obtained in Accounting, Economics, Finance, Information Systems, Management or Marketing. For the requirements for these minors, see the individual departmental descriptions.

Graduate Degree Program Information**General Requirements for Admission, Progression, and Graduation.**

Students applying for the MBA and MSA programs should read carefully the sections of this bulletin on Graduate Admission, General Academic Information, and Graduate Degree Academic Information. Applicants to the School of Business must be informed about the minimum admission and graduation standards required of all graduate students.

Special MBA Admission Requirement. Students applying for the MBA degree are required to take the GMAT exam (applicants to the MSA programs may elect to take either the GMAT or the GRE). Applicants for the MBA should note carefully the formula score based on GPA and GMAT results: it is used in evaluating applicants to the School of Business.

Undergrad							
Cumulative	x	200	+	GMAT score	=	1000	
GPA				(400 min.)			

Admission to the MBA program requires a minimum formula score of 1,000 computed by multiplying the undergraduate cumulative GPA by 200 and adding that product to a GMAT score of at least 400.

Description of Graduate Degree Programs. See Graduate Programs (p. 240) for degree requirements for interdepartmental graduate degrees in the School of Business.

ACCOUNTING, ECONOMICS AND FINANCE

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Faculty

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David Beckworth
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Alan Kirkpatrick

Academic Programs	Credits
BA: Economics	36
BBA: Accounting	69
BBA: Finance	69
BBA: International Business	69
Minor in Accounting	21
Minor in Economics	21
Minor in Finance	21
Graduate programs are listed on p. 240.	

Mission

The Department of Accounting, Economics, and Finance offers majors that are intellectually stimulating, professionally challenging, and rewarding. We endeavor to provide the best preparation possible for careers in business, government, academia, and the church.

The faculty seeks to provide students with training and education which will qualify them for employment in a multicultural and global environment. A Christian education encourages an awareness of moral and ethical responsibilities in one's personal and professional life. It is in this context that the department holds up Jesus Christ as the best model for personal responsibility and development and seeks to encourage its students to follow His example.

Undergraduate Programs

Accounting

Accounting is concerned primarily with (1) measuring income, expenditures, and wealth generated by a business enterprise, and (2) communicating information about the financial condition of economic organizations and the results of their financial activities. Thus, accounting is the language of business—the backbone of the free enterprise system.

The accounting major is designed to meet the needs of students preparing for accounting careers in business, government, not-for-profit organizations, or public accounting, including those who desire to secure, through state examination, the status of Certified Public Accountant (CPA) or that of Certified Management Accountant (CMA).

Students planning to sit for the CPA exam should consult their state's Board of Public Accountancy before planning their accounting program. Each state has its own rules, regulations, and specific course requirements. Assistance may be obtained from the Accounting faculty.

All accounting majors must obtain a C (2.00) minimum grade in ACCT121, 122.

BBA: Accounting

Required courses—21

ACCT320, 321, 322, 365, 456, 465, 476

Elective major courses—6

Major Group A electives—3–6 credits

ACCT330, 455, 467; BSAD487

Major Group B electives—0–3 credits

FNCE397

BBA core—39

BBA cognates—3

General Education—49

General electives—6

Total credits for the BBA degree—124

Minor in Accounting

Required courses—15

ACCT121, 122, 321, 322, 330

Minor electives—6

must include FNCE317 and one other accounting course

Total credits for the minor—21

Economics

The program in economics is devoted primarily to the study of the economic principles and institutions that affect business activity. The Bachelor of Arts major in economics grounds the student deeply in liberal arts education, offers opportunities for electives and, if desired, a minor. The degree is designed for individuals who seek to become professional economists or to pursue graduate or professional school. This major is frequently selected by those planning a degree in law or medicine.

Students expecting to study economics at the graduate level should consult with the economics faculty to develop necessary quantitative skills. A minor in mathematics or physics is highly recommended.

All economics majors must obtain a C (2.00) minimum grade in ECON225 and ECON226.

BA: Economics

The General Education requirements for the BA degree apply. Students considering a graduate economics program should substitute MATH166 for MATH145 for general education requirements. Students also should take an upper division course in political thought such as HIST400 or a similar course.

Required major courses—12

ECON225, 226, 334, 335

Elective major courses chosen from—18

ECON275, 308, 320, 328, 330, 367, 415, 427, 440, 454

Cognate requirement—6

MATH141 or 182; STAT285

General Education requirements—62–67

General electives or minor—21–26

Total credits for the BA degree—124

Minor in Economics**Required courses—12**

ECON225, 226, 334, 335

Minor electives—9

Courses at the 300 or 400 level chosen from ECON offerings

Total credits for the minor—21**Finance**

The finance major is designed to prepare students for careers in financial management. Through a carefully coordinated sequence of courses, the program covers many of the factors that influence financial decision making and provides specific tools for analyzing and interpreting financial data. Students will acquire skills that will help them launch a career in the areas of corporate finance, investments, banking, and financial planning.

All finance majors must obtain a C (2.00) minimum grade in FNCE317.

Minor in Finance**Required Courses—12**

ACCT121, 122, FNCE317, 397

Minor Electives—9

Chosen from the following: FNCE330, 394, 426, 429, ECON328

Total credits for the minor—21**BBA: Finance****Required major courses—9**

ACCT321; FNCE397, 410

Electives—18

Chosen from ACCT322; ECON328, 330, 415; FNCE330, 394, 426, 429, 430; BSAD487

BBA core—39**BBA cognates—3****General Education requirements—49****General electives—6****Total credits for the BBA degree—124****International Business**

This major enables students to acquire a knowledge base that develops their capacity to work for an organization that operates in a global setting. Students may select electives in one academic discipline that suits their special area of interest, or take any of the elective courses listed below to meet the degree requirements.

BBA: International Business**Required major courses—15**

BSAD450, 467; ECON454; FNCE426; MKTG465

Electives—12

Economics Electives—0–12

ECON275, 328, 415, 427

Finance Electives—0–12

FNCE397, 410, 429, ACCT330

Management Electives—0–12

BSAD345, 384, 410, 470

Marketing Electives—0–12

MKTG320, 368, 440, 456

BSAD487 (international focus)

BBA core—39**BBA cognates—3****General Education requirements—49****General electives—6****Total credits for the BBA degree—124****Courses****(Credits)**

See inside front cover for symbol code.

Accounting**ACCT121, 122****(3, 3)*****Fundamentals of Accounting***

Emphasis upon understanding the accounting cycle and the content and preparation of financial statements. Cost and managerial concepts examined. *Fall, Spring*

ACCT320**(3)*****Business Communication***

Designed for the accounting major, this course focuses on techniques of successful communication in the business world. The course introduces strategies for various business situations including memos, letters, meetings, presentations, reports, and electronic correspondence. The course also examines methods of organizing and presenting information and of developing a professional communication style. Prerequisites: COMM104, ENGL215. *Spring*

ACCT321, 322**(3, 3)*****Intermediate Accounting***

Accounting theory and problems in the classification of transactions, asset and liability valuation, income determination, and the presentation and interpretation of financial statements. Study of generally accepted accounting principles. Students may not enroll in ACCT321, 322 unless they have obtained a grade of C or higher in ACCT121, 122. A grade of C or higher in ACCT321 is required for admission to ACCT322. Prerequisite: ACCT122. *Fall, Spring*

ACCT330**(3)*****Cost and Managerial Accounting***

Study of cost determination, accumulation, and allocation procedures. Preparation and utilization of financial information for internal management purposes; emphasis on job order, process and standard costs systems cost-volume-profit relationship, relevant cost, budgeting, performance evaluation, and control. Prerequisite: ACCT122. *Fall*

ACCT365**(3)*****Individual Taxation***

Study of federal income taxation of individuals, of business expenses, and of property transactions. Prerequisite: ACCT121. *Fall*

ACCT455**(3)*****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: ACCT122. *Fall*

ACCT456**(3)*****Advanced Accounting***

Study of accounting for business combinations and the preparation of consolidated financial statements; foreign currency financial statements; SEC reporting. Prerequisite: ACCT322. *Spring*

- ACCT465** (3) are examined, as well as modern banking and the money supply. Applicable toward General Education requirements in the social sciences. *Fall*
- Auditing**
- Internal and external auditing; current professional standards, ethics of the auditor with emphasis on internal control and evidence gathering. Prerequisite: ACCT322. *Fall*
- ACCT467** (3) **ECON226** (3)
- Corporate Taxation** *Principles of Microeconomics*
- Studies federal income taxation of corporations, partnerships, estates, and trusts. Prerequisite: ACCT365. *Spring*
- Explores theories currently used to explain how people choose what to consume and produce. Analysis extended to well-defined groups such as business firms; also explores the phenomenon called “the market” with its prices and the way people react to them. Algebra used extensively. *Spring*
- ACCT476** (3) **ECON275** Alt (3)
- Accounting Information Systems** *Economic Thought*
- Planning and operation of electronic data-processing systems in accounting and the use of the information generated for financial reporting and control. Prerequisites: ACCT112 and junior class standing. *Spring*
- The development of economic thinking from late medieval times to the present. Survey begins with the Mercantilists, extends through Adam Smith to 20th century thinkers such as Joan Robinson, Milton Friedman, and John M. Keynes. *Spring*
- ACCT500** (2) **ECON320** Alt (3)
- Survey of Accounting** *U.S. Economic History*
- Studies fundamental concepts of financial accounting. Topics include the accounting cycle, financial statement preparation, content and analysis of financial statements. Not available for MBA program. *Fall, Spring*
- A survey of the United States’ growth and transformation into an industrialized nation. Economic analysis is used to explain the sources and consequences of U.S. economic change. Topics covered include the rise of the corporation, the emergence of a national market, financial development, slavery, government regulation, transportation, the Great Depression, and rapid post-World War II growth. *Spring*
- ACCT586** (3) **ECON328** Alt (3)
- Tax Research** *Money and Banking*
- Study of the legislative, administrative, and judicial sources of tax law, as well as the resources and techniques used to find a competent and professional conclusion to a tax problem. Extensive research of tax issues and presentation of research is required. Prerequisite: ACCT365. Recommended: ACCT467. *Fall*
- Commercial banking, the operation and controls of the Federal Reserve System, money and credit in circulation, and the effect of monetary policies. Prerequisites: ECON225, 226. *Fall*
- ACCT615** (3) **ECON330** Alt (3)
- Accounting Theory** *Health Economics*
- An examination of the standard-setting process and selected accounting research, and analysis of major problem areas of financial accounting. A research paper is required. Prerequisite: Equivalent of 1 year of intermediate accounting. *Spring*
- An application of economic principles to the health-care industry. Demand for and supply of health-care services are analyzed to determine their effect on cost. Examines the impact of insurance, technology, and regulation on the industry. Prerequisite: ECON226.
- ACCT620** (3) **ECON334** (3)
- Financial Statement Analysis** *Intermediate Microeconomics*
- This course develops the skills necessary to interpret and use financial statement information effectively to assess profitability and risk, and provides a framework for business analysis and valuation. Requirements include research and written analysis of financial statements, SEC filings, and other public disclosures. Prerequisites: ACCT 121, 122.
- Theoretical analysis of consumer behavior, individual prices, and the allocation of specific resources to particular uses in a market setting. The economic behavior of individuals and well-defined groups of people is examined, with an introduction to welfare economics. Students may not enroll in ECON334 unless they have obtained a grade of C or higher in ECON226. Prerequisites: ECON226, MATH141 or 182. *Fall*
- ACCT625** (3) **ECON335** (3)
- Financial Analysis and Reporting** *Intermediate Macroeconomics*
- Develops business leaders’ financial-statement literacy. Topics include: understanding the nature of business transactions; identification of relevant economic events for reporting; determination of appropriate financial measures for those events; analysis of the effects of those events in organization’s performance and financial condition. Not available for MBA program.
- Determinants of aggregate employment, income, consumption, investment, and the price level in contemporary models. Students may not enroll in ECON335 unless they have obtained a grade of C or higher in ECON225. Prerequisites: ECON225, 226. *Spring*
- Economics**
- ECON225** (3) **ECON367** Alt (3)
- Principles of Macroeconomics** *Labor Economics and Relations*
- Analysis of national income and expenditures according to current theories. Inflation, economic growth, and unemployment
- An analysis of the labor market focusing on labor demand, supply, wage differentials, human capital, discrimination, and unions. *Spring*

- ECON415** **Alt (3)**
Introduction to Econometrics
 Topics include probability sampling, hypothesis testing, regression techniques, and problems of multicollinearity, heteroscedasticity, and auto-correlation. Prerequisites: STAT285 or 340, MATH141 or 182. *Fall*
- ECON427** **Alt (3)**
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. *Fall*
- ECON440** **Alt (3)**
Public Finance
 The course integrates economic theory with applications in the field of public finance. Focuses on detailed microeconomic analysis of government functions, expenditures, and finance. Recent public finance issues are discussed. Prerequisites: ECON225, 334. *Fall*
- ECON454** **Alt (3)**
International Economics
 A description and theoretical analysis of international trade, balance-of-payments accounts, the mechanisms of international economic adjustment, the theory of comparative advantage, and economic integration. Prerequisites: ECON225, 226. *Spring*
- ECON500** **(2, 2)**
Survey of Economics: Micro- and 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. *Fall, Spring*
- ECON525** **(3)**
Global Macroeconomic Analysis
 The study of global macroeconomic issues facing firms. Within the context of competing economic theories, the course considers domestic policies, international trade and payment issues, economic growth, international institutions and the spread of regional crises, and the impact of stabilization policies on firms. Development of a spreadsheet model of an economy is required. Prerequisite: ECON225. *Fall*
- ECON530** **(3)**
Operations/Managerial Economics
 The use of economic theory and optimization techniques as tools of management decision making within a business firm are studied. Statistical analyses such as regression techniques will be utilized. A case study is required. While microeconomics serves as a foundation, emphasis on quantitative approaches also requires knowledge of basic calculus and statistics. Prerequisites: ECON226, BSAD475 or IND460, STAT285. Calculus recommended. *Spring*
- FINANCE**
- FNCE206** **(3)**
Personal Finance
 A comprehensive look at the management of one's personal finances; covers budgeting, use of and cost of credit, life and property insurance, taxation, housing, wills, trusts, estate planning, and savings and investments. Does not apply to a business major. *Fall*
- FNCE317** **(3)**
Business Finance
 A managerial approach to financial analysis, planning, and control. Management of working capital, long-term assets, and long-term financing. Prerequisites: ACCT122, MATH166. *Fall, Spring*
- FNCE330** **Alt (3)**
Financial Planning
 An integrative approach to financial planning incorporating time value of money, financial statements, federal taxation, risk management and insurance concepts. Emphasis will be placed on developing a framework for formulating sound financial plans. Prerequisite: FNCE317. *Spring*
- FNCE394** **Alt (3)**
Futures and Options Markets
 The theory of futures pricing and options pricing, and the application of the theory to develop a framework for analyzing hedging and investment decisions using futures and options. Attention to practical considerations in the use of these investments. Prerequisite: FNCE317. *Fall*
- FNCE397** **(3)**
Investments
 The techniques, vehicles, and strategies for implementing investment goals in light of risk-return tradeoffs. Key factors that determine the composition of the individual or institutional portfolios emphasized. Prerequisite: FNCE317. *Spring*
- FNCE410** **(3)**
Intermediate Business Finance
 A study of more advanced topics in corporate finance and an application of previously covered topics with the use of cases. Prerequisite: FNCE317. *Spring*
- FNCE426** **Alt (3)**
International Finance
 The financial management of international enterprises. Short- and long-term capital sources and uses. Capital budgeting in changing foreign exchange conditions. Exchange exposure coverage, taxation impacts, and global-risk diversification. Prerequisite: FNCE317. *Fall*
- FNCE429** **Alt (3)**
Portfolio Theory
 Theories and techniques for management of portfolios; emphasis on the portfolio manager's role in diversification and meeting investors' goals, and a review of empirical literature. Prerequisite: FNCE317. *Spring*
- FNCE430** **Alt (3)**
Finance Economics Seminar
 A survey of contemporary issues in financial markets, with an emphasis on financial market innovations, financial system stability, and the role of government. The class is taught in a seminar setting and relies on extensive selected reading from current trade books and periodicals. Prerequisites: FNCE317, ECON225, 226.

FNCE526 (3)
Multinational Financial Management
 The financial management of international enterprises and global portfolio analysis. Short- and long-term capital sources and uses. Capital budgeting in changing foreign exchange conditions. Exchange exposure coverage and taxation impacts. Research paper/ presentation is required. Prerequisite: FNCE317. *Summer*

FNCE675 (3)
Financial Management
 An advanced study of major topics in corporate financial management. These topics include valuation of financial assets, investment in long-term assets, capital structure, dividend policy, working capital management, and other specialized topics, such as risk management, and international finance. Prerequisite: FNCE317. *Spring*

FNCE680 (3)
Investment Strategy
 Study of security risk-and-return concepts, security analysis, and concepts of market efficiency. Emphasizes equity investments, bonds, options, future, and international securities. Case analyses are required. Prerequisite: FNCE317. *Summer*

MANAGEMENT, MARKETING AND INFO SYSTEMS

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Academic Programs	Credits
BBA: Management	69
BBA: Marketing	69
BBA: Information Systems	69
Minor in Management	21
Minor in Marketing	21
Minor in Information Systems	21
Graduate Programs are listed on p. 240	

Mission

The Department of Management, Marketing, and Information Systems of the School of Business prepares students for the challenge of working with people in for-profit and not-for-profit organizations, serving worldwide within the Seventh-day Adventist Church organization and in small business operations and large corporations.

Intellectual, spiritual, physical, and social development, built on a solid foundation of ethics and cross-cultural understanding, is the goal of the educational endeavors of the department.

Management

Management is a broad-based discipline. The faculty offers courses for students who desire either a specific business emphasis within management or a general business degree. Most management graduates enter into an internship or training program where they can integrate their general business skills with specific job responsibilities.

All management majors must obtain a C (2.00) minimum grade in ACCT121, 122 and a C (2.00) minimum grade in BSAD355.

BBA: Management

General Option

Required courses for major—15

BSAD345, 384, 410, 436, 467

Elective major courses

Major Group A electives—3–12

BSAD courses not previously applied

Major Group B electives—0–9

Electives may be selected from ACCT, ECON, FNCE, INFS or MKTG courses

BBA core—39**BBA cognates—3****General Education requirements—49****General electives—6**

Total credits for the BBA degree—124

Since management is a broad field, variation is allowed in academic programs. Management majors are urged to focus their course work in an area of concentration. Also available are double degrees (BA/BBA) in International Business and Language and in Music (see p. 229).

Minor in Management**Required courses—15**

BSAD345, 355, 384, 410; MKTG310

Minor electives—6

Choose two courses from any courses in the School of Business

Total credits for the minor—21

Marketing

Organizations from every area of business are driven by marketing and its concepts. Marketing monitors and investigates the changing needs of businesses and non-profit organizations. Marketers then create a product/service designed to meet these needs including determining the price, distribution pattern and promotional plan. Marketing provides a well-rounded business education for those considering opening their own business or for careers in areas such as advertising and promotion, retail or marketing management, marketing research, sales, or international business. The marketing curriculum helps students attain general marketing skills as well as those needed for developing marketing strategies and policies.

All marketing majors must obtain a C (2.00) minimum grade in ACCT121, 122 and a C (2.00) minimum grade in MKTG310.

BBA: Marketing**Required courses in major—12**

MKTG320, 368, 440, 456

Elective major courses**Major Group A electives—12**

Choose four courses from the following: MKTG375, 435, 444, 450, 465; BSAD410, 487

Major Group B elective—3

One appropriate upper division elective approved by advisor.

BBA core—39**BBA cognates—3****General Education requirements—49****General electives—6**

Total credits for the BBA degree—124

Minor in Marketing**Required courses—12**

MKTG310, 320, 368, 440

Minor electives—9

Choose three courses from the following: MKTG375, 435, 444, 450, 456 (with statistics background), 465; BSAD410

Total credits for the minor—21

Information Systems

The Information Systems major is designed to produce graduates equipped with the ability to integrate information systems into the business environment, to explore methods of leveraging business functions through information systems, and to function in entry-level, information systems positions with a basis for continued career growth. The curriculum reflects input from both industry and universities and responds to industry requests for increased emphasis in technical orientation and improved skills for managers in strategic uses of information systems.

BBA: Information Systems**Required major courses—24**

INFS226, 235, 310, 318, 397, 428, 436, 447

Elective major courses—6

INFS457, BSAD487

BBA core—39**BBA cognates—3****General Education requirements—49****General electives—3–6**

Total credits for BBA degree—124

Minor in Information Systems**Required courses—15**

INFS215, 226, 235, 310, 318

Electives—6

INFS397, 428, 457

Total credits for the minor—21

Courses**(Credits)**

See inside front cover for symbol code.

BUSINESS ADMINISTRATION**BSAD104****(2-3)*****Introduction to Business***

The nature of the American business system, including the role of business in society, examination of the functions of a business enterprise, contemporary problems, and future challenges. Career decision-making in terms of business careers. Does not apply towards management major during junior and senior years.

BSAD210**(3)*****Small Business Management***

A practical course on the principles and problems of organizing and operating a small business. Topics include a procedural system for establishing a new business, providing physical facilities, financing, organizing, and management of the small business. Does not apply towards a management major during junior and senior years. *Spring*

BSAD341**(3)*****Business Law I***

Introduction to general principles of law and its interpretation including limited coverage of business torts and crimes, as well as coverage of contract and sales law, property law, agency, and commercial paper.

BSAD345**(3)*****Business and Society***

A study of how business operates within the political, legal,

and social environment, its relationship to government agencies and government controls, and how business relates its activities to various social problems. Ethical considerations of business decisions as related to this environment. *Fall*

BSAD355 (3)
Management and Organization

Introduces concepts of effective management in organizational settings. Primary emphases include the organizational processes necessary for organizational effectiveness (planning, organizing, leading, and controlling), the nature of individual and group behavior, and the role of management in facilitating a mutually satisfying fit between employee needs and organizational requirements.

BSAD365 (3)
International Environment of Business

A survey of the world environment in which international business is conducted, including both economic relations among nations and environmental factors that affect business operations within different nations. Topics include international trade and trade restrictions, the balance of payments, the international monetary systems, and the multinational corporation.

BSAD384 (3)
Human Resource Management

A survey of the objectives and issues associated with personnel management in organizations. Topics include studies in human resources planning and forecasting, job analysis and evaluation, personnel recruitment, selection and assessment, training and development, performance evaluation, compensation and benefits, grievance procedures and disciplinary actions. Prerequisite: BSAD355. *Spring*

BSAD397 (1-3)
Topics in _____

Intensive study of selected topics of current interest in the sub-discipline area noted and not ordinarily covered in depth in other courses. Repeatable in different topics with approval of department. Prerequisite: Permission of instructor.

BSAD410 (3)
Entrepreneurship

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

BSAD436 (3)
Motivation and Work Behavior

Advanced topics dealing with individual and organizational factors affecting employee motivation, performance, and satisfaction. Areas may include the work climate, organizational attachment, job design, goal-setting, group dynamics, and reward systems. Cases and projects. Prerequisite: BSAD355. *Spring*

BSAD438 (variable)
Workshop

BSAD450 Alt (3)
Multicultural Business Relations

A study of globalization and the increasing ethnic and cultural diversity in the workplace that requires managers to become more aware of and sensitive to the role of culture in business

relations. Communication, negotiation, principles and practices of management in a cross-cultural context is the focus of study. *Fall*

BSAD467 (3)
International Management

Among the subjects considered are the decision process in making investments abroad, relationships with host governments, and organizational and operating problems of the multinational corporation including setting strategic goals, personnel management, planning, communication, and control. Assumes a background in management and in the international environment of business. Prerequisite or corequisite: BSAD355. *Fall*

BSAD470 Alt (3)
Quality Management

Examines the theory, history, and management of quality management programs in business organizations. Primary focus is on the management of quality in the areas of operations and human resources in manufacturing and service industries. Prerequisites: BSAD355, STAT285.

BSAD475 (3)
Operations Management

Analysis of problems and issues faced by production/operations managers in manufacturing and service industries. Concepts and techniques include operations scheduling, quality control, plant layout, facility location, line balancing, queues, production and inventory controls, forecasting and linear programming. Prerequisite: STAT285.

BSAD487 (2-3)
Internship in _____

A program of business experience. Student must be a Junior and have at least a B- cumulative GPA. For each hour of credit 75 hours of work experience is required. Full arrangements for a structured program must be made in advance. Graded S/U.

BSAD494 (3)
Business Strategy and Decisions

The goal of this interdisciplinary course is to enable students to develop and/or fine tune skills in the analysis of strategic and organizational problems and issues. Prerequisites: BSAD355 previously completed. All other core BBA courses must be completed or concurrently enrolled.

BSAD497 (1-3)
Advanced Topics in _____

Topics of current interest in the sub-discipline area noted not ordinarily covered in depth in other courses. Repeatable in different topics with the approval of the department. Permission of the instructor required.

BSAD498 (1-3)
Independent Readings/Study in _____

Directed study or readings under the guidance of the instructor. Oral and reading reports may be required. Graded S/U. Permission of the dean required. Prerequisite: previous upper-division work in the discipline; minimum cumulative GPA of 2.75 and minimum GPA of 3.00 in business subjects.

BSAD499 (1-3)
Independent Research in _____

Study under the supervision of the instructor. Permission of the dean required. Prerequisites: previous upper division work in the discipline; minimum cumulative GPA of 2.75 and a minimum GPA of 3.00 in business subjects.

- BSAD500** (2) **Survey of Management**
Introduces concepts of effective management in organizational settings. Not available for MBA program.
- BSAD515** (3) **Organizational Behavior**
Application of behavioral sciences to management. The examination of contemporary theories and principles of human behavior. Topics include perception, personality, attitudes, motivation, leadership, decision making, communication, group processes, diversity, organizational change, self-awareness, and stress management. A research paper and case analyses are required. Prerequisite: BSAD355.
- BSAD525** (3) **Organizational Behavior for Managers**
Explores basic and applied concepts as well as research findings in the management and organizational behavior areas to aid managers to effectively perform their duties. Topics include management functions (planning, organizing, leading, and controlling), learning, perception, personality, motivation, attitudes, performance, groups, teamwork, leadership, communication, diversity, decision-making, and organizational change. Not available for MBA program.
- BSAD526** (3) **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.
- BSAD530** (3) **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. Prerequisite: BSAD355 or permission of instructor.
- BSAD545** Alt (3) **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. Prerequisite: BSAD355.
- BSAD556** (1-3) **Topics in Business Administration**
Topics of current interest in the management area not ordinarily covered in-depth in regular courses. Repeatable to 15 credits.
- BSAD560** (3) **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.
- BSAD615** (3) **Management of Quality**
Provides a strategic, structured approach to the design and development of quality management programs in manufacturing and services. Addresses the analytical and behavioral aspects of quality, the strategic importance of quality to organizational success, and the importance of customer orientation and human resource management in a total quality management program. Prerequisites: BSAD355 and STAT285.
- BSAD620** (3) **Christian Ethics, Service & Society**
An exploration of the interrelationship among business, government and society. Stakeholder management, the analysis of the legal and regulatory environment, and the responsiveness of business in its service to society. A study of ethical problems encountered in business and the management of moral dilemmas. *Fall*
- BSAD648** (variable) **Workshop**
- BSAD650** (0) **MBA Extension Program Continuation**
- BSAD670** (3) **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.
- BSAD689** (3) **Strategic Management**
Requires that students integrate relevant knowledge gleaned from previous core business-course experiences. Extensive case work and library research are demanded. Students work with a real organization to develop a comprehensive strategic plan. Assumes that the student has completed all MBA core requirements or is currently enrolled in the remaining courses. *Summer*
- BSAD690** (1-3) **Independent Readings**
Designed for the individual needs of a student. Oral/written reports may be required. Graded S/U. Permission of the dean required. Prerequisite: Completion of 24 graduate business credits with a cumulative GPA of at least 3.25.

BSAD694 (2-3)
Independent Research
 Designed to fit the individual needs of the student. Permission of the dean required. Prerequisite: Completion of 24 graduate business credits with a cumulative GPA of at least 3.25.

Information Systems

INFS110 (3)
Introductory Computer Tools
 Computer usage including application software, operating systems, Internet, development concepts and ethics. Explores the appropriate role of IT in an organization. The lab portion of the class covers presentations, wordprocessing, spreadsheets, database, and the creation of web pages. Recommended math placement exam score of M0 or better, or MATH092 or higher. Prerequisites: familiarity with wordprocessing and keyboarding skills of 20 wpm. Credit for this class cannot be obtained by CLEP test. *Fall, Spring, Summer*

INFS 215 (3)
Information Systems Theory and Application
 Focuses on extending the students skills in applications and explores information systems theory. Applications focused on include advanced spreadsheet, PC database usage, and the development of interactive web pages. Students also gain an understanding of organizational systems, planning, the decision process, and decision support technologies. Prerequisite: INFS110. *Fall, Spring*

INFS226 (3)
Information Technology Hardware and Software
 Provides the hardware/software technology background to enable systems development personnel to understand tradeoffs in computer architecture of effective use in a business environment. Single-user, central, and networked computing systems; single and multi-user operating systems are all examined. Prerequisite: CPTR125; Prerequisite with concurrency allowed: INFS215. *Fall*

INFS235 (3)
Business Programming
 Explores programming, computer concepts and the design of business applications using both object-oriented and procedural methodologies. Covers the logical and physical structures of both programs and data. Emphasizes data and file processing. Prerequisite: CPTR151. *Spring*

INFS310 (3)
Networks and Telecommunications
 Covers data communications and networking, covering hardware and software. Emphasis upon the analysis and design of PC networking applications. Management of telecommunications networks, cost-benefit analysis, and evaluation of connectivity options are also covered. Students learn to evaluate, select, and implement different communication options within an organization. Prerequisite INFS226. *Fall*

INFS318 (3)
Business Systems Analysis and Design
 Provides an understanding of the system development, modification, decision process, and choices in business process development and reengineering methodology. Emphasizes integration with users and user systems. Encourages interpersonal skill development, operations and maintenance of the system, and covers quality and decision theory, information theory, and practice. Prerequisite: INFS215. *Fall*

INFS397 (1-3)
Topics in _____
 Intensive study of selected topics of current interest in the sub-discipline area noted and not ordinarily covered in depth in other courses. Repeatable in different topics with approval of department. Prerequisite: Permission of instructor.

INFS428 ♦ (3)
Database Systems Design and Development
 Covers information systems design, theory, and implementation within a database management system environment. Students demonstrate their mastery of the design process acquired in earlier courses by designing and constructing a physical system using database software to implement the logical design. Prerequisite: INFS235, INFS318 or CPTR460. *Spring*

INFS436 (3)
Web-Based Business Systems
 Explores the technologies and strategies of current and emerging trends in e-business. Looks at electronic commerce system design and implementation, and the interaction between web pages and databases. Security and legal concerns are also addressed. Prerequisite: INFS310; Prerequisite or Corequisite: INFS428. *Spring*

INFS447 (3)
Project Management
 Covers the factors necessary for successful management of system development or enhancement projects. Both technical and behavioral aspects of project management are discussed. Focus is on management of development for enterprise-level systems. Prerequisite: INFS428. *Fall*

INFS457 (3)
Certification Support
 Provides background and support necessary for students to pursue various software certification exams such as the MCSE series and the CNE exams. Prerequisite: INFS310. *Spring*

INFS510 (3)
Management Information Systems
 Covers current issues that effective managers must address as their organizations grow increasingly dependent on information technologies. Topics include hardware, software, telecommunications, networking and the management challenges involving these technologies. Extensive use of case studies. Word processing and spreadsheet skills are assumed.

Marketing

MKTG310 (3)
Principles of Marketing
 A general survey of the major marketing methods, institutions, and practices examined from the viewpoint of their effects on exchange transactions linking producers with consumers. Assumes a working knowledge of micro-economics. *Fall, Spring*

MKTG320 (3)
Consumer Behavior
 An integration of the various disciplines in the behavioral sciences with marketing theory to understand, explain, and predict consumer decisions. Explores both the theoretical and practical implications of individual behavioral variables, group influences, and consumer decision processes. Prerequisite or corequisite: MKTG310. *Fall*

MKTG368 (3)***Advertising and Promotion***

Focuses on the role of promotion and communication in the marketing mix. Explores the nature and types of promotion, including advertising and point-of-purchase display, the steps in developing an advertising campaign, and measures of advertising effectiveness. Explores the management of the promotion and advertising functions in an organization. Prerequisite: MKTG310. *Spring*

MKTG375 Alt (3)***Direct Marketing***

Marketing goods and services directly to consumers, marketing through e-commerce, catalogs, direct-mail, telemarketing, kiosk shopping, TV and radio direct response, magazine and newspaper direct response. Prerequisite: MKTG310. *Spring*

MKTG435 Alt (3)***Marketing Ethics and Contemporary Issues***

Emphasizes the ethical challenges that confront the decision maker and their impact on society at large as well as ethically-based contemporary issues. Marketing ethics topics include: survey of ethical decision-making theories, organizational processes, ethics research, and case histories. Contemporary issues are constantly updated. Prerequisite: MKTG310.

MKTG440 (3)***Marketing Management***

An integrative capstone course for marketing majors. Emphasizes process by which marketing managers seek solutions to marketing problems and considers marketing opportunities. Field studies provide students with opportunities to apply knowledge gained in marketing course work to concrete situations. Assumes completion of majority of courses in marketing major. Prerequisites: MKTG310, 320, 368 and 456, or permission of instructor.

MKTG444 S (3)***Not-for-Profit Marketing***

Examines the meaning and role of marketing concepts and tools in nonprofit institutions such as hospitals, schools, public agencies, foundations, and churches. The role of activities such as marketing research, product development, pricing, advertising, publicity, personal selling, and marketing control are examined in the non-profit sector. Prerequisite: MKTG310. *Fall*

MKTG450 Alt (3)***Retailing***

Designed to help students increase awareness of the retailing process, understand the changes in customer needs, demographics, and shopping behaviors, assess the emerging technologies which have a dramatic effect on retail operations, and analyze the strategic long-term plans which retailers are using for creating advantages in this rapidly changing environment. Prerequisite with concurrency allowed: MKTG310.

MKTG456 S (3)***Marketing Research***

Focuses on the systematic collection of business and marketing-related data to provide information to decision makers. Emphasis on translating management problems into research questions, developing a research design to address these questions, and analyzing research results with recommendations to management. Prerequisites: STAT285, MKTG310. *Fall*

MKTG465 (3)***International Marketing***

Marketing problems arising from various degrees of foreign involvement. Includes marketing research, project planning and development, pricing, promotion, distribution, and organization. Emphasis on management of these marketing functions in a multinational context where the parameters differ from those in domestic marketing. Prerequisite: MKTG310. *Fall*

MKTG500 (2)***Survey of Marketing***

A general survey of the major marketing methods, institutions, and practices. Not available for the MBA program.

MKTG540 Alt (3)***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.

MKTG680 (3)***Marketing Strategy***

Survey of the strategic marketing process of analyzing research and market opportunities, selecting target markets, designing marketing strategies and evaluation of marketing programs. Emphasis on how marketing managers anticipate and react to a changing environment. Case analyses and a business research paper are required. Prerequisite: MKGT310. *Spring*

Graduate Programs

Faculty

*Accounting, Economics, and Finance*Leonard K. Gashugi, *Chair*

David Beckworth

Samuel Chuah

Ann M. Gibson

*Management, Marketing, and Information Systems*Robert C. Schwab, *Chair*

José R. Goris

William Greenley

Ben Maguad

Charles Tidwell

Jacquelyn Warwick

Master of Business Administration (MBA)

Mission

The mission of the MBA program is to prepare students from many cultural backgrounds for responsible positions in domestic and international business, in government, and in not-for-profit organizations. The program emphasizes the integration of business principles with Christian principles and philosophy to prepare students for leadership roles which require clear and critical thinking, wise judgment, effective communication, integrity in all actions, and recognition of opportunities for service.

MBA Program

With the appropriate business background, the MBA at Andrews University can be completed in three semesters. However, the MBA is also designed for students with any bachelor's degree. Students who enter the program without prior course work in business must take a two-year (5-semester) degree program, as prerequisites in the common body of knowledge are required to bring the student up to the minimum expectations of our graduate faculty. These prerequisite courses may be waived for students with appropriate undergraduate course work from an accredited institution. If the prerequisite courses are more than five years old or the grades earned are below C, students may be required to repeat these courses.

The prerequisite courses provide an introduction to the broad field of business administration. Such courses must be taken by the time the student has completed no more than 50% of his/her course work for the master's degree. The following courses constitute the prerequisites for the MBA degree: ACCT121, 122; BSAD341, 355, 475; ECON225, 226; FNCE317; INFS215; MKTG310; STAT285. Competency in computers is assumed.

The graduate courses, which approximate three semesters of work, are divided into two groups, required and elective; 21 credits are in courses required of all students, and 12 credits are in elective courses. These advanced courses emphasize the understanding of administrative processes in resolving problems faced by business executives. All advanced courses are offered only at the graduate level.

Authorization for Portland MBA Extension Program

The School of Business is a unit of Andrews University and is authorized by the State of Oregon to offer and confer the Master of Business Administration degree described in this bulletin, following a determination that State academic standards will be satisfied under OAR 583-030. Inquiries concerning the standards or school compliance may be directed to the Office of Degree Authorization, 1500 Valley River Drive, Suite 100, Eugene, Oregon 97401.

MBA Course Work—33

Core Requirements—24

These courses help the student view the business enterprise as an integrated unit operating in a complex economic, political, and social system: ACCT620; BSAD515, 620, 689; ECON525, 530; FNCE675; MKTG680.

Elective courses—9

ACCT586, 615; BSAD530, 545, 560, 615, 670; FNCE526, 680; INFS510; MKTG540.

Standards of Scholarship. All graduate students are expected to maintain a 3.00 GPA in all graduate courses that apply to the degree requirements.

No grade of D or F (or U) may be used to satisfy degree requirements; however, these grades are included when computing the cumulative GPA and, if they occur in courses normally meeting degree requirements, the degree GPA.

The GMAT is required for regular admission status. The student may not enroll for more than 6 credits of graduate work before the GMAT requirement is met.

Students admitted under provisional status must make regular progress toward achieving regular enrollment status and toward completion of their selected graduate degree. If insufficient

progress is made, provisional status will be revoked after four enrolled semesters.

Regular admission status must be met no later than the semester before the last semester in which the student expects to enroll.

Only courses numbered above 500 may be used to meet MBA requirements. Other graduate programs in the School of Business may include a limited number of 400-level swing courses.

A maximum of 6 credits in approved courses may be taken off-campus or in another school of the university.

English Language Proficiency Requirements. The School of Business does not permit students to register for graduate classes unless they have met the University requirements for Regular Admission Status for English proficiency (i.e. TOEFL=550(213) or MELAB=80). The School of Business also does not permit graduate students to register for prerequisite courses for the MBA or MSA programs unless they are at the Advanced Level in ELI.

Master of Science in Administration (MSA)

The Master of Science in Administration program is designed to prepare students for leadership in various industry-specific settings. The MSA degree is offered in church administration.

Church Administration Emphasis

The MSA degree in church administration is for students seeking management roles in church or church-related organizations. Offered jointly by the School of Business and the Theological Seminary, the program blends business management and church management.

Students must take any lacking prerequisite courses in addition to the 33 graduate credits required for the MSA degree.

Prerequisites

BSAD355, MKTG310

MSA degree program—33

MSA core—9

BSAD515, 620, MKTG680

School of Business electives—6

Select two of the following:

ACCT635, BSAD530, 560, 670, FNCE680, MKTG540

MSA Seminary electives—18

Choose at least one course from each cluster.

Cluster #1

CHMN527, 630, 638, 655

Cluster #2

CHMN539, 606, 612, MSSN635

Cluster #3

CHMN529, 545, THST615, 643

Cluster #4

CHMN525, 535, 585, THST634

Cluster #5

CHMN518, 570, COMM475, PREL460

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SCHOOL OF EDUCATION

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 sed@andrews.edu
<http://www.educ.andrews.edu>

James R. Jeffery, *Dean*

History

The School of Education has its roots in the Normal Department of Battle Creek College, the progenitor of Andrews University established in 1874 in Battle Creek, Michigan.

In 1901, Battle Creek College moved to Berrien Springs and became Emmanuel Missionary College (EMC). The Department of Education at EMC took on formal structure in the early 1900s. The preparation of church-school teachers gained importance as the church placed greater emphasis on Christian elementary and secondary schools. During those years it was not unusual for one-third of the college graduates to complete programs qualifying them to teach elementary or secondary school.

In 1956, responding to the need for graduate education within the church, the Autumn Council of the Seventh-day Adventist General Conference authorized the organization of a university-type educational institution. In 1958 the School of Graduate Studies and the Seventh-day Adventist Theological Seminary merged with EMC in Berrien Springs to become Andrews University.

By 1960 the Education Department offered master's degree programs. Curriculum development was rapid with frequent changes in the course offerings and programs to keep up with the demands of students, society, and the church.

During the late 1960s, Andrews University began to consider application for National Council for the Accreditation of Teacher Education (NCATE) accreditation. The council considered and approved the university's request for accreditation of its elementary and secondary teacher-education programs at both the baccalaureate- and master's-degree levels beginning September 1, 1970.

The North Central Association of Colleges and Schools approved the introduction of doctoral programs (1973) and granted accreditation to Andrews University as a doctoral-degree-granting institution in 1979. This included the new EdD degree.

In 1981, the department reorganized into three areas: Educational Leadership and Management, Educational and Psychological Services, and Teacher Education. The following year the PhD degree was introduced with approval of the North Central Association.

In June 1983 the various undergraduate and graduate programs merged into a School of Education. The School of Education currently consists of three academic departments:

- Educational and Counseling Psychology (ECP)
- Teaching, Learning, and Curriculum (TLC)
- Leadership and Educational Administration (LEAD)

Accreditation

Andrews University is accredited by the North Central Association of Colleges and Schools to confer degrees at the bachelor's, master's, specialist, and doctoral levels.

The teacher-preparation and school-service personnel programs, which include teacher education programs, MAT programs, the elementary and secondary principals' programs, and programs to prepare school psychologists, are accredited by the National Council for the Accreditation of Teacher Education (NCATE) and approved by the Michigan Board of Education and the North American Division Board of Education.

The Council for Accreditation of Counseling and Related Educational Programs (CACREP), a specialized accrediting body recognized by the Council on Post-secondary Accreditation (COPA), has conferred accreditation to the following program areas in the Department of Educational and Counseling Psychology at Andrews University: Community Counseling (MA) and School Counseling (MA). The National Association of School Psychologists (NASP) has approved the EdS program in School Psychology.

Faculty

The School of Education has selected a faculty based on diversity of experience and professional expertise. Equipped with advanced degrees, all have extensive experience in the areas in which they teach. They have authored books and published in professional journals. They are regularly sought as researchers, lecturers, and consultants.

Conceptual Framework

Andrews University was founded as Battle Creek College in 1874. One of the founders, Ellen Gould White, presented a compelling vision for education.

“True education means more than the pursuit of a certain course of study. It means more than a preparation for the life that now is. It has to do with the whole being, and the whole period of existence possible to man. It is the harmonious development of the physical, mental, and spiritual powers. It prepares the student for the joy of service in this world and the higher joy of wider service in the world to come.

In the highest sense the work of education and the work of redemption are one.” Ellen G. White (1903), *Education*, Mountain View, CA; Pacific Press 13, 30.

Andrews University School of Education embraces this vision as the organizing theme for its conceptual framework and the inspiration for its mission.

Mission

The School of Education mission is to provide programs based on a redemptive Christian worldview to prepare professionals for global service.

To Educate Is to Redeem

Element I: Worldview

This Element addresses appreciation of the perspectives of others and development of a personal philosophy from which action and service arise. Graduates will be able to

- Explain world views and trace their historical development
- Critique world views from a Christian perspective
- Integrate principles of a Christian world view into their chosen fields of study.

Element II: Human Growth & Change

This Element addresses principles of growth behavior and the use of these principles to effect positive change for individuals and organizations. Graduates will be able to

- Describe human development
- Apply current theories of learning.

Element III: Groups, Leadership & Change

This Element addresses principles of group behavior and the use of these principles to effect positive change for individuals and organizations. Graduates will be able to

- Facilitate change in groups and organizations
- Relate effectively with various cultural, racial, and special interest groups
- Identify political and legal issues
- Manage human, financial, and material resources
- Demonstrate servant leadership.

Element IV: Communication & Technology

This Element addresses oral, written, intrapersonal, and interpersonal communication as the essence of human behavior and technology as it enables, supports, and enhances human interaction and learning. Graduates will be able to

- Communicate effectively in written, verbal and non-verbal forms
- Use electronics tools effectively for professional communication, teaching, and research.

Element V: Research and Evaluation

This Element addresses valuing and conducting disciplined inquiry for decision-making. Graduates will be able to

- Read and evaluate research
- Conduct research
- Report research findings.

Element VI: Personal & Professional Growth

This Element addresses commitment to holistic personal and professional growth. Graduates will be able to

- Demonstrate continuing professional development
- Demonstrate ethical behavior in all professional activities
- Demonstrate balanced physical, mental, spiritual, and social aspects of their lives.

Philosophy

We believe that God is the ultimate reality and that He has chosen to reveal Himself through His created universe and through His Word. God created human beings in His image and for relationship with Him. When they rebelled against Him, they entered a state of brokenness that extends to every dimension of life. Through His love and mercy, God has provided in His son Jesus Christ the means to redeem human beings from their brokenness, to restore in them His image, and to reestablish their relationship with Him.

As Christian educators supporting the world mission of the Seventh-day Adventist Church, we conceptualize the task of education to be a partnership with God in His work of redemption and restoration. Our role in this partnership is to facilitate the spiritual, mental, physical, and social development of our students through modeling and exhortation.

Accordingly, we hold that:

- God calls students to recognize Jesus Christ as Savior and Lord and through His Spirit to use principles of Scripture as a guide in their relationships with others.
- God calls students to be worthy scholars in their chosen academic discipline and to contribute to that discipline as responsible practitioners and researchers.

- God calls students to live by principles of good health as stewards of His gift of life.
- God calls students to develop and maintain supportive personal and professional relationships and to use their talents in generous service to the church and society in a culturally diverse world. To these ends, we work for the glory of God.

Academic Calendar

In addition to the campus-wide calendar in the front of this bulletin, the following dates are specific to the School of Education.

2007

June

14, 15	Thu, Fri	EdD/PhD comps (8:30 am–2:30 pm)
15, 18	Fri, Mon	EdS comps (8:30 am–12:30 pm)
18, 19	Mon, Tue	EdD/PhD comps (8:30 am–2:30 pm)
22	Fri	MA comps (8:30–11:30 am; 1–3 pm)

July

9–13	Mon–Fri	Leadership & Administration Orientation
16–18	Mon–Wed	Leadership Roundtable Conference

August

6–24		First Days of School Experience (Register for credit Summer of 2007)
8	Wed	Fall Semester Student Teacher Orientation Assembly
13–Sept 7		Three-Way Orientation Conference (Fall Semester student teachers and supervisors)
28–Dec 14		Fall Semester student teacher schedule

October

25, 26	Thu, Fri	EdD/PhD comps (8:30 am–2:30 pm)
26, 29	Fri, Mon	EdS comps (8:30 am–12:30 pm)
29, 30	Mon, Tue	EdD/PhD comps (8:30 am–2:30 pm)

November

2	Fri	MA comps (8:30–11:30 am; 1–3 pm)
6	Tue	Department Assembly: How to Apply for Student Teaching
12–Dec 7		Three-Way Orientation Conference (Spring Semester student teachers and supervisors)
27	Tue	Deadline for application to Teacher Preparation Program

December

7	Fri	Deadline to apply for Student Teaching for 2008–2009 academic year
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Spring Semester—2008

January

9–May 2		Spring Semester student teacher schedule
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March

27, 28	Thu, Fri	EdD/PhD comps (8:30 am–2:30 pm)
28, 31	Fri, Mon	EdS comps (8:30 am–12:30 pm)
28	Fri	MA comps (8:30–11:30 am; 1–3 pm)
31, Apr 1	Mon, Tue	EdD/PhD comps (8:30 am–2:30 pm)

April

15	Tue	2008–2009 Student teacher orientation assembly
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May

2	Fri	Teacher Dedication Ceremony
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Undergraduate Programs

The undergraduate programs offered by the School of Education are described under the Department of Teaching, Learning, and Curriculum on p. 252.

Graduate Programs

The School of Education offers master's, specialist, and doctoral degrees. A general description of each degree is provided below. Admission for any graduate degree offered in the School of Education is based on the total profile of the student and includes the analysis of admission documents as well as the professional judgment of the program faculty. Requirements for specific degrees offered in the three departments of the School of Education are described under the departmental headings.

MAT: Master of Arts in Teaching. The MAT program is an inter-departmental curriculum for teachers who desire a combination of professional preparation and subject-matter specialization in their graduate study. A teaching certificate is required for graduation. Degrees are offered in the Department of Teaching, Learning, and Curriculum.

MA: Master of Arts. The MA program is a one- or two-year program beyond the bachelor's degree and is offered in all three departments of the School of Education.

MS: Master of Science. The MS program is a one- or two-year program beyond the baccalaureate degree for certified teachers who desire an endorsement in Special Education/Learning Disabilities. The degree is offered in the Department of Teaching, Learning, and Curriculum.

EdS Educational Specialist. The EdS program builds upon the master's degree in providing a more focused program of study, generally taking a minimum of one year beyond the master's level.

EdD Doctor of Education and PhD Doctor of Philosophy. The doctorate consists of course work and a dissertation, usually taking a minimum of two years of work beyond the master's level.

Admission

Time to Apply. While early applications are recommended, the deadlines for application to the School of Education are as follows:

- For North American students: three months prior to the anticipated starting date.
- For non-North American students: four months prior to the anticipated starting date.
- For students applying to the Department of Educational and Counseling Psychology: February 1.

Application Procedure. In addition to meeting the general requirements for graduate admission as listed on pp. 44–46, applicants to the School of Education should note the following GRE requirements.

- Official scores from the Graduate Record Examination (GRE) General Test taken within the last five years must be submitted. MA, MAT, and EdS students may be considered for provisional

admission without these scores. School Psychology Program students must submit GRE scores before they are considered for any type of admission.

Scholarships/Financial Aid

Named scholarships are allocated in the spring semester for the following school year. Students wishing to apply for scholarships should obtain an application form from the School of Education dean's office. The deadline for submitting applications is March 1. Application forms for regular grants are also available from the Dean's Office. Applications for graduate assistantships should be submitted to the Dean's Office. Applications for loans must be made through the Student Financial Services Office by April. See Financial Information section of this bulletin for further information.

General Academic Information

Academic Advisement. A student's initial contact is with the department chair/program coordinator. Normally during the first semester of registration, a permanent advisor is selected. The advisor's major tasks are to counsel with the student about academic requirements and expectations, and to help develop a course plan which meets these requirements.

Student Responsibilities. Students are expected to know the regulations governing academic matters. This bulletin covers general questions relating to academic policies. Although the policies in this bulletin have the weight of faculty action, practice, and precedent, special circumstances may occasionally warrant an exception. In such circumstances, students may use the petition process coordinated by the Graduate Programs Office, Room 164.

Procedures to follow in meeting the degree requirements are detailed in the handbooks which have been prepared for the master's, specialist, and doctoral programs.

Responsibility for meeting degree requirements and following the specified procedures rests with the student. Each student is expected to be aware of the various requirements and procedures as published in both the bulletin under which he/she proposes to graduate and the handbook for the program in which he/she is studying. A student may choose to meet the requirements of any bulletin in force while he/she is continuously enrolled as defined for each degree program.

Student Grievance Procedure. Andrews University has a grievance (appeal) procedure for students who may oppose or question any practice, decision, and/or policy. The details of this procedure are found in each of the School of Education graduate handbooks and in the undergraduate *Student Handbook*.

Continuous Registration-Active Status. (Leadership students, please see p. 291, Educational Administration students please see note on p. 286 regarding continuous registration). Graduate students are expected to make continuous progress in their graduate program from admission through graduation. Continuous registration (except during the summer session) is required.

Continuous registration will be required beginning the first semester of taking classes following admission to the graduate program. Continuous registration allow students to remain active in the graduate program while physically absent from the campus.

Students must be continuously registered in at least one graduate credit applicable to the graduate program for every fall and spring semester until they complete all requirements for their degree or certificate. Students must also register for the summer

session if they use university facilities or consult with a faculty during the summer session. Students pursuing a degree during summer sessions only must be enrolled every summer in order to maintain active status in the program.

Leave of Absence. While graduate students are expected to make continuous progress toward completion of their graduate programs, there are instances where continuous registration is not possible. Students who need to temporarily suspend their studies must apply for a leave of absence through their advisor and committee chair. If the leave is approved, the student is placed on inactive status. Inactive status does not negate the policy which requires that all credits counted toward the degree or certificate, including transfer credits, be earned within appropriate period for a given degree prior to graduation. Students who fail to make continuous progress (see Continuous Registration) or to obtain an approved leave of absence may be removed from active status.

Inactive Status. Graduate students who do not have continuous registration or an approved leave of absence will be placed on inactive status. Students who fail to request reactivation within the allowed time for program completion will be removed from a graduate program.

Doctoral students who do not make any progress on their dissertations for a period of 12 months may be asked to revise the composition of their dissertation committees. The dissertation chair and committee may reconsider their commitment to the student's dissertation.

After being inactivated, students must make a request for reinstatement to a graduate program through the department. (See Reinstatement to Active Status.)

Reinstatement to Active Status. Graduate students who have been removed from active status for failing to meet academic standards may apply for reinstatement to a graduate program. When re-applying to the School of Education graduate program, it is the student's responsibility to demonstrate his or her ability to succeed in the graduate program.

Graduate students who have been removed from active status for not making continuous progress (see Continuous Registration) must re-apply to the department for reinstatement into the graduate program and pay a reinstatement fee of \$100.00. Students seeking reactivation must register for EDUC560 Degree Reinstatement course for "0" credits.

Upon approval of department chair, registration, and payment of the reinstatement fee, a graduate student is considered active for the current semester. Reinstated graduate students must re-apply for candidacy and may or may not be required to meet the program requirements which are in effect at the time of reinstatement. Doctoral students may be required to select a new dissertation committee and/or topic.

Standards of Scholarship

- To remain in regular standing and to graduate, students must maintain the minimum GPA (on a 4.00 system) required below:
 1. The MAT/MA: a minimum GPA of 3.00 in all courses for the degree and in all courses applied to the major/emphasis.
 2. The EdS: a minimum GPA of 3.20 in all post-master's courses for the degree and in all courses applied to the major/emphasis.
 3. The EdD/PhD: a minimum GPA of 3.30 in all post-master's courses (or post-specialist courses if EdS was received before admission to the doctoral program) for the degree and in all courses applied to the major/emphasis.

- Students whose cumulative GPA drops below the minimum in any given semester are placed on academic probation. Such students must work with their advisors to develop a schedule of courses that ensures raising the cumulative GPA above the required minimum in a timely manner (normally the following semester). The Graduate Programs Office must approve the plan. Students who fail to meet the terms of such a plan are asked to withdraw.
- No grade of D or F or U may count toward a degree. Courses with a grade less than a B- do not count toward the major or emphasis.
- If a student receives an unsatisfactory grade (normally a D or F), the course may be repeated once. The credits and quality points earned in the most recent course will be used to calculate the GPA. Course grades may be replaced only by grades for course work repeated on campus.
- Any student who receives a grade below B- (including U) in more than four courses in an MA program and in more than three courses (in addition to the four from the MA) in an EdS/EdD/PhD program is asked to withdraw.
- Students may not apply credits earned by examination toward a graduate degree.
- Candidates for the MA degree must pass comprehensive examinations and (if thesis option is chosen) formally defend a master's thesis. Candidates for EdS degrees must pass comprehensive examinations. Candidates for PhD/EdD degrees must pass comprehensive examinations and formally defend a dissertation.

Satisfactory Academic Progress. See the Financial Information section of this bulletin on p. 76.

Transfer Credits. General requirements for transfer credits are found on p. 53. In addition, graduate course work taken at any Seventh-day Adventist college in the United States offering an MA degree may transfer up to 50% of the minimum credits required. Graduate credits taken in the MDiv program may be transferred into MA, EdS or doctoral programs in the School of Education. However, 1 Master of Divinity credit will be marked down to .75 School of Education credits. Transfer credits from other Seminary programs need to be evaluated on a case-by-case basis.

Time Limits. A student must complete the requirements for a master's degree normally within six years, but no more than ten years from the beginning of the first semester of class work irrespective of admission classification. Course work taken more than six years but less than ten years prior to the graduation year must be updated in order to apply to the degree, if taken at Andrews University. Transfer courses for which advanced credit is requested must be taken within six years of the graduation year.

Master's Degrees (MA/MAT/MS)

The master's degrees (MA/MAT/MS) prepare personnel for leadership and specialized positions in education beyond the bachelor's degree. While additional specific departmental requirements are described under the different departments, some general requirements are indicated below. Students are responsible for reading the Academic Information section of this bulletin. Also, students should consult the *Handbook for Master's Students* or the *Handbook for Master of Arts in Teaching (MAT) Students and Faculty*.

Admission to MA/MAT/MS Programs. See the General Admission Requirements and the Minimum Academic Standards for Admission to Graduate Programs sections of this bulletin on pp. 44–47.

General Requirements (MA/MAT/MS)

- Students are responsible to note the requirements in the Academic Information section of this bulletin on pp. 48–53.
- The candidate's undergraduate background for advanced study must be approved by the department in which enrollment is sought. An applicant who receives provisional admission while having undergraduate deficiencies must remove these deficiencies with approved undergraduate or graduate credits before completing 50% of his/her course work. *These credits do not apply to the degree program.*
- Students must satisfactorily complete a minimum of 32–48 credits (as determined by the program chosen). One-half of these credits must be in courses numbered 500 or above.
- MAT students must satisfactorily complete at least 12 credits in the area of emphasis required by their chosen program.

General Requirements (MA/MS ONLY)

- The program must include EDFN500 and EDRM505.
- All MA students must pass a comprehensive examination after they are advanced to degree candidacy. The examination, which is scheduled on specific dates each semester (see the School of Education academic calendar), consists of one 3-hour session and one 2-hour session. An *Application for Advancement to Candidacy* form is filed upon completion of 50% of the student's course work.
- All MA students planning on taking comprehensive exams must register for the EDUC670 Master's Comprehensive Exam course for 0 credits of the term in which they will be taking the exam. Students who fail the doctoral comprehensive exam will have only one more opportunity to retake the exam. Students who fail the exam on their second attempt may be removed from the program.
- All MS students—If you want to add this endorsement to your Michigan Teaching Credential, you must successfully complete the Michigan Test for Teacher Certification (MTTC) subject area exam. If you do not want to add this to a Michigan Credential, you must pass a comprehensive examination after advancement to degree candidacy. The examination, which is scheduled on specific dates each semester (see the School of Education academic calendar), consists of one 3-hour session and one 2-hour session.

Preparation and Presentation of a Thesis. To fulfill the thesis option for a master's degree, the student must write a thesis and successfully defend it in an oral examination at an officially designated time and place. See *Handbook for Master's Students*.

The format of the thesis must conform to the guidelines found in the *Andrews University Standards for Written Work*.

Students elect to take either a thesis or non-thesis option. Those who plan to take additional graduate study should elect to write a thesis. Students who do not plan to pursue a specialist degree or a doctoral degree may substitute 3 semester credits of course work in the major area of emphasis in place of the thesis.

Guidelines for Practicums. Students in programs such as MAT or MA in Reading which require certification endorsements must take a practicum in accordance with these guidelines:

- Students should take the practicum experience toward the end of their program after completing all required prerequisites.
- Students must submit an application to the Certification, Screening, and Petitions Committee before January 31 to be eligible to take the practicum experience the next academic year.
- The director of student teaching makes all arrangements for placement in schools.

- Students must make a pre-practicum visit to the school before placement is finalized.

Transfer From One Program to Another. Acceptance into an MA or MAT program in the School of Education does not include the option of automatic transfer to another program at a subsequent time. A student in one of the programs may be permitted to reapply for the other degree program until the last day of the second semester. Upon application for transfer, advisors re-evaluate the student's current program and make adjustments for the new degree requirements. Following that re-evaluation, those courses which are relevant to the second degree may be transferred.

Progression Through the MA/MAT/MS Degree Programs

Academic Advisement. Students initially contact the department chair or program coordinator. Then, during the first semester of registration, a permanent advisor is selected. The advisor's major tasks are to counsel with the student about academic requirements and expectations, and to help develop a course plan which meets these requirements.

Advancement to Degree Candidacy. For information regarding advancement to degree candidacy for master's degree students, see the Academic Information section of this bulletin on p. 48.

Educational Specialist Degree (EdS)

The specialist degree prepares personnel for leadership and specialized positions in education. It builds upon the master's degree in providing a more focused program of study. In some cases the specialist program accommodates persons desiring career shifts and advancement in certification. Because the educational specialist program emphasizes practice rather than research, a dissertation and advanced research course work are not required.

The specialist degree should be considered a terminal program. However, doctoral students may elect to complete the specialist degree as a component of the doctoral program. Such an arrangement should be made in consultation with the student's advisor and approved by the Graduate Programs Office no later than the first semester of course work.

Students are responsible for reading the Graduate Programs and Academic Information portions of the Admissions and Academic section of this bulletin. Also, students should consult the *Handbook for Educational Specialist Students*.

Admission to the EdS Program. Admission to a specialist program is based on the total profile of the student. To qualify for regular admission, the student must

- Have a master's degree or its equivalent from an accredited university (see Department of Educational and Counseling Psychology for possible exceptions).
- Give evidence of ability to pursue advanced study in graduate-level work with a cumulative graduate GPA of 3.20 (4.00 system).
- Meet all other admission standards listed in the Graduate Programs under the Admissions and Academic Information sections of this bulletin beginning on pp. 44, 48.

Transferring Specialist Degree Credits. Graduate credits received from institutions generally considered to be diploma/degree mills are not eligible to be transferred into a degree program.

General Requirements. General program requirements are indicated below. Additional program-specific requirements are described in the departmental sections which follow.

- The program requires a minimum of 64 semester credits of post-baccalaureate study.
- At least 24 semester credits must be completed within the EdS program at Andrews University. This course plan must include at least two-thirds of the required minimum of credits in course work numbered 500 and above.
- Major requirements for the completion of the program are determined by the individual department offering the degree.
- A cognate in an appropriate supportive area may be required.
- Two educational foundations courses:
EDFN500 Phil. Foundations of Education & Psychology—3
and one of the following:

Historical

EDFN517 History of Seventh-day Adventist Education—2

Philosophical

EDFN610 History and Philosophy of Education—3

Psychological

EDPC514 Psychology of Learning—2–3

EDPC515 Psych. Development—The Growth Years—3

EDPC516 Psychology of Character Development—2–3

EDPC520 Psych. Development—The Life Span—2–3

EDPC626 Cognitive Psychology—3

Sociological

EDFN689 Seminar in Foundations—2–3

Theological

EDFN688 Integration of Faith and Learning—1–2

- The student must submit evidence of competence in understanding and conducting investigations in his/her field of study. Depending on the particular program, a student may fulfill this requirement by doing one or more of the following:
 1. Course work in research and/or statistics.
 2. An advanced project featuring the systematic development of a significant educational product.
 3. A research study.
- The minimum GPA required for completion of the program is 3.20 figured on all course work included as a part of the EdS program.
- A minimum of two years work experience in the field of education or appropriate clinical experience is required before the degree is granted. The individual department determines the appropriateness of the experience.

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

Bulletin Requirements. A student may choose to meet the requirements of any bulletin in force after acceptance into the specialist program, as long as he/she maintains active status. If a break of enrollment occurs, the student must meet the requirements of a bulletin in effect after enrollment resumes.

Transfer of Degree Program

From One Specialist Program to Another. Acceptance into a specialist program in the School of Education does not include the option of automatic transfer to another specialist program at a subsequent time. A student in one of the specialist programs may be permitted to reapply for the other program up to the last day of the second semester. On such application for transfer, advisors reevaluate the current program of the student and

make adjustments for the new requirements. Following that reevaluation, those courses which are relevant to the second degree may be transferred.

From Doctoral to Specialist Program. Students already accepted into a doctoral program who wish to transfer to the specialist degree program in the same department are transferred by a petition which is approved by the department chair and the Graduate Programs Office. The student must follow the current bulletin and submit a new Statement of Purpose and may be required to submit new recommendations. After receiving the specialist degree, the student may return to the doctoral program by either of the following two options:

1. By petition with all previous doctoral requirements (course plan, time limits, etc.) in effect.
2. By application to the Graduate Educational Programs Committee with all new requirements.

Progression Through the EdS Degree Program

Course Plan. Normally, during the first semester the student and advisor work out a proposed course plan to complete degree requirements. This is submitted to the Graduate Programs Office.

Advancement to Candidacy. Students must file an *Application for Advancement to Degree Candidacy* form which can be obtained from the Dean's Office or the Graduate Programs Office.

- Students must make application for advancement to degree candidacy before registering for the last 16 credits of course work.
- Before filing an *Application for Advancement to Degree Candidacy* form, the student must
 1. Remove all deficiencies
 2. Demonstrate English Language proficiency (where required)
 3. Achieve regular admission status
 4. Have a cumulative GPA of 3.20 or higher.

After being advanced to degree candidacy, students may request to take the comprehensive examinations.

Comprehensive Examination. A written comprehensive examination is scheduled for specific dates each semester as noted in the academic calendar. Normally the *Application for the Comprehensive Examination* form and the *Application for Advancement to Degree Candidacy* form are filed together during the semester prior to the comprehensive examination. Students are not permitted to sit for the examination until they have been advanced officially to degree candidacy. All course work and the comprehensive examination must be completed within six years of initial registration for Andrews University specialist course work. Students applying for comprehensive examination must register for EDUC870 *Specialist Comprehensive Exam*. Students who fail the doctoral comprehensive exam will have only one more opportunity to retake the exam. Students who fail the exam on their second attempt may be removed from the program.

Preparation and Presentation of a Project. A department may require a project. Students should consult the *Handbook for Educational Specialist Students* for further information regarding the preparation, scheduling, and presentation of a project.

DOCTORAL DEGREES (EdD/PhD)

The doctoral degree prepares personnel for leadership and specialized positions in education beyond the master's or specialist degree. This program requires advanced research course

work and the writing of a dissertation. While additional specific departmental requirements are described under the individual departments, some general requirements are indicated below. Students are responsible for reading the Graduate Programs and the Admissions and Academic Information sections of this bulletin (pp. 44–53). Also, students should consult the *Handbook for Doctoral Students*.

Admission to a Doctoral Program. Admission is based on the total profile of the student. To qualify for admission, the student must meet all the admissions standards listed in the Graduate Admissions section of this bulletin, including

- Earned master's degree or its equivalent from an accredited university with adequate preparation for the proposed doctoral specialization (see the Department of Educational and Counseling Psychology and the Leadership program for possible exceptions).
- Evidence of ability for doctoral-level work as demonstrated by superior undergraduate- and graduate-level work and an adequate score on a Graduate Record Examination (GRE) General Test taken within five years of admission.
- Presenting a report that demonstrates adequate ability to undertake research. Students seeking admission to a doctoral program who cannot present evidence of research ability must register for appropriate course work which provides research experience as prescribed by the departments the students are entering.

Transferring Doctoral Degree Credits. Graduate credits received from institutions generally considered to be diploma/degree mills are not eligible to be transferred into a degree program.

General Requirements

Leadership students should see the Leadership Program section. All others students note the requirements below.

- The student must successfully complete the minimum required semesters of study and research beyond the bachelor's degree which may include formal courses, seminars, independent study, field work, and internships to a minimum of 74 credits of graduate work, plus 16 credits for the dissertation. At least two-thirds of the requirements must be met by courses, seminars, and other learning experiences numbered 500 and above with a minimum of 6 credits numbered 700 and above.
- The student may be required to complete a cognate or equivalent which includes a planned sequence of courses outside the major (see individual departmental requirements).
- A minimum of 32 credits in approved on-campus doctoral course work (not including the dissertation) must be completed after acceptance into the doctoral program at Andrews University. *A minimum of 24 credits is required for students with an EdS degree from another institution and a minimum of 16 credits for students with an AU EdS degree.*
- Students must have a 3.30 cumulative GPA for all course work included in the degree program; a 3.30 GPA must be maintained in all post-master's course work (or post-specialist if a specialist degree was received before admission to the doctoral program) included in the degree program, and a 3.00 GPA overall in graduate work taken at Andrews University.
- Students must take three educational foundations courses: EDFN500 Phil. Foundations of Education & Psychology—3 and one course from two of the following areas:
 - Historical*
EDFN517 History of Seventh-day Adventist Education—2
 - Philosophical*
EDFN610 History and Philosophy of Education—3
 - Psychological*
EDPC514 Psychology of Learning—2–3

- EDPC515 Psych. Development—The Growth Years—3
 EDPC520 Psych. Development—The Life Span—2–3
 EDPC625 Biopsychology—3
 EDPC626 Cognitive Psychology—3

Sociological

- EDFN689 Seminar in Foundations—2–3

Theological

- EDFN688 Integration of Faith and Learning—1–2

- Students must follow specific program requirements in the area of research (see *Research Requirements*).
- Students must establish residency as follows:
 1. **PhD Residency.** A sequence of two out of three consecutive terms (semester or summer) at a full-time load.
 2. **Edd Residency.** A sequence of any three out of seven consecutive terms (semester or summer) at a full-time load. This requirement may be met by enrolling for three consecutive summers.
- Students must successfully pass the comprehensive examination.
- Students are required to take 16 dissertation credits and write and defend a dissertation.

Time Limits

- Time limits are determined by the specific program and the time length is counted from the first registration for AU doctoral course work. Students in the Teaching, Learning and Curriculum department must complete all requirements, including dissertation, within 10 years. Students in the Department of Educational and Counseling Psychology must complete all requirements, including dissertation, within seven years. Students from the Leadership and Educational Administration department must complete all requirements, including dissertation, within seven years.
- All course work and the comprehensive examination must be completed within 5 years of first registration for AU doctoral course work.
- The dissertation must be completed within 7 years of first registration for AU doctoral course work.

Full-time Status. For students who have completed all classes for the degree except dissertation and/or internship, full-time status requires the following:

- Registering for one or more credits of dissertation, dissertation continuation, or internship every semester until graduation.
- Doing “full-time” work on the dissertation or internship as defined by at least 24 hours a week or 720 hours per year
- Receiving confirmation by the dissertation chair or internship supervisor that full-time work is being done.

For students who have not completed all classes for the degree, full time status requires one of the following options:

- Registering for 8 or more credits of course work and/or dissertation and/or internship
- Registering for 4 or more credits of dissertation
- Registering for one or more credits of dissertation, dissertation continuation, or internship; doing “full-time” work on the dissertation or internship as defined by at least 24 hours a week or 720 hours per year; and having approval by the dissertation chair or internship supervisor that full-time work is being done. Students may not take more than 16 credits during a semester.

Bulletin Requirements. A student may choose to meet the requirements of any bulletin in force after acceptance into the doctoral program, as long as he/she maintains active status. If a break of enrollment occurs and the student is placed on inactive status, he/she must meet the requirements of a bulletin in effect after enrollment resumes.

Transfer of Degree Program

Transferring from one doctoral program to another within a department. Transfers between EdD and PhD degrees within the same department shall be by petition to the Graduate Educational Programs Committee and can be made at any time during the student’s program. Original time limits are maintained.

Transferring between departments. Students who wish to transfer between departments must submit new applications to the Graduate Educational Programs Committee.

Returning to doctoral-degree program from a specialist program. After receiving the specialist degree, students who had previously been admitted to a doctoral program may return to the program by either of the following two options:

- By petition with all previous requirements (such as doctoral course plan and time limits) in effect.
- By application to the Graduate Educational Programs Committee (GEPC) on the basis of the requirements of the current bulletin.

Progression Through the EdD/PhD Degree Program

Leadership students should see the Leadership Program section.

Course Plan. Normally within the first 16 credits, the student and advisor work out a proposed course plan to complete degree requirements. This must be approved by the department chair and the Graduate Programs Office.

Research Requirements. Research requirements for the doctoral degrees include breadth, depth, and flexibility. Requirements are designed to enable doctoral students to critique journal articles that use common methodologies, statistics, and techniques; conduct research using appropriate methodologies; write research reports, including the dissertation; and continue scholarly research activity beyond the dissertation.

Comprehensive Examination. A written comprehensive examination is scheduled for specific dates each semester as noted in the academic calendar. Normally the *Application for the Comprehensive Examination* form and the *Application for Advancement to Degree Candidacy* form are filed together during the semester prior to the comprehensive examination. All course work and the comprehensive examination must be completed within six years of initial registration for Andrews University doctoral course work. Students applying for comprehensive examination must register for EDUC870 *Doctoral Comprehensive Exam*. Students who fail the doctoral comprehensive exam will have only one more opportunity to retake the exam. Students who fail the exam on their second attempt may be removed from the program.

Advancement to Degree Candidacy. An *Application for Advancement to Degree Candidacy* form is filed after the student

- Applies for the comprehensive examination
- Completes all course requirements or registers for them
- Removes all curriculum deficiencies
- Removes any language deficiency.

The student is advanced to degree candidacy when the comprehensive examination is passed.

Preparation and Presentation of a Dissertation. Students should consult pp. 52–53 of this bulletin and the *Handbook for Doctoral Students* for information regarding the preparation, scheduling, and presentation of dissertations.

Distance Education

Office of Distributed Learning/School of Education
Bell Hall, Suite 116
1-800-471-6210 option #1
sedde@andrews.edu
<http://www.educ.andrews.edu>

Faculty and Staff

Andrew Pfeifer, *Director*
Heidi Labbe, Administrative Assistant

Partnership Courses

Courses have been designed especially for K-12 practicing teachers who are not on campus but who want to take a course for professional development, personal enrichment, continuing education credit, or degree requirements. Students must have prior approval from a state regional teacher certification board or from the university which is providing their advanced degree or planned program to include these courses in their planned program.

EDCI689

- 001 Assertive Discipline and Beyond
- 002 How to Get Parents on Your Side
- 003 Succeeding with Difficult Students
- 004 The High-Performing Teacher
- 005 Teaching Students to Get Along
- 007 Motivating Today's Learner
- 009 Building Your Repertoire of Teaching Strategies
- 010 Learning Differences
- 011 Helping Students Become Self-Directed Learners
- 014 Assessment to Improve Student Learning
- 015 Teaching Reading in the Elementary Grades
- 017 Improving Reading in the Content Areas
- 018 Math: Teaching for Understanding (K-6)
- 019 Supporting the Struggling Reader
- 020 Foundations of Reading and Literacy
- 021 "Strategies for Literacy Instruction—Phonics, Vocabulary, and Fluency"
- 022 "Strategies for Literacy Instruction—Comprehension"
- 023 Designing Curriculum and Instruction with the Learner in Mind
- 025 Integrating the Internet into the K–12 Curriculum
- 026 Classroom Management to Promote Student Learning
- 027 Including Students with Special Needs: Curriculum, Instruction & Assessment
- 051 Teaching Students Responsible Behavior
- 052 Cooperation in the Quality Classroom
- 053 Teaching in the Quality Classroom
- 054 Responsibility, Respect & Relationships
- 055 Dealing with Discipline Problems
- 057 Improving Student Achievement
- 081 Foundations of Teaching Reading in Grades K–6
- 082 Fundamentals of Mathematics: Teaching for Conceptual Understanding
- 083 Research-based Instructional Strategies that Improve Student Achievement
- 084 Research-based Strategies for Improved Reading

TEACHING, LEARNING AND CURRICULUM

Bell Hall, Room 014
(269) 471-3465
<http://www.educ.andrews.edu>

Faculty

R. Lee Davidson, *Chair*
Michelle Bacchicocchi
Charline J. Barnes
Larry D. Burton
Raymond J. Ostrander
Barbara A. Reid

Emerita

Millie U. Youngberg

Programs of Study

The Department of Teaching, Learning, & Curriculum (TLC) offers undergraduate degrees, graduate degrees, and teacher certification programs. Programs leading to BA or BS degrees are discussed in the "Teaching, Learning, & Curriculum Undergraduate Programs" section. The department also offers master's programs in the following areas: Master of Arts in Teaching, Master of Arts: Education with emphasis in Reading, which provides a teaching endorsement in Reading/Literacy Education; Master of Arts: Education with an emphasis in Curriculum and Instruction, and a Master of Science: Education with an emphasis in Special Education which provides a teaching endorsement in Special Education/Learning Disabilities. Finally, TLC offers three advanced degrees: EdS: Curriculum & Instruction and EdD/PhD: Curriculum & Instruction. (Information on these master's and advanced degree programs is found in the TLC Graduate Programs section.)

Field-based Delivery of Graduate Programs

Designed for three–four summers (4-8 weeks) on Andrews University campus and two–three school years, for working professionals. The field-based master's, specialist and doctoral programs allow participants to meet program competencies within the context of their current career positions. This immediate application of learning strengthens authenticity, provides relevancy, and benefits the place of employment.

Field-based programs are offered through a combination of summer intensives, regional group sessions, and Internet study. Opportunities for cognate study are offered in business, technology, computer studies, and other areas of interest to persons employed in formal as well as non-formal learning organizations.

Program Approvals

Andrews University is approved for teacher education and certification by the North American Division Office of Education of the General Conference of Seventh-day Adventists, the State of Michigan Board of Education, and the National Council for the Accreditation of Teacher Education (NCATE). Students acquiring Michigan Certification at Andrews University are eligible through reciprocal agreements for teacher licensure in most other states and the Canadian provinces.

The Consortium for Outstanding Achievement in Teaching with Technology

Andrews University is a founding member of the Michigan-based Consortium for Outstanding Achievement in Teaching with Technology (COATT). This consortium of higher education institutions and supporting P-12 organizations exists to promote the use of technology in P-12 schools. COATT issues certificates of recognition for pre-service and in-service teachers who demonstrate an exemplary use of technology in teaching. Details on the application process may be found on the Consortium's web site: <http://www.coatt.org>. If you are interested in pursuing COATT recognition, contact either Dr. Burton or Dr. Lee Davidson.

Phases of Teacher Preparation Program

Undergraduate and graduate teacher preparation at Andrews University is a three-phase process. Students proceed through the teacher preparation program via a series of formal applications and evaluations. The three phases of the program are:

- Pre-Teacher Preparation (contains General Education)
- Teacher Preparation (contains Professional Education requirements plus major and minors)
- Student Teaching

Teacher Education "Report Card," Annual Title II Report

These data are supplied as mandated by Federal regulations. Individual copies of the "Report Card" are available from the Department of TLC. The data reported are specific to the Andrews University teacher preparation program between July 2004 and June 2005.

Data Type	Data
Number taking MTTC Basic Skills Exam	25
% passing MTTC Basic Skills Exam	100
Number taking MTTC Subject Area Exams	29
% passing MTTC Subject Area Exams	100
Number of students in the Andrews University Teacher Preparation Program	300
Number of student teachers supervised (may include guests from other universities)	22
Number of faculty who supervised student teachers	3
Student teacher/faculty ratio	8:67

TEACHING, LEARNING, & CURRICULUM UNDERGRADUATE PROGRAMS

Undergraduate Academic Programs	Credits
BS in Elementary Education (BSELED) (requires a content major or two minors)	
Integrated Science	36 major/24 minor
Language Arts	36 major/24 minor
Social Studies	38 major/24 minor
BS with Secondary Certification	
Integrated Science (includes minor)	51
Social Studies (includes minor)	56

Teacher Preparation Mission

The primary aim of Andrews University teacher preparation programs (BA, BS, MAT, MA & MS) is to prepare teachers who are competent, compassionate and committed to quality education. Upon completion of the professional education program, the pre-service teacher demonstrates knowledge and skill in the following areas:

1. Content knowledge
2. Worldview
3. Human growth and change
4. Groups, leaders, and change
5. Communication and technology
6. Research and evaluation
7. Personal and professional growth

Pre-Teacher Preparation Status. All undergraduate students admitted into the School of Education are in a Pre-Teacher Preparation status until they are formally admitted into the teacher preparation program. Only the following teacher preparation courses can be taken without admission to the program or special permission: EDPC302, EDTE165, 228 and 408.

Admittance into the Teacher Preparation Program. A formal application for admittance into the teacher preparation program must be submitted to the Department of TLC. This should be done no later than the sophomore year or during the first semester of course work for transfer and graduate students. The Basic Skills portion of the *Michigan Test for Teacher Certification (MTTC)* must be passed before admittance to the teacher preparation program. See the Teacher Education Program and Certification Procedures for specific details, p. 258.

Special Requirements for School of Education Students.

Applicants who do not qualify for regular or provisional admission to the School of Education due to low GPA may apply to the School of Education to take classes on a semester by semester basis. After achieving a minimum GPA of 2.50 for at least one semester (minimum 12 credits), the applicant may apply through the Admissions Office for regular admission to the School of Education.

Bachelor of Science in Elementary Education

The Bachelor of Science in Elementary Education degree is a professional degree with emphasis in the curriculum and methodology of teaching in the elementary school.

Michigan Department of Education Definition of "Program Completers"

Elementary Education "Program Completers" must qualify for graduation. This includes the following:

- Completion of general education core
- Passing score on the *MTTC Basic Skills Exam*
- Completion of professional education courses*
- Completion of planned program minor*
- Completion of an approved subject content major* or two minors*
- Passing score on the *MTTC Elementary Education Exam* (additional subject area exams are optional)
- Current First Aid & CPR Certification from the American Red Cross or the American Heart Association
- Recommendation for certification

* *EACH* of these areas must have a 2.50 GPA with no grade of C- or below, in addition to a minimum cumulative GPA of 2.50.

Courses counted toward meeting the requirements for the planned program minor, the professional education courses, the subject content major, minors, area of concentration, or Adventist certification requirements must have a grade of C or above. Students are expected to meet all requirements for Seventh-day Adventist and State of Michigan certification before the degree can be granted. Degree candidates who are unable to qualify for Adventist certification may petition the dean of the School of Education to be exempted from meeting the requirements for one of the two types of certification.

General Education Core Requirements

The School of Education philosophy of general education is to give the prospective teacher the balance, perspective, and understanding of a well-educated person—to free him/her from bias, intolerance, and ignorance about humanity's world environment. Such education should acquaint the student with the basic knowledge and skills necessary for independent and reflective thought so essential for successful living in today's complex world.

General Education Requirements for Elementary Education Majors

Religion—12*

- RELT100 God and Human Life—3
- RELT225 Doctrines of the Adventist Faith—3
- RELT308 Gift of Prophecy—3 or ⁺RELH400 SDA History & Prophetic Heritage—3

An additional 3-credit class may be chosen in consultation with your SED advisor.

Arts and Humanities—8–10

- HIST205 American Experience II—3
 - ⁺HIST404 Adventist Heritage—3
 - ENGL407 Literature for Children—2 or 3
- One course from:
- ARTH220 Language of Art—3
 - IDSC200 Christ in Music and Art—3
 - IDSC211 Creativity and the Arts—3
 - INLS215 Great Classics of Culture—3
 - MUHL214 Enjoyment of Music—3
 - PHTO115 Introduction to Photography—4
 - PHTO210 History of Photography—3

Physical/Natural Science—8

Students must take one class from Life Science and one from Physical Science.

Life Science

- BIOL100 Human Biology—4
- BIOL208 Principles of Environmental Science—4
- BIOL330 History of Earth and Life—4
- FDNT230 Nutrition—4

Physical Science

- CHEM110 Intro. to Inorganic and Organic Chemistry—4
- PHYS110 Astronomy—4
- PHYS115 Concepts of Physics—4

Social Science—9

- GEOG110 Survey of Geography—3
- PLSC104 American Government—3
- EDPC302 Educational Psychology—3

Language and Communication—8-12

Written Expression

- ENGL115 English Composition I—3
- ENGL215 English Composition II—3

Communication

- COMM104 Communication Skills—3 or
- COMM450 Communication in the Classroom—3
- Foreign Language (BA only)
- Intermediate Language (4)

Mathematics and Computer Science—5–8

Mathematics

- MATH145 Reasoning with Functions—3, or higher

Computer Science

- INFS110 Introductory Computer Tools—3, or competency exam
- EDTE476 Meth. for Integr. Instructional Tech.—2 or 3

Wellness—3

- HLED120 Fit and Well—1
- Plus two activity courses (1 credit each)

Service—4

- EDTE165 Phil. & Social Foundations of Education—4

TOTAL credits—58–67

* **Religion Credits for Transfer Students.** Students must take one religion course each school year or school-year equivalent. Transfer students must take one course per year of residency or full-time equivalent at Andrews University or another Seventh-day Adventist college or university.

⁺ RELH400 covers both RELT308 and HIST404 but will not replace HIST404 if it is a requirement for a major or minor.

Professional Elementary Education Requirements

Professional Education Courses

- EDPC302 Educational Psychology—3
- EDTE165 Phil. & Social Foundations of Education—4
- EDTE408 Principles of Teaching and Learning—3
- EDTE425 Multi-grade/Multi-age Education—1
- EDTE444 Elementary Language Arts Methods—2
- EDTE445 Elementary Mathematics Methods—3
- EDTE446 Elementary Science and Health Methods—3
- EDTE447 Elem. Social Studies & Character Educ. Methods—3
- EDTE487* Student Teaching Seminar—1
- EDTE488* Student Teaching (Level)—1–15

**(Exact number of credits for student teaching is determined by the Department of TLC. A minimum of 9 semester credits is required. Students needing full time status will take additional credits.)*

The Planned Program Minor—20

- EDTE228 Strat. for Educ. Exceptional & Diverse Learners—3
- EDTE418 Methods for Teaching Beginning Reading—3
- EDTE420 Literacy Intervention Strategies—3
- EDTE424 Classroom Testing and Evaluation—2
- EDTE448 Meth. for Integ. Arts & Movement in Elem. Curr.—3
- EDTE476 Methods for Integrating Instructional Technology—2
- EDTE480 First Days of School Experience—2
- EDTE484 Developmental Reading Methods—2
- ENGL407 Literature for Children—2 or 3
- GEOG110 Survey of Geography—3 **or**
- GEOG475 Regional Geography: _____—3
- MATH145 Reasoning with Functions—3, or higher

The planned program minor consists of a group of courses related to teaching in the elementary school and is required by the State of Michigan. All courses listed must be completed either in the Planned Program minor or in other areas of the degree requirements. The total credits in the planned program minor must be at least 20.

Content Majors and Minors for Elementary Education

Students in the Elementary Education program must include the Planned Program minor and one subject content major or two minors. When two minors are chosen, they should be chosen from different groups and at least one should be a subject area commonly taught in elementary schools (indicated with a *). See course requirements on pp. 255–256.

The required courses for an approved major or minor in Integrated Science, Language Arts, Reading, and Social Studies are listed in the chart below. All other approved majors and minors are listed and described under the appropriate department in the College of Arts and Sciences section of this bulletin.

Subject Content Areas	BA	BS	Minors
Group A: Language Arts			
Language Arts*		36	24
Reading (K-8)*			20
Group B: Social Studies			
History*	38		20
Social Studies*		38	24
Group C: Science/Health			
Integrated Science*		36	26
Group D: Mathematics			
Mathematics*		30	20
Group E: Supporting Areas			
French (K–12)+	33#		20
Music Educ. (BMus) (K–12)	70#		
Spanish (K–12)+	33#		20
Group F: Religion			
Religion (for Seventh-day Adventist certification only)			20

+ pending State of Michigan approval
K-12 Endorsement in major area only

Integrated Science Major—36

The Michigan Department of Education requirements for this major have changed. This new major has been submitted to the State for approval. All students with this major will be expected to meet the requirements in effect for this major at the time of graduation. Contact your advisor for further details.

Advising for this major is done by the Department of TLC.

Required courses:

Life Science/Biology—14 credits

BIOL208 Principles of Environmental Science—4

Choose from:

BIOL100 Human Biology—4

BIOL111 Anatomy and Physiology I—4

BIOL165 Foundations of Biology—5

Physical Science—8 credits

CHEM110 Intro. to Inorganic and Organic Chemistry—4

PHYS115 Concepts of Physics—4

Earth/Space Science—8 credits

BIOL330 History of Earth and Life—4

PHYS110 Astronomy—4

Electives to be chosen from BIOL, CHEM, and PHYS under advisement—6 credits

Language Arts Major—36

Advising for this major is done by the Department of TLC.

Required courses:

COMM280 Voice and Diction—3

COMM450 Communication in the Classroom—3

EDTE418 Methods for Teaching Beginning Reading—3

EDTE420 Literacy Intervention Strategies—3

EDTE484 Developmental Reading Methods—2

ENGL250 Writing Instruction K–8—3

ENGL267 Approaches to Literature—3

ENGL300 Modern English Grammar—3 or 4

ENGL407 Literature for Children—2 or 3

SPPA435 Comm. Dev. & Disorders for Classrm. Teachers—3

Two courses from:

ENGL270 American Literature to 1900—3

ENGL375 English Literature I (to 1660)—3

ENGL376 English Literature II (1660–1900)—3

ENGL378 Modern Literature in English—4

One from:

ENGL438 Advanced Composition—3

ENGL454 Approaches to Writing—3 or

ENGL467 Creative Writing—3

Remaining credits from:

COMM320 Interpersonal Communication—3

COMM436 Intercultural Communication—3

COMM456 Group Dynamics and Leadership—3

ENGL445 Cultural Literature—3

ENGL460 Linguistics—3

SPPA234 Intro. to Speech-Language Path. & Audiology—3

SPPA321 Normal Language Development—3

Social Studies Major—38

Advising for this major is done by the Department of History and Political Science.

Required courses:

ECON225 Principles of Macroeconomics—3

ECON226 Principles of Microeconomics—3

GEOG110 Survey of Geography—3

GEOG260 Cultural Geography—3

HIST117 Civilizations and Ideas I—3

HIST118 Civilizations and Ideas II—3

HIST204 American Experience I—3

HIST205 American Experience II—3

HIST404 Adventist Heritage—3

PLSC104 American Government—3

PLSC225 Comparative Politics—3

EDTE447 Elem. Social Studies & Character Educ. Meth.—3

Remaining credits may be chosen from history, political science, geography, and economics.

Integrated Science Minor—26

The Michigan Department of Education requirements for this minor have changed. This new minor has been submitted to the State for approval. All students with this minor will be expected to meet the requirements in effect for this minor at the time of graduation. Contact your advisor for further details.

Advising for this minor is done by the Department of TLC.

Required courses:

Life Science/Biology—10 credits

BIOL165 Foundations of Biology—5

BIOL166 Foundations of Biology—5

Physical Science—8 credits

CHEM110 Intro. to Inorganic and Organic Chemistry—4
 PHYS115 Concepts of Physics—4

Earth/Space Science—8 credits

BIOL330 History of Earth and Life—4
 PHYS110 Astronomy—4

Language Arts Minor—24

Advising for this minor is done by the Department of TLC.

Required courses:

COMM450 Communication in the Classroom—3
 EDTE418 Methods for Teaching Beginning Reading—3
 EDTE420 Literacy Intervention Strategies—3
 EDTE484 Developmental Reading Methods—2
 ENGL250 Writing Instruction K–8—3
 ENGL267 Approaches to Literature—3
 ENGL300 Modern English Grammar—3 or 4
 ENGL407 Literature for Children—2 or 3
 One course from:
 ENGL270 American Literature to 1900—3
 ENGL378 Modern Literature in English—4
 Select remaining courses from:
 COMM280 Voice and Diction—3
 COMM436 Intercultural Communication—3
 ENGL445 Cultural Literature—3
 ENGL460 Linguistics—3
 SPPA234 Intro. to Speech-Lang. Pathology & Audiology—3
 SPPA321 Normal Language Development—3
 SPPA435 Communication Development & Disorders for
 Classroom Teachers—3

Reading Minor—20

Advising for this minor is done by the Department of TLC.

Required courses:

EDTE417 Tchng. Reading in the Second. Content Areas—3
 EDTE418 Methods for Teaching Beginning Reading—3
 EDTE420 Literacy Intervention Strategies—3
 EDTE460 Reading Practicum—1–4
 EDTE484 Developmental Reading Methods—2
 EDTE485 Adv. Methods for Elem. Classroom Literacy—3
 Choose electives from:
 COMM280 Voice and Diction—3
 EDTE160 College Reading Efficiency—2
 EDTE164 Dynamic Reading Strategies—1–2
 ENGL407 Literature for Children—2–3
 ENGL408 Literature for Young Adults—2–3
 ENGL460 Linguistics—3
 SPPA321 Normal Language Development—3
 SPPA435 Comm. Dev. & Disorders for Class. Teachers—3

Social Studies Minor—24

Advising for this minor is done by the Department of History and Political Science.

Required courses:

HIST118 Civilizations and Ideas II—3
 HIST204 American Experience I—3
 HIST205 American Experience II—3
 HIST404 Adventist Heritage—3

PLSC104 American Government—3
 ECON225 Principles of Macroeconomics—3
 GEOG110 Survey of Geography—3
 EDTE447 Elem. Soc. Studies & Character Educ. Methods—3
 Remaining credits to be chosen from the following areas: political science, geography, and economics.

Bachelor of Arts (BA) Option

Students may choose the Bachelor of Arts degree with Elementary Certification. The degree is granted by the College of Arts and Sciences. Requirements for General Education, professional education courses and the planned program minor are the same as for a Bachelor of Science in Elementary Education.

Bachelor of Science (BS) (Individualized Program)

This degree may be planned for students who have career goals and/or special interests in the area of education not requiring K–12 teaching credentials or for individuals planning on earning certification in a five-year program ending with an MAT degree. The degree includes two main parts:

- (1) an appropriate general education component, and
- (2) an interdepartmental area of concentration totaling at least 66 credits, 20 of which must be education course credits. Admission to the program or transfer from another program must be granted by program faculty before any education courses may be taken.

Secondary Certification with a BA or BS Degree

Students preparing for teaching in secondary schools (grades 6–12) may choose from either the Bachelor of Arts or the Bachelor of Science degree programs. These degrees are granted by the College of Arts and Sciences, School of Education, and College of Technology.

Michigan Department of Education Definition of Program Completers

Secondary Education “Program Completers” must qualify for graduation or hold a bachelor’s degree. Additional requirements for “Program Completers” include the following:

- Completion of general education core
- Passing score on the *MTTC Basic Skills Exam*
- Completion of professional education courses*
- Completion of approved subject content teaching major*
- Completion of approved subject content teaching minor*
- Passing score on the *MTTC Subject Area Exams* for both major and minor
- Recommendation for certification.

* *EACH of these areas must have a 2.50 GPA, with no grade of C- or below, in addition to a minimum cumulative GPA of 2.50.*

General Education Requirements for Secondary Certification**Religion—12***

RELT100 God and Human Life—3
 RELT225 Doctrines of the Adventist Faith—3
 RELT308 Gift of Prophecy—3 or RELH400⁺ SDA History & Prophetic Heritage—3

An additional 3-credit class may be chosen in consultation with your SED advisor.

Arts and Humanities—12

- HIST117 Civilizations and Ideas I—3
 HIST118 Civilizations and Ideas II—3
 HIST404⁺ Adventist Heritage—3

One course from:

- ARTH220 Language of Art—3
 ENGL255 Studies in Literature—3
 IDSC200 Christ in Music and Art—3
 IDSC211 Creativity and the Arts—3
 MUHL214 Enjoyment of Music—3
 PHTO115 Introduction to Photography—4
 PHTO210 History of Photography—3

Physical/Natural Science—8

Students must take one class from Life Science and one from Physical Science.

Life Science

- BIOL100 Human Biology—4
 BIOL208 Principles of Environmental Science—4
 BIOL330 History of Earth and Life—4
 FDNT230 Nutrition—4

Physical Science

- CHEM110 Intro. to Inorganic and Organic Chemistry—4
 PHYS110 Astronomy—4
 PHYS115 Concepts of Physics—4

Social Science—9

Two courses chosen from:

- ANTH124 Introduction to Anthropology—3
 ECON225 Principles of Macroeconomics—3
 EDPC302 Educational Psychology—3
 EDTE228 Strat. for Educ. Except. & Diverse Learners—3
 GEOG110 Survey of Geography—3
 PLSC104 American Government—3
 PSYC101 Introduction to Psychology—3
 SOCI119 Principles of Sociology—3

One of the following courses:

- BHSC220 An Interdisc. Appr. to Contemporary Soc. Issues—3
 BHSC235 Culture, Place & Interdependence—3
 IDSC237 The Individual, State, and Marketplace—3

Language and Communication—8-12*Written Expression*

- ENGL115 English Composition I—3
 ENGL215 English Composition II—3

Communication

- COMM104 Communication Skills—3

Foreign Language (BA only)

Intermediate Language (4)

Mathematics and Computer Science—5-8*Mathematics*

- MATH145 Reasoning with Functions—3, or higher

Computer Science

- INFS110 Introductory Computer Tools—3, or competency exam
 EDTE476 Meth. for Integrating Instructional Tech.—2-3

Wellness—3

- HLED120 Fit and Well—1

Plus two activity courses (1 credit each)

Service—4

- EDTE165 Philosophical & Social Found. of Education—4

TOTAL Credits—59-65

***Religion Credits for Transfer Students.** Students must take one religion course each school year or school-year equivalent. Transfer students must take one course per year of residency or full-time equivalent at Andrews University or another Seventh-day Adventist college or university.

⁺ RELH400 will count for RELT308 and HIST404 but will not replace HIST404 if it is a requirement for a major or minor.

Secondary Professional Education Courses

- EDPC302 Educational Psychology—3
 EDTE165 Philosophical & Social Found. of Education—4
 EDTE228 Strat. For Educ. Exceptional & Diverse Learners—3
 EDTE408 Principles of Teaching and Learning—3
 EDTE417 Teaching Reading in the Secon. Content Areas—3
 EDTE424 Classroom Testing and Evaluation—2
 EDTE459 Methods for Teaching Secondary School: Area—3
 EDTE476 Methods for Integrating Instructional Tech.—2-3
 EDTE480 First Days of School Experience—2
 EDTE487 Student Teaching Seminar—1
 EDTE488* Student Teaching (Level)—1-15

* The exact number of credits for student teaching is determined by the Department of TLC. A minimum of 9 semester credits is required. Students needing full-time status will take additional credits.

Content Majors and Minors for Secondary Education

Descriptions of the Integrated Science and Social Studies majors are listed below. All other approved majors and minors are described under their respective departments in other sections of this bulletin.

CONTENT MAJORS AND MINORS FOR SECONDARY CERTIFICATION

<u>Subject Areas</u>	<u>BA</u>	<u>BS</u>	<u>Minor</u>
Biology		40	22
Chemistry+		40	20
Communication Arts		36-38	20
Computer Science (K-12)+		40#	20
English	36		21
French (K-12)+	30#		21
History	38		20
Integrated Science (includes minor)+		51	
Mathematics		39	20
Mathematics Education		30	
Music Education (K-12) (BMus degree includes minor)	70		
Physics+		40	20
Political Science+			21
Social Studies (includes minor)		56	
Sociology+			20
Spanish (K-12)+	30#		21
Theology (Secondary Education Emphasis— SDA Certification only)	54		20
Visual Arts Education (K-12) (includes minor)		53	

+ pending State of Michigan approval

K-12 Endorsement in major area only

Integrated Science Major—51

(This major includes a built-in minor in Biology)

The Michigan Department of Education requirements for this major have changed. All students with this major will be expected to meet the requirements in effect for this major at the time of graduation. Contact your advisor for further details.

Advising for this major is done by the Department of TLC.

The Integrated Science major requires 51 semester credits. To complete the Integrated Science major students complete courses in **three** of the four content area groups listed below. The student must complete a subject minor in the fourth area. Currently, minors in Biology, Chemistry and Physics are approved for certification.

Required Courses:

- BIOL165 Foundations of Biology—5
- BIOL166 Foundations of Biology—5
- BIOL208 Principles of Environmental Science—4
- BIOL371 Genetics, Cellular and Molecular Biology I—3
- BIOL372 Genetics, Cellular and Molecular Biology II—3
- BIOL449 Historical and Philosophical Biology—4

Chemistry—minimum 8 credits

- CHEM131 General Chemistry I—4
- CHEM132 General Chemistry II—4

Physics—minimum 8 credits

- PHYS141 General Physics—4
- PHYS142 General Physics—4
- (PHYS241, 242 Physics for Scientists and Engineers—4, 4 may be substituted for PHYS141, 142)

Earth/Space Science—minimum 12 credits

- BIOL330 History of Earth and Life—4
- BIOL348 General Ecology—3
- PHYS110 Astronomy—4

Required Cognate

- MATH167 Precalculus Trigonometry—2

Electives chosen by advisement from the above areas to complete the requirements.

The State of Michigan recommends that students pass MTTC subject exams in Physics and Chemistry.

BS: Secondary Education Social Studies Major—56

(This major contains a built-in minor in History)

- BHSC235 Culture, Place and Interdependence—3
- ECON225 Principles of Macroeconomics—3
- ECON226 Principles of Microeconomics—3
- GEOG110 Survey of Geography—3
- GEOG260 Cultural Geography—3
- HIST117 Civilizations and Ideas I—3
- HIST118 Civilizations and Ideas II—3
- HIST204 American Experience I—3
- HIST205 American Experience II—3
- HIST404 Adventist Heritage—3
- HIST459 Special Meth. In Teaching History & Soc. St.—3
- HIST490 Research Seminar—3
- PLSC104 American Government—3
- PLSC225 Comparative Politics—3
- SOCI430 Gender Roles in Contemporary Society—3

Plus:

- One upper division United States history course
- One upper division European or other non U.S. history course.
- Remaining credits should be chosen from history, political science, geography and economics.

The Major Field Achievement Test in history must be taken by all majors in their senior year.

All students with this major will be expected to meet the requirements in effect for this major at the time of graduation. Contact your advisor for further details. Advising for this major is done by the Department of History and Political Science.

The State of Michigan recommends that students pass MTTC subject exams in History, Geography, Economics and Political Science.

Teacher Education Program and Certification Procedures

Admission to the Teacher Preparation Program. The application for admission to the teacher preparation program should be submitted by undergraduate students completing 15 semester credit hours including EDTE165. Application for admission to the teacher preparation program should be done by transfer students and by Master of Arts in Teaching (MAT) students during the first semester of enrollment. Applications are considered semi-annually by the Certification, Screening, and Petitions Committee.

Before being admitted, students must meet the criteria for admission listed below:

- Satisfactorily complete EDTE165.
- Choose appropriate teaching major and/or minor(s).
- Pass the *MTTC Basic Skills Test* (students are only allowed to take this test three times).
- Maintain a minimum GPA of 2.50 in each of the following areas:
 1. major(s)*,
 2. minor(s)*,
 3. professional education courses*, and
 4. overall course work.

*A course with a grade less than C in a major, minor or professional education must be repeated. All courses taken at Andrews University or transferred to Andrews University are included in calculating the GPA.
- Provide recommendations from the teacher of EDTE165 and one other Andrews University faculty member.
- Begin a professional teaching portfolio.
- Demonstrate clearance in regard to felony or misdemeanor conviction as an adult.
- Demonstrate the professional disposition of an educator. Upon admission, students are charged a Professional fee.

Admission to Student Teaching Candidacy

- A formal application for student teaching must be submitted before the end of Fall Semester of the school year prior to the one in which the student teaching will be done.
- The application is considered by the Certification, Screening, and Petitions Committee.
- Before being accepted, students must have met the criteria for admission listed below:
 1. Secure admission to the teacher preparation program.
 2. Complete EDPC302 and EDTE408 or equivalents.
 3. Submit an acceptable plan for completing all required course work. (You must notify the Director of Student Teaching and the Certification Registrar if this plan changes). All prerequisites for student teaching as stated in the University Bulletin must be met prior to the student-teaching semester.
 4. Submit a plan for completing the required *MTTC Michigan Subject Area Exams*.
 5. Maintain a minimum GPA as outlined in the criteria for admission to teacher preparation.
 6. Obtain a recommendation from three sources: a professor from a methods course, a professor from your major or minor, and a professor from your minor.

7. Demonstrate clearance in regard to felony and misdemeanor conviction as an adult. A new form must be signed at this time even though one was filed previously.
8. Demonstrate acceptable professional dispositions.

Admission to Student Teaching Semester

1. The Director of Student Teaching presents to the Certification, Screening, and Petitions Committee the prospective student teacher's candidacy for clearance to begin student teaching.
2. This clearance should be made the semester before the student begins the student teaching experience.
3. Before being cleared for student teaching, students must meet the following criteria:
 - Admission to student teaching candidacy
 - Completion of the approved course of study
 - Passing scores on *MTTC Subject Area Exams*
 - Completion of all transfer and correspondence courses at least one month before the student teaching semester begins
 - Submission of **OFFICIAL** transcripts for any course work completed at another institution.
4. The minimum GPA required for admission to the teacher preparation program must be maintained.
5. Clearance in regard to felony and misdemeanor conviction as an adult must be demonstrated. A new form must be signed at this time even though one was filed previously.

Student Teaching Placement Process. Elementary and secondary student-teaching placements are available in private or public schools. Specific assignments are made after consultation with the Director of Student Teaching who makes all contacts and arrangements with the schools.

The placement interview with prospective student teachers and admission to the student teaching program take place at least one semester before student teaching begins, though preferably in February of the preceding year. It is the student's responsibility to make contacts with the Director of Student Teaching and cooperate in the placement process during this placement semester. A pre-student-teaching visit to the school is required before placement is finalized. If the school personnel do not accept the student, the Director of Student Teaching will make a maximum of two additional attempts to place the student at other schools.

Student Teachers will be placed within a one-hour radius of Andrews University. Exceptions will be made on a case-by-case basis. Any additional cost for supervision will be borne by the student.

The First Days of School Experience is a concentrated, full-time laboratory program which begins prior to the beginning of the university's fall semester.

The experience focuses on the critical week preceding and following the first day of school. It provides specific answers to the pre-service teacher's question, "What do I actually *do* during the first days and weeks of school?" The program includes practical application of classroom-management theories. Emphasis is placed on the tasks teachers must perform in the weeks before school opens, organizing and conducting the all-important first day, and the tasks teachers encounter during the first weeks of school. These tasks include

1. Short- and long-range planning
2. Constructing units of instruction
3. Selecting materials and supplies
4. Organizing and managing the classroom
5. Establishing discipline procedures
6. Record keeping (including the daily register)

Student Teaching Semester. The student-teaching semester consists of a minimum of 14 weeks of full-time observation, participation, and teaching under supervision in an elementary or secondary school. If the beginning and ending dates do not coincide with the university semester calendar, the student-teaching calendar takes precedence over the university calendar.

Orientation for student teaching is conducted before the students go to their assigned schools. The time and date of orientation are announced by the Director of Student Teaching. During orientation, each student receives a packet of materials containing information about student-teaching requirements and evaluation procedures.

A weekly student-teaching seminar meets after school hours during the semester. The specific time is announced by the Director of Student Teaching.

The student may not take other courses during the student-teaching semester. Work for remuneration should be suspended. Full attention to their teaching responsibilities helps ensure students' success, which in turn is vital to receiving a positive recommendation from the supervising teacher and university supervisor.

Teacher Certification Procedures

Michigan Tests for Teacher Certification. All applicants for State of Michigan K–12 teaching credentials must pass the *MTTC Subject Area Exams* before a recommendation can be submitted to the Michigan Department of Education. For details on what the tests are and when they are offered, see the Department of TLC.

Certification Exemption Petition. Students planning to qualify for a teaching certificate at Andrews University are expected to meet both Seventh-day Adventist and State of Michigan certification requirements. Exceptions to this requirement are considered only after a student submits a formal petition to the Department of TLC Certification, Screening, and Petitions Committee.

Final Steps to Secure Certification. The student working towards a teaching certificate is responsible for ensuring that his/her program is one of the programs approved at Andrews University for teacher certification at the appropriate level. Students should seek the advice of their Department of TLC advisor early in their program. Undergraduate and graduate students should not assume that completing a degree qualifies them for a specific teaching certificate. Graduate students must have their certification programs approved by the Certification Registrar. The following requirements for certification eligibility apply to both undergraduate and graduate students and must be met before certification is issued:

- Complete bachelor's degree requirements
- Achieve a minimum GPA of 2.50 overall, and 2.50 in each of the following:
 1. major(s)*,
 2. minor(s)*,
 3. area of concentration*, and
 4. professional education courses.
 (*The averages include all courses taken at Andrews University and those transferred from other institutions.)
- Earn grades of C or above in all courses in
 1. professional education,
 2. major(s),
 3. minor(s), and
 4. areas of concentration.

- Pass *MTTC Subject Area Exams*.
- Complete student teaching with a positive recommendation from the supervising teacher.
- Obtain a positive recommendation for certification from a faculty member in the Department of TLC.
- Demonstrate clearance in regard to felony or misdemeanor conviction as an adult. Forms for clearance purposes are available at the Department of TLC.
- Demonstrate acceptable professional dispositions.
- Have current First Aid CPR Certification from the American Red Cross (must include infant, child and adult CPR in addition to First Aid).
- Request that official transcripts be sent directly to the Certification Registrar in the Department of TLC.

Application for a Teaching Certificate. In their final year, while applying for graduation, students must also apply for the teaching certificate. The certificate is granted after graduation. The certification application is filed on forms available at the Teacher Certification Office located in the Department of TLC. Andrews University recommends the applicants who qualify for certification. Students qualifying for Seventh-day Adventist certification receive a *Verification of Eligibility Certificate* that is honored by the union (an Adventist jurisdiction) in which they first accept a teaching position. A recommendation for a Michigan Provisional Teaching Credential is submitted to the Michigan Department of Education. The State of Michigan bills the recommended applicant for a Provisional Teaching Certificate. The amount billed **must be paid directly to the state** before the certificate is issued.

Further information on teaching credentials, Adventist certification, State of Michigan certification, updating original certificates, and adding endorsements can be found on pp. 266–268.

Graduation Requirements

In addition to meeting the general requirements for a baccalaureate degree on p. 254 or p. 256, students who seek baccalaureate degrees with elementary or secondary certification must

- Complete requirements for approved major, minor(s), and professional education courses as described under each specific degree (Due to scheduling complexities, students seeking certification may take more than four years to complete a degree.)
- Maintain a minimum GPA of 2.50 overall, and a 2.50 in the following:
 1. major(s)*,
 2. minor(s)*,
 3. area of concentration*, and
 4. professional education courses*
 (*The averages include all courses taken at Andrews University and those transferred from other institutions.)
- Earn a 2.00 minimum GPA in all other credits at Andrews University
- Complete the Senior Exit examination, which serves as the senior-level evaluation
- Take a minimum of 30 of the final 37 semester credits in residence (permission must be given by the dean to take up to 10 credits anywhere other than Andrews University.)
- Qualify for either Michigan Teacher Certification or an Adventist Basic Teaching Credential (This item applies to BS Elementary Education majors and BS Secondary Integrated Science and Social Studies majors.)
- Submit a formal request for graduation, approved by the student's advisor, the Certification Registrar, and a designated records officer.

Teaching, Learning and Curriculum Graduate Programs

Graduate Programs	Credits
Non-Degree Graduate-Level Teacher Certification and Endorsement Programs	
(Elem) Adventist and MI Certification	variable
(Sec) Adventist and MI Certification	variable
Reading Literacy (Adventist Certification)	12
Special Education (Adventist Certification)	12
Master of Arts in Teaching	
Elementary Education	32
Secondary Education	32
Content Area Emphasis (Biology, English, ESL, History, Spanish, French, Reading)	32
Master of Arts: Education	
Curriculum and Instruction Emphasis	32
Reading Emphasis	32
Master of Science: Education	
Special Education Emphasis (MI-LD Certification)	31+
EdS	
Curriculum and Instruction	64
EdD/PhD	
Curriculum and Instruction	91/92

Graduate Certificate Programs

Reading/Literacy Education (Adventist Speciality Endorsement)

Mission

A Graduate Certificate in Reading/Literacy Education prepares teachers and clinicians to enrich and improve the quality of life of all individuals through literacy.

The program is designed to provide a planned sequence of courses that may be used to earn an Adventist endorsement in reading by persons holding an Adventist Standard Teaching Certificate in Elementary or Secondary Education. Each certificate candidate must work with the Andrews University Certification Registrar in the Department of TLC to see that all requirements are met. Completion of the certificate program is a separate process from obtaining the Adventist reading endorsement. It is the student's responsibility to make contact with the Andrews University Certification Registrar.

Components of the Program

- EDPC525 Psych. & Educ. of the Exceptional Child—3
(or equivalent) is a prerequisite for admission to the certificate program.
- EDPC644 Psychological Testing—1–3
- EDCI645 Adv. Diagnosis & Educ. Therapy in Reading—3
- EDCI647 Diversity: _____—2
- EDCI680 Field Work: _____—1–3
- EDCI689 Seminar: Topic—1–4

TOTAL for GC R/LE—12 credits

Special Education (Adventist Speciality Endorsement)

This graduate certificate emphasizes teaching strategies for persons with disabilities. It is offered in combination with other departments within the School of Education. Program courses may include fieldwork.

Components of the Program

- SPED525 Psych. & Educ. of the Exceptional Child—3
- EDPC540 Behavioral & Emotional Problems of Children—3
- EDPC644 Psychological Testing—3
- EDCI617 Instruction: _____—2
- EDCI665 Advanced Instructional Models: _____—1–2

Persons completing certificate requirements who currently hold a standard Adventist teaching credential will be recommended for an Adventist speciality endorsement in special education.

TOTAL for GC SPED—12 credits

Master of Arts in Teaching (MAT)

This flexible, professional degree program is designed to meet the needs of a wide range of individuals. Typical MAT students belong to one of the following categories:

1. Persons who have earned a bachelor's degree and are now seeking teacher certification at the elementary or secondary level
2. Persons who hold teacher certification at either the elementary or secondary level and seek certification at the other level.
3. Persons who hold a teaching certificate and want to strengthen or add a specific subject area endorsement.

Candidates for the MAT degree must hold or qualify for a Seventh-day Adventist or State of Michigan teaching certificate or its equivalent before the degree can be granted. The 32 credits listed for the completion of this degree represent the minimum number of hours required for the MAT. Persons who enter the MAT program without a teaching certificate should expect to complete more than 32 credits. The Certification Registrar evaluates transcripts and identifies specific certification requirements for each student needing certification.

Three specialization options are available in the MAT program:

- An elementary education emphasis
- A secondary education emphasis
- A specific content area emphasis (Biology, English, English as a second language, History, French, Spanish and Reading.) Specific requirements for these content area emphases are found in the departmental listings of this bulletin.

MAT Prerequisites

1. An undergraduate degree with a major and/or a minor(s) in teaching area(s).
2. Six semester credits, including a course in educational psychology, and other basic areas such as educational philosophy, instruction, or evaluation. If not previously taken at the undergraduate level, the 6 credits may be taken at the graduate level but do not necessarily apply toward the graduate degree program.

Michigan Department of Education Definition of Program Completers

To qualify as a "Program Completer," MAT students seeking their initial Elementary Teaching certificate must satisfactorily complete the following:

- A bachelor's degree
 - Professional education courses*
 - Planned program minor*
 - Approved subject content major or two minors*
 - The *MTTC Elementary Education Exam* (subject area exams are optional)
 - Current First Aid & CPR Certification from the American Red Cross or the American Heart Association
 - Recommendation for certification
- * *EACH of these areas must have a 2.50 GPA.*

To qualify as a "Program Completer," MAT students seeking their initial Secondary Teaching certificate must satisfactorily complete the following:

- A bachelor's degree
 - Professional education courses*
 - Approved subject content teaching major*
 - Approved subject content teaching minor*
 - The *MTTC Subject Area Exams* for both major and minor
 - Current First Aid & CPR Certification from the American Red Cross or the American Heart Association
 - Recommendation for certification
- * *EACH of these areas must have a 2.50 GPA.*

MAT Program Procedures

- Apply for admission to the Andrews University School of Education
- Request evaluation of transcripts by the Certification Registrar
- Develop a course plan in collaboration with advisor
- Take initial classes during the first semester
- Take the Basic Skills section of the MTTC during first semester
- Students transferring in a major and/or minor must pass the relevant MTTC Subject Exams during their first semester of enrollment
- Apply for admission to the teacher preparation program during the first semester (see p. 258)*
- Continue course work
- Apply for admission to Student Teaching Candidacy (see p. 258)*
- Take the Subject Area section(s) of the *MTTC*
- Complete course work, including EDTE588 & EDCI696.
- Apply for teaching certificate (see p. 259).

MAT: Required Courses

Educational Foundations—3

EDFN500 Phil. Foundations of Educ. & Psych.—3

Professional Education Core—9–12

EDPC525 Psych. & Educ. of the Exceptional Child—3

3 credits of instructional methods by advisement

EDTE476 Meth. for Integrating Instructional Tech.—2–3

EDCI696 Project Implementation—1–4

Specialization and Electives—17–20

Choose one of the following areas of specialization.

Elementary Education Specialization. Students select courses in consultation with their advisor from those required for certification.

Secondary Education Specialization. Students select courses in consultation with their advisor from those required for certification.

Content Area Specialization. Students select courses in consultation with a content area advisor. Students should note

the specific subject area requirements in the appropriate section of this bulletin. Requirements vary. Students seeking a subject endorsement must complete the equivalent of a minor in that area.

Eligibility for Certification—variable*

Students who enter the MAT program without teacher certification must qualify for a teaching certificate to complete the degree. See specific certification requirements below.

TOTAL degree credits—32**

*Course requirements for persons seeking their first teaching certificate vary slightly from those who already have a teaching certificate.

** A minimum of 12 credits must be 500-level or higher. Students who enter the MAT program without a teaching certificate typically must complete more than 32 to qualify for a teaching certificate.

Field Work and Comprehensive Examinations. Field work and comprehensive examinations may be required at the discretion of the subject specialization advisor and/or the professional education advisor. See Application for a Teaching Certificate on p. 259.

MAT students should consult the Teacher Certification Procedures section of this bulletin for details about applying for Teacher Certification.

MA: EDUCATION

Reading Emphasis

(Not currently enrolling students in this program)

Mission

The Reading Education Program prepares educators to enrich and improve the quality of life of all individuals through literacy. Faculty and students collaborate to develop expertise in understanding and guiding the reading/learning process for a diverse clientele.

The Master of Arts: Education with a Reading Emphasis prepares students for work as reading consultants, supervisors in reading instruction, or teachers of reading. After determining the student's academic preparation and goals, a course plan is prepared to meet his/her individual needs. The program requires a minimum of 32 credits with 22 credits in the reading area of emphasis.

Prerequisites. Three of the following four courses are prerequisites for admission:

- EDTE417 Teaching Reading in the Secondary Content Area—3
- EDTE418 Methods for Teaching Beginning Reading—3
- EDTE420 Literacy Intervention Strategies—3
- EDTE484 Developmental Reading Methods—2

If not previously taken at the undergraduate level, the three courses may be taken at the graduate level but do not apply toward the graduate degree program.

DEGREE REQUIREMENTS

Reading Core Concentration—22

- COMM436 Intercultural Communication—3
- EDCI569 Diagnostic Techniques in Literacy Instruction—3
- EDCI665 Advanced Instructional Models: _____—1–3
- EDCI680 Field Work: _____—1–3
- EDCI689 Seminar: _____—1–4
- EDTE417 Tchng. Reading in the Second. Content Areas—3
- EDTE630 Seminar: _____—1–4
- EDTE485 Adv. Meth. for Elementary Classroom Literacy—3
- or**
- EDCI570 Adv. Literacy Intervention & Remediation Strat.—3

Required Related Emphasis—6

- EDFN500 Phil. Foundations of Educ. & Psych.—3
- EDRM505 Research Methods in Educ. & Psych.—3

Electives approved by advisor—4

(or enough to total 32 credits for total program)

- ENGL460 Linguistics—3
- EDCI547 Foundations of Curriculum Development—3
- EDCI645 Adv. Diagnosis & Educ. Therapy in Reading—3
- EDCI646 Problems in Reading—2
- EDCI648 Workshop: _____—1–3
- EDCI665 Adv. Instructional Models: _____—1–3
- EDCI680 Field Work: _____—1–3
- EDCI690 Independent Study: _____—1–3
- EDPC514 Psychology of Learning—2–3

TOTAL MA degree credits—32

MS: EDUCATION

Special Education/Learning Disabilities K–12 Endorsement

All students seeking this degree will be expected to meet the requirements in effect as set forth by the State of Michigan at the time of graduation. Students should contact their advisor for further details.

Completion of required course work leads to a Michigan State Teaching Endorsement in Special Education in the area of Learning Disabilities and a Masters of Science Degree in Education.

The State of Michigan requires students to possess a valid State of Michigan General Education Teaching Certification prior to the submission of an application for a Special Education/ Learning Disabilities Endorsement. Students who have been accepted into the AU MAT program can petition to be concurrently accepted into the MS program.*

Some of the course work in this graduate program may be offered through on-line class scheduling.

*However, the MAT program must be completed prior to completion of the Special Education endorsement.

DEGREE REQUIREMENTS

Prerequisites—15 (undergraduate/graduate credits)

- SPED525 Psych. & Educ. of Exceptional Children—3 **or**
- SPED228 Strat. for Educ. Excep. & Diverse Learners—3
- EDPC514 Psychology of Learning—3
- EDPC540 Behavioral & Emotional Problems of Children—3
- SPED420 Literacy Intervention Strategies—3
- SPPA435 Comm. Dev. & Disorders for Classrm. Teachers—3

Core—21

- EDFN500 Phil. Foundations of Educ. & Psych.—3
- EDPC515 Psychological Dev.-The Growth Years—3
- EDPC644 Psychological Testing—3
- EDPC651 Assessment I: Behav. & Educ. Applications—3
- EDPC672 Psychoeducational Consultation—3
- EDRM505 Research Methods in Educ. & Psych.—3
- SPED645 Adv. Diagnosis & Educ. Therapy in Reading—3

Specialty—11+

- EDTE588 Graduate Student Teaching: SPED K–5—1–2
- EDTE588 Graduate Student Teaching: SPED 6–12—1–2
- SPED617 Instruction: Dev. Appropriate Instr.—2
- SPED625 Legal & Ethical Issues in Special Education—3
- SPED665 Adv. Instr. Models: SPED Acad. Interventions—1–3
- SPED689 Seminar: Current Tr. in Learning Disabilities—1–4

TOTAL MS degree credits—31+*

Students need to complete the Portfolio requirements and pass MTTC Subject Area (Learning Disabilities) Exam.

* Students may have to take additional credits if they have taken the required course work from another institution and the courses are older than the acceptable university course credit transfer policy and/or the student is over the number of credits they can transfer in from another university. When a student is in this situation, additional courses should be chosen in consultation with his or her advisor.

Curriculum and Instruction Advanced Degree Program

Mission

As companions in learning, faculty and students are committed to global Christian service through excellence in teaching, learning and research.

Program Description

The Curriculum and Instruction program is concerned with creating superior learning environments within learning organizations, such as corporate training, schools, colleges, and universities. Curriculum & Instruction (C&I) degrees at Andrews University are interdisciplinary, involving a broad spectrum of content areas and educational levels. Specialized study is offered within Curriculum & Instruction for school-based personnel at elementary, secondary, and tertiary levels. While degrees in Curriculum and Instruction are designed for experienced educators, provision is made for individuals desiring a career change. Such persons may be required to earn more than the minimum number of credits.

Increasingly, the C&I program is involved in the preparation of trainers and consultants for business, government, and non-government organizations. Curriculum & Instruction cooperates with selected departments in offering advanced cognates for persons preparing to be college teachers. Graduates of the Andrews University Curriculum and Instruction program serve as classroom teachers, department heads, principals, superintendents, curriculum specialists, teacher educators, department chairs, researchers, academic vice presidents, and college presidents. Persons seeking initial teacher certification for K–12 schools at the master's level should pursue the MAT degree for elementary or secondary education (see p. 261).

Degree Options

The C&I Program offers four degrees to suit a variety of student needs. They include the following:

- Master of Arts (MA)
- Educational Specialist (EdS)
- Doctor of Education (EdD)
- Doctor of Philosophy (PhD)

Program Characteristics

Focus on Holistic Development. We take the mind-body-spirit connection seriously. Planned experiences throughout the C&I program provide opportunities for students to develop as whole beings-mentally, spiritually, socially, and physically.

Role-based Curriculum. Curriculum scholars around the world fulfill specific roles when designing, developing, implementing and evaluating the educational enterprise. The learning outcomes

for this program are designed to help individuals develop competence in these roles within the context of educational practice. Successful mastery of these roles promotes the development of a service-focused, scholarly mindset. (See description of C&I Roles below.)

Documenting Mastery of Roles. Program candidates may demonstrate mastery of the program roles by taking classes (face-to-face or online) or completing a Course Competency Contract. Previous experience may be included in the Course Competency Contract.

Residential Options. The Curriculum & Instruction program is designed to meet the needs of our students. The majority of students in the C&I program choose the field-based residency option and maintain their current employment while completing face-to-face classes in the summer and distance classes during the traditional academic year. We also have students who choose the traditional, residential program and move to Berrien Springs for full-time study. Students may select either residency option or a combination of the two.

Annual Intake. While the C&I program accepts applications for enrollment any time during the year, the official start for new students in the program is during the summer C&I Institute on the Berrien Springs campus. International cohorts begin their programs at arranged times and locations.

Membership in an International Learning Community.

Beginning with the classmates in your initial cohort, you will spend your time in the C&I program developing personal and professional relationships. The Andrews Community of Curriculum & Instruction Scholars (ACCIS) is composed of students, alumni, faculty, and friends of the C&I program. ACCIS is a student-led professional organization whose purpose is to foster professional growth and networking. In addition to cohorts and ACCIS, students function as members of regional groups and study teams.

Collaborative Scholarship. Planned experiences help foster true collaboration throughout the C&I program. Students have opportunity to co-research, co-present, or co-author with other students and/or faculty members.

Admissions Requirements. Admissions decisions are based on an overall profile of each applicant. The applicant profile consists of information that indicates personal "fit" with the Curriculum and Instruction program and potential for success in the program. To ensure consideration for acceptance into the current year's summer cohort, completed applications must be on file at the Andrews University Graduate Admissions office by February 1.

In addition to application materials required of all graduate school applicants the following items are of particular importance:

- A 500-word statement of purpose explaining how your professional goals fit with the mission of the Curriculum and Instruction program.
- Recommendation forms and letters from professionals. Do not submit recommendations from relatives or current students.
- A completed Professional Experience form.
- A current resume or vita.
- Official transcripts from all schools where undergraduate or graduate courses were taken.
- Graduate Record Examination (GRE) general exam scores. Note: MA students may receive provisional acceptance without GRE scores, but will need to complete the exam within four months of course enrollment.

- Documentation of English proficiency. See University Graduate Programs General Admission Requirements for details (p. 44). Please consult the Graduate Programs Admission section of this bulletin for complete information regarding admissions requirements.

Prerequisites include at least 9 semester credits of course work in educational philosophy, educational psychology, or instructional methodology. Persons, such as corporate trainers, who seek admission without such a background may be required to include such courses in their course plan. These prerequisites may add to the total number of credits needed to complete the degree.

Graduation Requirements

All students:

- Complete course work within time limits and GPA guidelines
- Complete a major Curriculum and Instruction project
- Complete an initial research project (EDRM505)
- Complete comprehensive examinations
- Document mastery of program roles through the development and presentation of the portfolio

Specialist students: (elementary, secondary and/or college)

- Qualify for Seventh-day Adventist and/or public-school certification in the area(s) of specialty prior to graduation.
- Achieve a minimum of two years satisfactory classroom experience prior to receiving the EdS degree.

Doctoral students:

- Meet residency requirements
- Complete basic research method project
- Complete advanced research method project (PhD only)
- Complete and successfully defend doctoral dissertation

C&I Program Roles

I: Christian Philosopher

This role addresses the ability to appreciate the perspectives of others while developing a personal philosophy from which action and service arise.

II: Learning Theorist

This role addresses principles of growth, development, and learning and the use of these principles to effect positive change.

III: Servant Leader

This role addresses principles of group behavior and the use of these principles to effect positive change for individuals and organizations.

IV: Effective Communicator

This role addresses oral, written, intrapersonal, and interpersonal communication as the essence of human behavior and technology as it enables, supports, and enhances human interaction and learning.

V: Capable Researcher

This role addresses valuing and conducting disciplined inquiry for decision-making.

VI: Lifelong Learner

This role addresses commitment to holistic, personal, and professional growth.

VII: Subject Matter Expert

This role addresses the specific area of knowledge in which the student has an expertise.

VIII: Program Designer

This role addresses professional knowledge and skills in the area of curriculum and educational program development.

IX: Reflective Instructor

This role addresses professional knowledge and skills in the area of instruction and instructional leadership.

X: Skilled Assessor

This role addresses professional knowledge and skills in the area of assessment and evaluation.

MA Education: Curriculum & Instruction Emphasis

DEGREE REQUIREMENTS

MA Core: 22–25 credits

I: Christian Philosopher (3 cr)

EDFN500 Phil. Foundations of Educ. & Psych.—3

II: Learning Theorist (3 cr)

EDPC514 Psychology of Learning—3

III: Servant Leader (2 cr)

EDCI620 Systems Concepts & Change—2

IV: Effective Communicator

The development of this role is fostered in departmental activities such as courses and professional conferences.

V: Capable Researcher (3–6 cr)

EDRM505 Research Methods in Educ. & Psych.—3

EDCI699 Thesis (optional)—3

VI: Lifelong Learner (1 cr)

EDCI525 Master's Orientation Seminar—1

VII: Subject Matter Expert

This role addresses the specific area of knowledge in which the student has a subject matter concentration. (Prerequisite, specialization, or cognate).

VIII: Program Designer (3 cr)

EDCI547 Foundations of Curriculum Development—3

IX: Reflective Instructor (3 cr)

EDCI565 Improving Instruction—3

X: Skilled Assessor (4 cr)

EDCI545 Assessment & Evaluation of Learning—2

EDCI696 Project Implementation—1–3

MA Electives: 7–10 credits

Course electives are selected by advisement to fit the student's professional goals.

MA-Level Specializations

Curriculum Emphasis (select from)

EDCI607 Curriculum: (topics)—2–4

EDCI611 Design & Dev. of Training Programs—2–3

EDCI650 Curriculum Design—3

EDCI655 Curriculum Development Research—3

EDCI686 Curriculum Past and Present—3

Instruction Emphasis (select from)

EDCI610 Teaching the Adult Learner—2–3

EDCI617 Instruction: (topics)—2–3

EDCI645 Adv. Diagnosis & Educ. Therapy in Reading—3

EDCI665 Adv. Instructional Models (topic)—1–6

Technology Emphasis (all required)

EDCI617 Instruction: Instructional Design—3

EDCI617 Instruction: Technology Integration—3

EDCI637 Tech: School Lab Administration—3

EDCI637 Tech: Classroom Software Applications—3

EDCI637 Tech: Authoring Systems—3

EDCI676 Technology for Learning—2

TOTAL MA degree credits—32

EdS: Curriculum and Instruction

DEGREE REQUIREMENTS

EdS Core: 35–37 credits

I: Christian Philosopher (3 cr)

EDFN500 Phil. Foundations of Educ. & Psych.—3

II: Learning Theorist (3 cr)

EDPC514 Psychology of Learning—3

III: Servant Leader (2 cr)

EDCI620 Systems Concepts and Change—2

IV: Effective Communicator

The development of this role is fostered by departmental activities such as courses and professional conferences.

V: Capable Researcher (6 cr)

EDRM505 Research Methods in Educ. & Psych.—3

EDRM611 Applied Statistics in Educ. & Psych. I—3

VI: Lifelong Learner (1 cr)

EDCI725 Doctoral Orientation Seminar—1

VII: Subject Matter Expert

This role addresses the specific area of knowledge in which the student has a subject matter concentration. (Prerequisite, specialization, or cognate)

VIII: Program Designer (9 cr)

EDCI547 Foundations of Curriculum Development—3

EDCI650 Curriculum Design—3

EDCI686 Curriculum Past & Present—3

IX: Reflective Instructor (4–6 cr)

EDCI565 Improving Instruction—3

EDCI665 Advanced Instructional Models—1–3

X: Skilled Assessor (7 cr)

EDCI545 Assessment & Evaluation of Learning—2

EDCI636 Program Evaluation—3

EDCI696 Project Implementation—1–3

EdS Electives: 27–29 credits

Electives are selected by advisement to expand personal development within targeted roles. Examples of specializations and cognates for the EdS degree are listed below with those for the doctoral degrees.

TOTAL EdS degree credits—64

Edd/PhD: Curriculum and Instruction

Doctor of Philosophy (PhD). As the research-oriented degree, the PhD is designed for leaders who contribute to education through original, theoretical and conceptual research. Additional program requirements for this degree include a second basic-research course and an advanced research-methodology course.

Doctor of Education (EdD). As the more professionally-oriented degree, the EdD is designed for educational leaders who contribute to the field of education through their work in the field, developing curricula, supervising, and leading out in instructional improvement and school change. Additional program requirements for this degree include Curriculum Development Research and an internship.

PhD Core: 48–53 credits

EdD Core: 48–57 credits

I: Christian Philosopher (6–9 cr)

EDFN500 Phil. Foundations of Educ. & Psych.—3

EDCI730 Curriculum Theory—3

Plus one additional Foundations course to fit in Role I or Role II

II: Learning Theorist (3–6 cr)

EDPC514 Psychology of Learning—3

III: Servant Leader (2–10 cr)

EDCI620 Systems Concepts and Change—2

EdD Students:

EDCI886 Internship—1–8

IV: Effective Communicator

The development of this role is fostered by departmental activities such as courses and professional conferences.

V: Capable Researcher (29–32 cr)

EDRM505 Research Methods in Educ. & Psych.—3

EDRM611 Applied Statistics in Educ. & Psych. I—3

EDRM710 Seminar in Research Methodology—1

EdD students:

EDCI655 Curriculum Development Research—3

Select one basic research method course:

EDRM604 Design & Analysis of Ed. & Psych. Surveys—3

EDRM605 Qualitative Research Meth. in Ed. & Psych.—3

EDRM612 Applied Statistics in Ed. & Psych. II—3

HIST650 Hist. & Soc. Science Research Methodologies—3

PhD students:

Select two basic research method courses:

EDRM604 Design & Analysis of Ed. & Psych. Surveys—3

EDRM605 Qualitative Research Meth. in Ed. & Psych.—3

EDRM612 Applied Statistics in Ed. & Psych. II—3

HIST650 Hist. & Soc. Science Research Methodologies—3

Select one advanced research method course:

EDRM613 Applied Statistics in Ed. & Psych. III—3

EDCI885 Applied Research—1–3

Dissertation (both EdD & PhD students):

EDRM880 Dissertation Proposal Development—2

EDCI899 Doctoral Dissertation—14

VI: Lifelong Learner (3 cr)

EDCI725 Doctoral Orientation Seminar—1

EDCI889 Doctoral Seminar—2

VII: Subject Matter Expert

This role addresses the specific area of knowledge in which the student has a subject matter concentration. (Prerequisite, specialization, or cognate)

VIII: Program Designer (6 cr)

EDCI547 Foundations of Curriculum Development—3

EDCI686 Curriculum Past & Present—3

IX: Reflective Instructor (4–6 cr)

EDCI565 Improving Instruction—3

EDCI665 Advanced Instructional Models—1–3

X: Skilled Assessor (7 cr)

EDCI545 Assessment & Evaluation of Learning—2

EDCI636 Program Evaluation—3

EDCI696 Project Implementation—1–3

PhD Electives: 23–28 credits

EdD Electives: 19–28 credits

Electives are selected by advisement to expand personal development within targeted roles. Examples of specializations and cognates for doctoral degrees are listed below. Please refer to the C&I Program Handbook for detailed information regarding electives.

TOTAL PhD degree credits—92

EdD and PhD Specializations and Cognates. Within the EdS, EdD, and PhD degree options, the following specializations or cognates are available:

Specializations

College-level Teaching
Educational Technology

Curriculum Leadership
 Instructional Leadership
 Teacher Education
 Training & Consulting
 Special Education

Cognates

Educational Foundations
 Educational Research
 Religious Education

Teacher Certification Information

Teacher Certification Procedures

Michigan Tests for Teacher Certification (MTTC). All persons in the Andrews University teacher preparation program must pass the MTTC Subject Area Exams before being recommended for certification. For details on what the tests are and when they are offered, see the Department of Teaching, Learning and Curriculum.

Non-Degree Teacher Certification Programs

Post-baccalaureate teacher certification and endorsement programs **not** leading to a degree are available.

Post-Baccalaureate/Graduate Level. Andrews University provides opportunities on the graduate level for achieving Seventh-day Adventist and or State of Michigan elementary and secondary certification. Students may work towards certification without being in a degree program or they may complete certification requirements while taking courses required for the Master of Arts in Teaching (MAT) degree.

Steps for Obtaining Teacher Certification

1. Submit all transcripts for evaluation by the Certification Registrar in the Department of Teaching, Learning, and Curriculum and receive an outline of requirements needed for certification.
2. Apply for admission to the School of Education.
3. Counsel with a faculty advisor in the Department of Teaching, Learning, and Curriculum and in major/minor departments as needed.
4. Take the prescribed courses.
5. Pass the *MTTC Basic Skills Exam*
6. Apply for admission to the teacher preparation program. (See Admission to the Teacher Preparation Program on p. 258 for additional criteria.)
7. Continue course work.
8. Apply for admittance to student teaching. (See Admission to Student Teaching Candidacy and Admission to Student Teaching.)
9. Pass the *MTTC Subject Area Exams*
10. Complete program of study and apply for certification.
11. Have current First Aid & CPR Certification from the American Red Cross or the American Heart Association (must include infant, child and adult CPR in addition to First Aid).

Residency Requirements for Certification. Non-Andrews University graduates must complete at least 10 credits in residence to qualify for a recommendation for a teaching certificate and endorsement.

State of Michigan Certification

The State of Michigan issues two types of teaching credentials—**Provisional and Professional**. Elementary certificates are valid for teaching all subjects in grades K–5 and in all subjects in grades 6–8 if teaching in a self-contained classroom. Secondary certificates are valid for teaching in subject areas in grades 6–12.

Michigan Provisional Certificate. The *Provisional Certificate* is issued to certification candidates who have completed the requirements for a bachelor's degree, including a major and minor (elementary has a major **or** two minors option) and the professional education component. (Refer to the specific requirements for the provisional certificate in the Andrews University Elementary and Secondary Education program sections of this bulletin.)

Michigan Professional Certificate. To qualify for a Michigan *Professional Education Teaching Credential*, applicants must show that they have completed the following:

- Three years of successful teaching under the authority of and after the issuance of a valid *Provisional Teaching Credential*.
- Eighteen (18) semester credits of study after issuance of the state *Provisional Teaching Credential* in a planned course of study that includes the reading credits required by the State of Michigan.
- Completion of the appropriate reading methods course work: 3 semester hours for the secondary level certificate; 6 for the elementary. (If the course work is **completed at a Michigan teacher preparation institution**, refer to your institution to be recommended. If the course work was **completed outside of Michigan**, request an application for the Professional Education certificate from the Michigan Department of Education or obtain a copy from the website.)

Renewing State of Michigan Credentials and State Professional Certification

The Michigan *Provisional Teaching Credential* is valid for six years. By the end of that period, each certificate holder who wishes to upgrade or to keep his/her Michigan credential current must qualify either for a certificate renewal of their Michigan *Provisional Teaching Credential* or a Michigan *Professional Teaching Credential*.

Renewal of Provisional Certificate. To qualify for the renewal, the applicant must complete at least 10 semester credits of approved course work in a planned program after the *Provisional Certificate* is issued. Work taken by correspondence does not qualify.

Renewal of Professional Education Certificate. A *Professional Education Certificate* is valid for up to five years. It may be renewed, with proper application, for up to an additional five years. Renewal assumes that the applicant has completed 6 semester credits from an approved teacher-preparation institution, or submitted evidence of the equivalent in continuing education units completed through professional development programs or professional activities defined and approved by the state board, or completed any combination thereof. Applicants need to contact the Michigan Department of Education to renew their credentials and for further information.

Adding Endorsements to Adventist and Michigan Credentials

This section outlines criteria and procedures for adding an elementary or secondary endorsement at Andrews University. Other endorsements are also available.

Procedures for Adding Another Level of Certification—Elementary or Secondary

- Develop a program for securing the additional level of certification in counsel with the Certification Registrar.
- Counsel with a Department of Teaching, Learning and Curriculum advisor as the program is being implemented.
- Apply for admission to the program on the new level.
- Pass the *MTTC Subject Area Exams(s)* for any new endorsements.
- Apply for student teaching before the end of the Fall Semester of the school year prior to the one in which you wish to student teach.
- Apply to the Certification Registrar for a teaching certificate within one semester of completing the program.

Adding an Elementary Endorsement to a Secondary Certificate

To add an elementary-level teaching endorsement to a secondary certificate, one must

- Have a valid secondary-teaching certificate
- Complete a major or two minors appropriate for the elementary level (See list of majors and minors under elementary certification at post-baccalaureate level, p. 255.)
- Pass the *MTTC Subject Area Exam(s)* for any new endorsement area(s) and the Elementary Professional Exam
- Complete professional education courses and the planned program minor (See p. 254 for specific requirements.)
- Apply for new endorsement.

Adding a Secondary Endorsement to an Elementary Certificate

To add a secondary-level teaching endorsement to an elementary certificate, one must

- Have a valid elementary teaching certificate.
- Complete a major and a minor appropriate to the secondary level (See list of approved majors and minors under secondary certification at post-baccalaureate level, p. 257.)
- Pass the *MTTC Subject Area Exams* for any new endorsements.
- Take EDTE417 Tchng. Reading in the Second. Content Areas—3
- Take EDTE459 Meth. for Teaching Second. School: Area—3
- Complete 6 credits of student teaching at the secondary level.
- Apply for new endorsement.

Elementary Certification Requirements

Students must take sufficient course work in three areas to be eligible for Michigan elementary certification: (1) professional education courses, (2) subject content majors or minors, and (3) planned program minor.

- **Professional Education Courses.** Listed below are the required graduate professional education courses for Michigan elementary-teaching credentials which must be taken at either the undergraduate or graduate level. If students have taken the undergraduate-level course, they do not need to repeat the graduate-level course. Graduate-level students who are qualifying for certification and wish to apply credit to a graduate degree must select courses at the graduate level.

EDPC514 Psychology of Learning—3
 EDTE408 Principles of Teaching and Learning—3 **or**
 EDCI565 Improving Instruction—3
 EDTE424 Classroom Testing and Evaluation—2
 EDTE480 First Days of School Experience—2
 (EDTE424 & EDTE480 are part of the Planned Program minor)

EDTE630 Seminar: Phil. & Soc. Found. of Educ.—2
 EDTE444 Elementary Language Arts Methods—2
 EDTE445 Elementary Mathematics Methods—3
 EDTE446 Elementary Science and Health Methods—3
 EDTE447 Elem. Soc. St. & Character Educ. Meth.—3
 EDTE448 Meth. for Integ. Arts & Mvmnt. in Elem. Curr.—3
 Student Teaching*

EDTE487 Student Teaching Seminar—1
 EDTE588 Graduate Student Teaching: Level—1–10

- * For students with appropriate and verified teaching experience, some student-teaching credit by examination for student-teaching may be granted. Requests for such credit should be made after consultation with the Department of Teaching, Learning and Curriculum on forms available at that office. This should be done before applying for student teaching. All candidates qualifying for Adventist certification must have had significant structured experience in a multi-grade Adventist school.
- Have current First Aid & CPR Certification from the American Red Cross or the American Heart Association (must include infant, child and adult CPR in addition to First Aid).

- **Approved Majors and Minors for Elementary Certification.**

Seventh-day Adventist and State of Michigan elementary certification require a subject content major or two minors in addition to the Planned Program minor. See the list of approved majors and minors for elementary certification on p. 255.

- **Planned Program Minor.** For requirements, see the undergraduate teacher education section on p. 254. Courses at the 400 level must be taken for graduate credit to count for MAT requirements.

Secondary Certification Requirements. Students must take sufficient course work in three areas to be eligible for Michigan secondary certification: (1) Professional education courses, (2) a content major, **and** (3) minor in a qualifying area of instruction.

- **Professional Education Courses.** Listed below are the required graduate professional education courses for Michigan secondary-teaching credentials. If students have taken the undergraduate course, they do not need to repeat the graduate-level course. Graduate students who are qualifying for certification and wish to apply credit to a graduate degree must select courses at the graduate level.

EDPC514 Psychology of Learning—2–3
 EDPC525 Psych. & Educ. of Exceptional Children—2–3
 EDCI565 Improving Instruction—3 **or**
 EDTE408 Principles of Teaching and Learning—3
 EDTE417 Tchng. Reading in the Secon. Content Areas—3
 EDTE424 Classroom Testing and Evaluation—2
 EDTE459 Meth. for Teaching Secondary School: Area—3
 EDTE476 Meth. for Integ. Instructional Tech.—2 or 3
 EDTE630 Seminar: Phil. & Soc. Found. of Educ.—2

First Days of School Experience

EDTE480 First Days of School Experience—2

Student Teaching*

EDTE 487 Student Teaching Seminar—1
 EDTE588 Graduate Student Teaching: Level—1–10

- * For students with appropriate and verified teaching experience, some student-teaching credit by examination for student-teaching may be granted. Requests for such credit should be made after consultation with the Department of Teaching, Learning and Curriculum on forms available at that office. This should be done before applying for student

teaching. All candidates qualifying for Adventist certification must have had significant structured experience in a multi-grade Adventist school.

- Have current First Aid & CPR Certification from the American Red Cross or the American Heart Association (must include infant, child and adult CPR in addition to First Aid).
- **Approved Majors and Minors for Secondary Certification.** Seventh-day Adventist and State of Michigan secondary certification require a major and minor teaching area. Seventh-day Adventist certification also recognizes additional majors and minors. See the list of approved majors and minors for secondary certification on p. 257.

Seventh-day Adventist Teaching Credential Levels and Requirements

Seventh-day Adventist K–12 teacher credentialing is organized into three levels of certificates: Basic, Standard, and Professional. The following section describes each level, points out specific requirements, and tells how they are met at Andrews University.

All courses needed for Adventist certification or State of Michigan certification require a grade of C or above.

Levels of Adventist Certification and Credential Requirements

Adventist Basic Certificate. The *Basic Teaching Certificate* may be issued to the candidates presenting a *Verification of Eligibility* form from Andrews University. The certificate is issued by the union conference where the candidate takes his/her first teaching position.

Religion Requirements. A minimum of 12 semester hours in religion, taken at a Seventh-day Adventist college/university or through Home Study International, to include the following areas:

Doctrines of the Seventh-day Adventist Church

Biblical Studies courses such as: Jesus in His Time and Ours, Law & Writings of the New & Old Testament, Acts & Epistles, Prophets of Israel

Spirit of Prophecy. A study of the gift of prophecy revealed in the Bible and the writings of Ellen G. White. *Choose one:*

GSEM532 The Life & Ministry of Ellen G. White—2

GSEM534 The Writings of Ellen G. White—2 or 3

RELT308 Gift of Prophecy—3 or RELH400⁺ SDA History & Prophetic Heritage—3

Seventh day Adventist Church History. *Choose one:*

CHIS570 History of the Seventh-day Adventist Church—2

HIST404 Adventist Heritage—3

EDFN517 History of Seventh-day Adventist Education—2

RELH400 SDA History and Prophetic Heritage—3

Health Principles. A course in health based on the Bible and the writings of Ellen G. White. *Choose one:*

CHMN547 The Ministry of Healing—2 or 3

HLED120 Fit and Well—1

⁺ RELH400 will count for RELT308 and HIST404 but will not replace HIST404 if it is a requirement for a major or minor.

Adventist School Experience. All candidates for Adventist certification must have significant structured experiences in a Seventh-day Adventist school. To fulfill this certification requirement at Andrews University, any one of the following experiences are considered appropriate.

- Full-semester student teaching in an approved Seventh-day Adventist school.
- A lab experience for EDTE165 in a recognized Seventh-day Adventist school.
- Three weeks of pre- or post-student teaching experience in a recognized Seventh-day Adventist school.

Other verified experiences may fulfill this requirement. Requests to have these considered must be made on a petition form available at the Department of Teaching, Learning and Curriculum office. Such petitions should be submitted at least one semester before student teaching begins.

Multi-grade\Multi-age Teaching Experience (Elementary only).

For the *Elementary Teaching* endorsement, multi-grade teaching experience is required. The unique curriculum, instructional strategies, and scheduling which characterize the multi-grade classroom are the focus of the course program and its 50-hour fieldwork experience. Arrangements to take EDTE425 Multi-grade\Multi-age Education should be made with the director of student teaching immediately following admission to the teacher preparation program.

Renewal of Adventist Basic Certificate. The *Basic Teaching Certificate* is valid for any three-year period (commencing when it is activated) during the first five years after it is issued. It can be re-validated by completing additional approved professional education/activities. See *Manual for SDA Certification Requirements K-12* for specifics.

Adventist Standard Certificate

The *Standard Teaching Certificate* may be issued to an applicant who

- Meets initial General Eligibility Requirements.
- Meets the requirements for a *Basic Teaching Certificate*.
- Completes a minimum of three years of full-time teaching or equivalent.
- Completes 6 credits of professional education or courses in area(s) of endorsements beyond the requirements of the *Basic Teaching Certificate*.

Renewal of Adventist Standard Certificate. The *Standard Teaching Certificate* is valid for five years. It can be renewed by completing 9 semester credits of advanced/graduate professional education or approved subject-area courses. See *Manual for SDA Certification Requirements K-12* for specifics.

Adventist Professional Certificate. Seventh-day Adventist teachers desiring *Professional Certification* must meet the following criteria:

- Meet initial general eligibility requirements.
- Qualify for the *Standard Teaching Certificate*
- Meet **one** of the following:
 1. Hold a master's degree.
 2. Complete a prescribed fifth-year program for teachers.
 3. Earn 40 semester hours of graduate/post-baccalaureate upper-division credit. Have 30 semester credits in professional education courses and/or in no more than two areas of certification endorsement.
 4. Earn graduate/post-baccalaureate upper-division credit in at least two of the areas listed below:
 - Curriculum
 - Improvement of instruction
 - Learning theory/style
 - Education of the exceptional child
 - Trends and issues in education
 - Multi-cultural education

Renewal of Adventist Professional Certificate. The *Professional Teaching Certificate* is valid for five years. Renewal of the certificate requires 6 additional semester credits. See *Manual for SDA Certification Requirements* for specific details.

Courses (Credits)

See inside front cover for symbol code.

D=Distance delivery options available

Curriculum and Instruction

- | | |
|---|--|
| <p>EDCI525 § (1)
<i>Master's Orientation Seminar</i>
Survey of essential principles and practices underlying the Curriculum and Instruction program. Open to MA level students only.</p> <p>EDCI547 D (3)
<i>Foundations of Curriculum Development</i>
The relationship of the purposes of education to the design, implementation, and evaluation of curriculum at any level. Basic to other courses in curriculum and instruction.</p> <p>EDCI545 D (2)
<i>Assessment & Evaluation of Learning</i>
Exploration and application of effective assessment practices and technology tools for measuring and documenting student learning and development.</p> <p>EDCI565 (3)
<i>Improving Instruction</i>
Designed to provide a framework for organizing and teaching declarative and procedural knowledge, developing habits for life-long learning, and building a positive classroom environment (including the use of cooperative learning groups). Includes reflection, micro-teaching, and peer feedback. Basic to other courses in curriculum and instruction.</p> <p>EDCI569 § (3)
<i>Diagnostic Techniques in Literacy Instruction</i>
Designed for those who wish to become corrective-and remedial-reading specialists and are concerned with techniques, materials, and procedures useful to teachers and reading specialists in diagnosing reading difficulties. Lab required. Prerequisite: EDTE420</p> <p>EDCI570 § (3)
<i>Advanced Literacy Intervention & Remediation Strategies</i>
Methods and materials for literacy instruction to prevent or remediate reading disabilities. Requires scheduled lab to earn credit for this course. Prerequisite: EDTE420.</p> <p>EDCI607 D (2)
<i>Curriculum:</i> _____
Topics such as Designing Online Courses, Integrated Design, Standards-based Design, and Adventist Curriculum Studies. Repeatable by topics.</p> <p>EDCI600 (0)
<i>Program Continuation</i>
The Teacher Education student may register for this title while clearing deferred (DG) and/or incomplete (I) grades with advisor approval only. Registration for this title indicates full-time status.</p> | <p>EDCI610 D (2-3)
<i>Teaching the Adult Learner</i>
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.</p> <p>EDCI611 D (3)
<i>Design and Development of Training Programs</i>
Design and creation of programs for adult learners in training settings (i.e., NGO, continuing education, health care, corporate). Includes the planning of a field-based implementation project. Prerequisite: EDCI610</p> <p>EDCI/SPED617 D (2-3)
<i>Instruction:</i> _____
Topics such as Instructional Design, Technology Integration, and Developmentally Appropriate Instruction in the area of special education, mild cognitive disorders. Repeatable by topics.</p> <p>EDCI620 D (2)
<i>Systems Concepts and Change</i>
Theoretical and applied study of curriculum change and organizational development in learning organizations.</p> <p>EDCI/SPED625 (3)
<i>Legal & Ethical Issues in Special Education</i>
Designed to assist educators in developing a knowledge of the Michigan Statute Due Process requirements as well as an understanding of IDEA and Section #504 of the Rehabilitation Act implications in the delivery of educational services to students.</p> <p>EDCI636 D (3)
<i>Program Evaluation</i>
Systematic research oriented procedures and models used to evaluate needs, planning, and implementation of educational programs and their impact. Prerequisite: EDRM505 or equivalent.</p> <p>EDCI637 D § (3)
<i>Technology:</i> _____
Topics such as Authoring Systems, Classroom Software Applications, School Lab Administration, Teaching with the Internet, and Curriculum Productivity Tools. Repeatable by topics.</p> <p>EDCI638 D (1)
<i>Project Implementation & Revision</i>
Requires the implementation of a curriculum project, collection of data related to curriculum function and student learning, and data-based revisions of the original project. Repeatable to 3 credits.
<i>Fall</i></p> <p>EDCI/SPED645 Alt § (3)
<i>Advanced Diagnosis & Educational Therapy in Reading</i>
Advanced course for diagnosis and remediation or prevention of reading disabilities. Prerequisite: EDTE420.</p> <p>EDCI646 Alt (2)
<i>Problems in Reading</i>
Reading problems and research considered. Emphasis given to resolving problem areas. Research encouraged for solutions to problem areas. Provides an opportunity to study special topics and current concerns. Permission from advisor required before registration.</p> |
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- EDCI647** **D (2)**
Diversity: _____
 Topics such as Multicultural Education and Inclusive Education.
- EDCI648** **D (1–3)**
Workshop: _____
- EDCI650** **D (3)**
Curriculum Design
 The study of specific curriculum design models to aid educators with the analysis, development, and improvement of curriculum at specific educational levels. Includes development of a curriculum project. Prerequisite: EDCI547 or permission of the instructor.
- EDCI655** **D (3)**
Curriculum Development Research
 Empirical and critical examination of principles, problems, and procedures in the development of a field-ready curriculum. Major course project is the preparation and field-testing of an instructional product. Prerequisites: EDCI547, 565, and EDRM505, or permission of instructor. Graded S/U, DG available. Repeatable to 6 credits.
- EDCI/SPED665** **Alt (1–3)**
Advanced Instructional Models: _____
 Introduction and practice of advanced teaching strategies and/or Special Education Academic Intervention that rely on a system of instruction based upon theory, research, and scholarly thinking in specific disciplines. Designed to increase teaching repertoire. Students develop the ability to reflect on their own performance and provide effective feedback and support to others. Prerequisites: EDCI565 or EDTE444, 445, 446, 447 or EDTE459. Prerequisite: EDCI617 (for MS Special Education students only).
- EDCI665 (option)** **(1,2)**
Advanced Instructional Models: Writing Process Methods
 Designed for the student to apply teaching principles and methods to the role of the teacher in organizing a writing workshop, including methods for connecting reading and writing; developing the writing process; conferencing with student writers; incorporating appropriate usage; editing, revising, and proofreading; assessing writing; writing with related technologies; and writing across the curriculum.
- EDCI676** **D S (2)**
Technology for Learning
 The use, selection and evaluation of media/technology for learning organizations. An overview of technologies for teaching and learning including opportunities for hands-on application. (See EDCI637 for additional topics)
- EDCI/SPED680** **D (1–3)**
Field Work: _____
 Supervised curriculum and instruction experiences in approved educational institutions, agencies, and learning organizations. Offered in areas such as Elementary Education, Middle-level Education, Secondary Education, Higher Education, Teacher Education, and Training & Consulting. Permission of supervisor and plans required one semester in advance of registration. Graded S/U, DG available
- EDCI685** **D (0)**
Comprehensive Exam Preparation
 Summer, Fall, Spring
- EDCI686** **D (3)**
Curriculum Past and Present
 Survey of curriculum events, ideas, and trends since 1890. Special attention is given to landmark studies and seminal curriculum documents. Students investigate one historical topic and one current trend.
- EDCI689** **D (1–4)**
Seminar: _____
 Contemporary and selected topics in curriculum and instruction. Repeatable with different topics. Open to all graduate students.
- EDCI/SPED689 (option)** **(2)**
Seminar: Current Trends/Learning Disabilities
 Contemporary and selected topics in curriculum and instruction and/or current trends in the area of special education learning disabilities. Concurrent enrollment in EDCI680 MS SPED students only. Permission of instructor required.
- EDCI690** **D (1–3)**
Independent Study: _____
 Individual research and study under the guidance of an instructor. A minimum of 60 clock hours of study time expected per credit. Limited prior approval by the advisor and instructor.
- EDCI696** **D (1–3)**
Project Implementation
 Students are expected to make practical application of an educational theory through practical implementation and supervision of an instruction and/or curriculum project. Students are expected to collect field-based data related to such functions, and, with such data, revise the original project. Repeatable.
- EDCI699** **D (1–3)**
Thesis
- EDCI725** **S (1)**
Doctoral Orientation Seminar
 Survey of essential principles and practices underlying the Curriculum and Instruction program. Open to specialist and doctoral students only.
- EDCI730** **Alt (3)**
Curriculum Theory
 The examination of philosophical and theoretical underpinnings to educational issues. Emphasis upon theorizing within student's research interest. Includes students' presentations of theoretical rationales in a seminar format. Normally requires two semesters for completion. Prerequisite: EDCI686 or permission of instructor.
- EDCI756** **D (1–3)**
Advanced Studies: _____
 Investigation of the knowledge base of a given area of study, including a comprehensive search of the literature and seminar presentations. Offered in areas such as Curriculum Leadership, Instructional Leadership, The Professorate, Research on Teacher Education, and Training/Consulting.
- EDCI799** **D (1–6)**
Advanced Project: _____
 This empirically based product should be constructed using sound principles of curriculum/instruction design. A final written report documents project development and performance. Prerequisite: EDCI655 or permission of instructor. *Fall, Spring, Summer*

EDCI870 **D (0)**
Comprehensive Exam Preparation
 Fall, Spring, Summer

EDCI885 **D (1–8)**
Applied Research: _____
 Planned research experience dealing with an actual educational situation. Students identify a faculty member with whom to engage in collaborative research study leading to joint publication. Course meets the advanced methodology requirement for PhD students.

EDCI886 **D (1–8)**
Internship: _____
 Students, under the supervision of a C&I faculty member, work in responsible positions with specialists in cooperating institutions, school systems, or agencies. Internships available in Curriculum Leadership, Instructional Leadership, Teaching in Higher Education, Teacher Education, NCATE Processes, and Training/Consulting. *Fall, Spring, Summer*

EDCI888 **D (0)**
Dissertation Continuation
Fall, Spring, Summer

EDCI889 **D (1–3)**
Doctoral Seminar
 Examination of topics presented by students organized around their areas of scholarship. Presentations may encompass a portion of students' comprehensive examination and dissertation experiences. *Fall, Spring, Summer*

EDCI899 **D (1–14)**
Doctoral Dissertation
Fall, Spring, Summer

Foundations

EDFN500 **(2–3)**
Philosophical Foundations of Education and Psychology
 Examines philosophical and theological bases of major worldviews and, taking into account the conceptual framework of the Andrews University School of Education, critiques the impact of naturalism and post-modernism on education, psychology, and religion from a Christian perspective. Preferably taken in the first year of any graduate program in the School of Education.

EDFN517 **(2)**
History of Seventh-day Adventist Education
 Development of educational theory and institutions among Seventh-day Adventists, with emphasis on discernible eras and their characteristics.

EDFN610 **(3)**
History and Philosophy of Education
 A study of the major influences and ideas in the history and philosophy of education from biblical and classical times to the present. The course materials cover a broad overview of the entire period, with a more detailed focus on noteworthy developments and significant eras. Students are required to research 3–4 topics. *Even Spring, Odd Summer*

EDFN688 **(1–2)**
Integration of Faith and Learning
 An interdisciplinary consideration of faith-maturing activities in the school: philosophy, curriculum, and teaching strategies.

Attention directed toward classroom practice in the secondary school and college, although the general principles under review have direct implications for Christian education in the elementary and junior high school.

EDFN689 **(2–3)**
Seminar in Foundations:
 Examination of leadership, education and psychology. Topics may include historical, philosophical, psychological, sociological, and curricular foundations of education, as well as fundamental issues of leadership, finance, law, diversity and international understanding. The course is comprised of presentations by experts on the topics selected, and discussion based on assigned readings. Each student chooses two areas for in-depth study and makes presentations to the class. Repeatable by topics. *Even Summer, Odd Fall*

Note: Other courses that fulfill the foundations requirements for programs in the School of Education are listed on p. 276.

Teacher Education

For enrollment in any EDTE course above 408, the student must be accepted into the Teacher Preparation Program or have permission of the department.

All education courses required for certification have a clinical or field-experience component.

EDTE110 **\$ (1–2)**
Basic Reading/Language Skills
 Intended for those who need one-to-one or small-group instruction in basic language skills because of special needs. May include work to improve basic reading, writing, and study skills as determined by individual educational assessment. Lab required. Repeatable up to 4 semesters.

EDTE140 **\$ (1–2)**
Reading Vocabulary Development
 Intended for those who need basic reading skills. Develops vocabulary strategies and skills for word meaning and identification. Instruction includes comprehension emphasis to place vocabulary learning in a meaningful context and to apply word recognition strategies in authentic situations. Lab required. Repeatable one semester.

EDTE160 **\$ (2)**
College Reading Efficiency
 Designed to develop active reading comprehension and flexible reading rates and strategies to meet varied purposes for reading. Lab required. Repeatable once.

EDTE164 **\$ (1–2)**
Dynamic Reading Strategies
 Designed to assist average and above-average readers in increasing comprehension and reading rate. Lab required.

EDTE165 **\$ (4)**
Philosophical and Social Foundations of Education
 An orientation to the teaching profession in a multicultural society, including the philosophical/ethical assumptions underlying different education philosophies and the social, cultural, and instructional aspects of American education. Students analyze educational philosophies and practices from a Christian perspective and study the implications of school law on educational practice. 30-hour field experience required outside of class time. *Fall, Spring*

- EDTE/SPED228** (3)
Strategies for Educating Exceptional and Diverse Learners
 An introduction to the characteristics and educational needs of learners from various backgrounds. Emphasis is placed on meeting these students' educational needs in regular classrooms. 20-hour field experience. Lab enrollment required. *Optional Summer; Fall*
- EDTE376** (1–3)
Topics: _____
 Topics of current significance. Repeatable with different topics. Credit to be announced with topic in advance. May be graded S/U. *As scheduled*
- EDTE389** (variable)
Work Conference: Topic
 In-service training, clinics, and supervised experiences in education. Repeatable with different topics. Credit to be announced with topic in advance. *As scheduled*
- EDTE408** ◆ (3)
Principles of Teaching and Learning
 Basic techniques of instruction, planning, and classroom management. Emphasis is on acquisition and application of an instructional framework and basic classroom management. Field experience. *Fall, Spring, Summer*
- EDTE416** ◆ \$ (3)
Individualized Reading Instruction
 Prepares the teacher to set up a direct instruction format for mastery teaching of reading to individuals using the basal Life Series. Students are introduced to the management system developed by the Exemplary Center for Reading Instruction to teach vocabulary, spelling, penmanship, and discussion techniques. Field experience required. **Offered on extension campuses only.**
- EDTE417** S ◆ (3)
Teaching Reading in the Secondary Content Areas
 Methods for teaching content area reading to secondary students and adults, strategies for effective content lessons, application of basic skills, vocabulary comprehension, and study skills within subject areas. Includes objectives and methods, reading problems of adolescents and adults, and selection and development of materials. 30-hour field experience. Prerequisites: EDPC302 or 514, EDTE408. *Spring, Even Summers*
- EDTE418** S ◆ \$ (3)
Methods for Teaching Beginning Reading
 Application of principles of effective instruction to early literacy acquisition. Focuses on balanced, explicit instruction approaches. Field experience included in class meeting time. Prerequisites: EDPC302 or 514, EDTE408. *Fall, Odd Summers*
- EDTE/SPED420** S ◆ \$ (3)
Literacy Intervention Strategies
 Assessment and methods for prevention and remediation of reading problems. Useful for class room and clinical settings. Field experience included in class meeting time. Prerequisites: EDPC302 or 514, EDTE408, 418. *Spring, Even Summers*
- EDTE424** ◆ (2)
Classroom Testing and Evaluation
 Writing instructional objectives. Topics may include: preparing classroom tests to measure the attainment of those objectives; concepts of reliability and validity; simple item analysis;
- interpreting data from standardized tests and other data in cumulative folders; sociometric procedures; grading and reporting. Prerequisite: Admission to Student Teaching. Corequisite: EDTE480. *Fall, Odd Summers*
- EDTE425** ◆ \$ (1)
(Equivalent to EDTE438-001)
Multi-grade/Multi-age Education
 Techniques, practices and strategies appropriate for multi-age/multi-grade classrooms. Includes an introduction to relevant NAD administrative and curriculum materials. 50-hours of field experience. *Spring*
- EDTE438** (1–3)
Workshop: _____
 Repeatable with different topics. Credit to be announced with topic in advance. May be graded S/U. *As scheduled*
- EDTE444** ◆ (2)
Elementary Language Arts Methods
 Application of principles of effective instruction to Language Arts with specific emphasis on writing workshop methodology. An introduction to the curriculum of K–8 schools, including unique Adventist curricular materials and Michigan Content Standards and Benchmarks. Field experience included in class meeting time. Prerequisites: EDPC302 or 514, EDTE408. Co-requisite EDTE484. *Fall, Odd Summers*
- EDTE445** S ◆ \$ (3)
Elementary Mathematics Methods
 Application of principles of effective instruction to Mathematics. An introduction to the curriculum of K–8 schools, including unique Adventist curricular materials and Michigan Content Standards and Benchmarks. Field experience included in class meeting time. Prerequisites: EDPC302 or 514, EDTE408. *Spring, Even Summers*
- EDTE446** S ◆ \$ (3)
Elementary Science and Health Methods
 Application of principles of effective instruction to Science and Health. An introduction to the curriculum of K–8 schools, including unique Adventist curricular materials and Michigan Content Standards and Benchmarks. Field experience. Prerequisites: EDPC302 or 514, EDTE408. *Spring, Even Summers*
- EDTE447** S ◆ (3)
Elementary Social Studies and Character Education Methods
 Application of principles of effective instruction to Social Studies and Character Education. An introduction to the curriculum of K-8 schools, including unique SDA curricular materials and Michigan Content Standards and Benchmarks. Field experience included in class meeting time. Prerequisites: EDPC302 or 514, EDTE408. *Fall, Even Summers*
- EDTE448** S ◆ \$ (3)
Methods for Integrating Arts & Movement in Elementary Curriculum
 Application of principles integrating art, music, and physical education instruction in the elementary curriculum. An introduction to the curriculum of K–8 schools, including unique Adventist curricular materials and Michigan Content Standards and Benchmarks. Field experience included in class meeting time. 3 credits for those NOT taking a Visual Arts Major, 4 credits for those with a Visual Arts Major. Prerequisites: EDPC302 or 514, EDTE408. *Spring, Odd Summers*

- EDTE459** ♦ (3)
Methods for Teaching Secondary School: Area
 Focuses on teaching strategies especially useful at the secondary-age level. Emphasis on developing a repertoire of strategies that enhance a variety of learning outcomes in students and blend theory and practice. Field experience. Prerequisites: EDPC302 or 514, EDTE408. *Fall, Odd Summers*
- EDTE460** ♦ (1–4)
Reading Practicum
 Observation and supervised instruction with individual students and reading classes on the elementary level. Repeatable to 4 credits. Prerequisites: EDTE417, 420, 485. May be graded S/U.
- EDTE467** (1)
School and Society
 The school as an institution in a multi-cultural society; the cardinal purposes, structure, and operation of education.
- EDTE476** ♦ \$ (2–3)
Methods for Integrating Instructional Technology
 Course focuses on the use of a wide variety of instructional technology and media to support student learning with emphasis on the application of technologies to effective teaching. Topics covered during course include: technology as a tool, internet in the classroom, standards for integrating technology and multimedia teaching tools, and facilitating students' use of technology. Prerequisites: INFS110 or equivalent, EDTE408. *Even Summer & Fall, Odd Spring*
- EDTE480** ♦ (2)
First Days of School Experience
 An intensive, comprehensive, full-time field experience beginning in early August. Integrates the study and application of strategies for classroom management; guidelines for beginning the school year successfully. Required prior to student teaching. Field experience. Prerequisite: Admission to Student Teaching. *Summer*
- EDTE484** ♦ \$ (2)
Developmental Reading Methods
 Prepares upper-elementary and middle-school teachers in the techniques of developmental reading and other language arts components. Includes whole-language techniques, direct instruction of comprehension strategies, and the reading-writing connection. Field experience included in class meeting time. Corequisite: EDTE444. Prerequisites: EDPC302 or 514, EDTE408. *Fall*
- EDTE485** Alt ♦ (3)
Advanced Methods for Elementary Classroom Literacy
 Methods and materials for literacy teaching in grades K–8. Ways to organize the reading/language arts program to integrate reading, writing, speaking, and listening. Deals with meeting needs of individual learners within a classroom program. Field experience. Prerequisite: EDTE418 or 484. *Even Summers*
- EDTE487** ♦ (1)
Student Teaching Seminar
 A weekly seminar for student teachers. Corequisite: EDTE488 or 588. *Fall, Spring*
- EDTE488** (1–15)
Student Teaching (Level)
 The student-teaching experience requires full participation in an elementary (K–8) or secondary (7–12) school. Emphasis is on application of teaching theory in the classroom with supervision and feedback. Prerequisites: Admission to Student Teaching. Corequisite: EDTE487 or 588. *Fall, Spring*
- EDTE499** (1–3)
Independent Study: _____
 Individual research and study under the guidance of an instructor. A minimum of 45 clock hours of study time expected per credit. Limited to students pursuing topics in education. Prior approval by the advisor and instructor. May be graded S/U. *Fall, Spring, Summer*
- EDTE588** (1–10)
Graduate Student Teaching: Level
 Instructional and/or supervisory experience in an elementary (K–8) or secondary (7–12) school under supervision. Prerequisites: Admission to Student Teaching. Corequisite: EDTE487. Graded S/U. *Fall, Spring*
- EDTE600** (0)
Program Continuation
 The Teacher Education student may register for this title while clearing deferred (DG) and/or incomplete (I) grades with advisor approval only. Registration for this title indicates full-time status.
- EDTE630** (1–4)
Seminar: _____
 Seminar in specific topics relevant to teacher education. Each seminar examines one topic in detail. Repeatable with different topics. May be graded S/U. *Summer*
- Topics:**
EDTE630:03
Seminar: Reading
 Reading Seminar is taken near the end of the student's program. It examines leadership for change in literacy instruction, staff development and presentation skills. Students choose other topics to round out their program.
- EDTE630:05**
Seminar: Classroom Testing and Evaluation
Odd Summers
- EDTE630:06**
Seminar: Classroom Management
Even Summers
- EDTE630** (2)
Seminar: Philosophical and Social Foundations of Education
Fall, Spring
- EDTE648** (1–3)
Workshop: _____
 Repeatable with different topics. Credit to be announced with topic in advance. May be graded S/U. *As scheduled*
- EDTE690** (1–3)
Independent Study: _____
 Individual research and study under the guidance of an instructor. A minimum of 60 clock hours of study time expected per credit. Limited to students pursuing topics in education. Prior approval by the advisor and instructor. May be graded S/U. *Fall, Spring, Summer*

EDTE698 (1–4)
Field Project
 Designed primarily for MAT students as a culminating experience in their program. Students are expected to make practical application of educational theory. Permission of program advisor and project instructor required. *Fall, Spring, Summer*

EDUC560 § (0)
Degree Reactivation
 Students who have 2 semesters of break in enrollment must register for this reactivation course.

EDUC870 § (0)
Doctoral Comprehensive Exam

Special Education

SPED/EDTE228 (3)
Strategies for Educating Exceptional and Diverse Learners
 An introduction to the characteristics and educational needs of learners from various backgrounds. Emphasis is placed on meeting these students' educational needs in regular classrooms. 20-hour field experience. Lab enrollment required. *Optional Summer, Fall*

SPED/EDTE420 S S (3)
Literacy Intervention Strategies
 Assessment and methods for prevention and remediation of reading problems. Useful for class room and clinical settings. Field experience included in class meeting time. Prerequisites: EDPC302 or 514, EDTE408, 418. *Spring, Even Summers*

SPED/EDPC525 (3)
Psychology and Education of Exceptional Children
 A comprehensive survey of the psychological and educational needs of exceptional children. Strategies for incorporating an exceptional student into regular classroom and for supporting the exceptional child in the community. School Psychology students are also required to register for EDPC525 PO1 which is the practicum portion of this class and entails 25 hours in a regular or special education classroom. Prerequisite: A course in human development.

SPED/EDCI617 (2–3)
Instruction: _____
 Topics such as Instructional Design, Technology Integration, and Developmentally Appropriate Instruction in the area of special education, mild cognitive disorders. Repeatable by topics.

SPED/EDCI625 D (3)
Legal & Ethical Issues in Special Education
 Designed to assist educators in developing a knowledge of the Michigan Statute Due Process requirements as well as an understanding of IDEA and Section #504 of the Rehabilitation Act implications in the delivery of educational services to students.

EDCI/SPED645 Alt S (3)
Advanced Diagnosis & Educational Therapy in Reading
 Advanced course for diagnosis and remediation or prevention of reading disabilities. Prerequisite: EDTE420.

SPED/EDCI665 (1–3)
Advanced Instructional Models: _____
 Introduction and practice of advanced teaching strategies and/or Special Education Academic Intervention that rely on a system of instruction based upon theory, research, and scholarly

thinking in specific disciplines. Designed to increase teaching repertoire. Students develop the ability to reflect on their own performance and provide effective feedback and support to others. Prerequisites: EDCI565 or EDTE444, 445, 446, 447 or EDTE459. Prerequisite: EDCI617 (for MS Special Education students only).

SPED/EDCI680 (1–3)
Field Work: _____
 Supervised curriculum and instruction experiences in approved educational institutions, agencies, and learning organizations. Offered in areas such as Elementary Education, Middle level Education, Secondary Education, Higher Education, Teacher Education, and Training & Consulting. Permission of supervisor and plans required one semester in advance of registration. Graded S/U, DG available

SPED/EDCI689 (1–4)
Seminar: _____
 Contemporary and selected topics in curriculum and instruction. Repeatable with different topics. Open to all graduate students.

EDUCATIONAL AND COUNSELING PSYCHOLOGY

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 ecp@andrews.edu
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Faculty

Rudolph D. Bailey, *Chair*
 Nancy J. Carbonell
 Ronald D. Coffen
 Elvin S. Gabriel
 Tevni E. Grajales
 Jimmy Kijai
 Frederick A. Kosinski, Jr.
 Ralph U. Schroder
 Dennis E. Waite

Staff Psychologists

Harvey J. Burnett
 Judith B. Fisher
 Harold B. Smith

Emeriti

Wilfred G. A. Fletcher
 Donna J. Habenicht
 Thesba N. Johnston
 Marion J. Merchant
 Jerome D. Thayer

Academic Programs	Credits
Graduate Certificate in Special Education (see Teaching, Learning, and Curriculum, p. 252)	12
MA: Education	
Community Counseling	48
Educational and Developmental Psychology	30–33
Developmental Psychology Emphasis	
General Emphasis	
Instructional Psychology Emphasis	
Research Emphasis	
School Counseling	48
EdS	
School Psychology	69
EdD	
Educational Psychology	90+
General Emphasis	
School Psychology Emphasis	
PhD	
Educational Psychology	90
School Psychology Emphasis	90+
Counseling Psychology	92

Mission

The mission of the Department of Educational and Counseling Psychology is to

- Prepare professional psychologists, counselors, and learning specialists who are committed to excellence and world-wide service

- Provide training based on a Christian world view and philosophy that promotes the balanced development of the mental, physical, social, and spiritual nature of persons
- Respect human diversity and the uniqueness of each person as one created by God
- Uphold the principles of Scripture as a guide for interpersonal relations.

Accreditation

The Council for Accreditation of Counseling and Related Educational Programs (CACREP), a specialized accrediting body recognized by the Council for Higher Education Accreditation (CHEA), has conferred accreditation to the following program areas in the Department of Educational and Counseling Psychology at Andrews University:

- Community Counseling (MA)
- School Counseling (MA)

The National Association of School Psychologists (NASP) has approved the EdS program in School Psychology.

The Michigan State Department of Education has approved the following programs:

- School Counseling (MA)
- School Psychology (EdS)

MASTER OF ARTS PROGRAMS

Master of Arts Degree Requirements

- The general requirements for admission to MA programs in the School of Education are stated in the Graduate Programs portion of the Admissions and Academics section of this bulletin.
- Students must submit GRE scores prior to consideration of regular admission.
- Students wishing to enter either of the counseling programs described below must apply both to the university and to the Department of Educational and Counseling Psychology.
- All other program requirements are stated in the description of each program.
- Because of the sequential nature of the Community Counseling and School Counseling programs, students must begin full-time study in the fall semester if they are to complete these 48-credit programs in two academic years.
- The 30–33 credit program (MA: Educational and Developmental Psychology) may be completed in one year of full-time study.
- Students in the counseling programs are required to attend a minimum of eight weekly personal-counseling sessions during the first semester of enrollment. These sessions may be arranged with the university’s Counseling and Testing Center or in the public sector by a licensed therapist. A letter verifying the completion of these eight sessions is required by the end of the first semester. Continuation in the Community Counseling and School Counseling programs is based upon a periodic review by the department faculty of the student’s academic performance and personal qualifications as a counselor.
- A 600-hour supervised internship is required in both the Community Counseling and School Counseling programs. Usually the student is placed in an approved agency or school for 20 hours per week for 30 weeks.
- Students planning further graduate work are encouraged to include EDPC699 Thesis. Those who do not plan further graduate study may substitute course work for the thesis in their program. Admission for any graduate degree offered in the School of Education is based on the total profile of the student and includes

the analysis of admission documents as well as the professional judgment of the program faculty.

MA: Education

Community Counseling Emphasis

The Community Counseling program is designed to prepare students to function as professional counselors in community agency and mental health settings, such as: (a) mental health centers; (b) family counseling centers, and (c) solo or group private practice.

MA DEGREE REQUIREMENTS

Common Core—33

- EDFN500 Philosophical Found. of Educ & Psychology—3
- EDPC520 Psychological Development: The Life Span—3
- EDPC554 Career Development—3
- EDPC627 Professional Issues in Community Counseling—3
- EDPC629 Psychopathology: Classification & Treatment—3
- EDPC635 Theories and Techniques of Counseling—3
- EDPC638 Group Processes—3
- EDPC640 Multicult. Issues for Counselors & Psychologists—3
- EDPC644 Psychological Testing—3
- EDPC645 Prof. Ethics for Counselors & Psychologists—3
- EDRM505 Research Methods in Education & Psychology—3

Clinical Instruction—9

- EDPC650 Practicum in Counseling—3
- EDPC655 Internship in Counseling—6

Electives—6

TOTAL credits for MA degree—48

Continuation in the Community Counseling program is based upon a periodic review by the department of the student's academic performance and personal qualifications as a counselor.

A student who wishes to pursue limited licensure as a Rule 7 MA level psychologist in the State of Michigan or seek licensure as a Licensed Mental Health Counselor (LMHC) in the State of Indiana should consult with the Coordinator of the MA in Community Counseling program.

School Counseling Emphasis

The School Counseling curriculum prepares students for counseling in elementary and secondary schools.

The program includes the course work and experiences required for endorsement as a school counselor. Students working toward certification as K–12 school counselors should consult with the coordinator of the School Counseling program about the requirements of the state where they plan to work. Some states require teacher certification in order to obtain school counselor endorsement.

Students enrolled in the MA in School Counseling Program must sign a Conviction Clearance form in which they certify that they have not been convicted of (or pleaded no contest to) a misdemeanor or felony at three points in their program: prior to registering for their first class, prior to registering for EDPC655 Internship in Counseling and beginning their internship, and prior to applying for certification as a school counselor through the Office of Teacher Certification at Andrews University. Having a prior conviction may make it impossible to complete the program.

MA DEGREE REQUIREMENTS

Common Core—30

- EDFN500 Philosophical Found. of Educ & Psychology—3
- EDPC520 Psychological Development: The Life Span—3
- EDPC530 Professional Issues in School Counseling—3
- EDPC554 Career Development—3
- EDPC635 Theories and Techniques of Counseling—3
- EDPC638 Group Processes—3
- EDPC640 Multicult. Issues for Counselors & Psychologists—3
- EDPC644 Psychological Testing—3
- EDPC645 Prof. Ethics for Counselors & Psychologists—3
- EDRM505 Research Methods in Educ. & Psych.—3

Specialty Area—9

- EDPC525 Psychology & Educ. of Exceptional Children—3
- EDPC540 Behavioral & Emotional Problems of Children—3
- EDPC545 Administration of Guidance Services—3

Clinical Instruction—9

- EDPC650 Practicum in Counseling—3
- EDPC655 Internship in Counseling—6

TOTAL MA degree credits—48

Continuation in the School Counseling program is based upon a periodic review by the department of the student's academic performance and personal qualifications as a school counselor.

A student who already possesses a master's degree and wishes to qualify for certification as a school counselor should consult with the Coordinator of the MA in School Counseling program.

Educational Psychology Emphases

Educational psychologists are involved in the following settings: classroom teaching at the elementary, secondary, and higher education levels; research related to schools, learning and human growth and development; the construction, administration, and evaluation of tests; early childhood education programs; training programs in business and industry; and residence-hall directors.

Each student in the Educational Psychology program will select one of the following emphases: Instructional, Developmental, Research or General.

The student and advisor plan a provisional sequence of experiences in accordance with the student's professional objectives, the general requirements of the MA degree and the chosen emphasis.

Continuation in the Educational Psychology program is based upon a periodic review, by the department, of the student's academic performance and personal qualifications as they pertain to an educational psychologist.

Educational Psychology: Developmental Psychology Emphasis

This emphasis is aimed at those who wish to specialize in the area of human development. It is of interest to people who wish to work in children's or adult facilities or community colleges and desire a strong psychological understanding of development. Graduates from this program also go on to do a doctorate in Educational Psychology, Development Psychology or School Psychology.

Foundations/Research/Statistics—9

- EDFN500 Philosophical Foundations of Educ. & Psych.—3
- EDRM505 Research Methods in Educ. & Psych.—3
- EDRM611 Applied Statistics in Educ. & Psych. I—3

Concentration (Developmental Psychology)—15

- EDPC514 Psychology of Learning—3

- EDPC515 Psychological Development: The Growth Years—3
 EDPC605 Psychological Dev. Adulthood & Aging—3
 EDPC625 Biopsychology—3
 EDPC676 Theories of Personality—3

Electives—6

Two courses from the following:

- EDPC525 Psychology & Educ. of Exceptional Children—3
 EDPC540 Behavioral & Emotional Problems of Children—3
 EDPC554 Career Development—3
 EDPC626 Cognitive Psychology—3

OR choose one and write a thesis

TOTAL credits for Developmental Psychology Emphasis—30**Educational Psychology: Instructional Psychology Emphasis**

This emphasis is specifically designed for teachers who wish to expand their understanding of the teaching and learning process. It is also recommended for those students who plan to continue in the EdS in School Psychology program. The courses are designed to assist the teacher and others who wish to broaden their understanding of the learner and learning environments. This emphasis is of interest to teachers who wish to renew their certification or move up on the salary scale and at the same time improve their understanding of children and how they learn.

Foundations/Research/Statistics—9

- EDFN500 Philosophical Foundations of Educ. & Psych.—3
 EDRM505 Research Methods in Educ. & Psych.—3
 EDRM611 Applied Statistics in Educ. & Psych. I—3

Concentration (Instructional Psychology)—18

- EDPC514 Psychology of Learning—3
 EDPC515 Psychological Development: The Growth Years—3
 EDPC525 Psychology & Education of Exceptional Children—3
 EDPC540 Behavioral & Emotional Problems of Children—3
 EDPC644 Psychological Testing—3
 EDCI/SPED645 Advanced Diagnosis and Educational Therapy in Reading—3

Electives—3

Three credits to be chosen in consultation with an advisor. It is presumed that these courses will assist in the understanding of the learner and/or the learning environment.

TOTAL credits for Instructional Psychology Emphasis—30**Educational Psychology: Research Emphasis**

The MA program in Educational Psychology with an emphasis in research is designed for those interested in applying research and statistical principles for solving problems in educational, psychological and social settings. Graduates of the program may be consultants in research agencies, instructors in colleges and universities, and/or pursue doctoral degrees in research, statistics, measurement and evaluation.

Foundations/Research/Statistics—9

- EDFN500 Philosophical Foundations of Educ. & Psych.—3
 EDRM505 Research Methods in Educ. & Psych.—3
 EDRM611 Applied Statistics in Educ. & Psych. I—3

Educational Psychology Core—9

- EDPC514 Psychology of Learning—3
 EDPC520 Psychological Development: The Life Span—3
 EDPC644 Psychological Testing—3

Concentration (Research)—15

- EDRM604 Design and Analysis of Educ. & Psych. Surveys—3
 EDRM605 Qualitative Research Methods in Educ. & Psych.—3

- EDRM612 Applied Statistics in Educ. & Psych. II—3
 EDRM613 Applied Statistics in Educ. & Psych. III—3
 EDPC699 Thesis—3

TOTAL credits for Research Emphasis—33**Educational Psychology: General Emphasis**

This program provides a broad perspective of this field with emphasis on learning, development, testing and research. The General Emphasis allows students to choose the areas where they wish to develop individual strengths. These areas are presented in depth through varied instructional modes. This program is designed to train graduate students to become college instructors, educational consultants, or researchers in the field of Educational Psychology.

Foundations/Research/Statistics—9

- EDFN500 Philosophical Foundations of Educ. & Psych.—3
 EDRM505 Research Methods in Educ. & Psych.—3
 EDRM611 Applied Statistics in Educ. & Psych. I—3

Educational Psychology Core—9

- EDPC514 Psychology of Learning—3
 EDPC520 Psychological Development: The Life Span—3
 EDPC644 Psychological Testing—3

Electives—12

Twelve credits by advisement, limited to courses from the above emphases, EDPC courses, or courses in instruction from the School of Education. Three credits may be fulfilled by writing a thesis.

TOTAL credits for General Emphasis—30**EdS: School Psychology**

The EdS in School Psychology provides training for a professional career as a certified or licensed school psychologist. EdS-level school psychologists work primarily in public and private school systems, preschool settings, and child-development centers. Typical responsibilities are assessment, diagnosis, consultation, program planning, and intervention services to preschool and school-age children with educational, emotional and behavioral problems.

Admission. Students may enter the EdS program in School Psychology if they have a master's degree in psychology, education or a related field. An applicant with a good academic record may enter without a master's degree, provided the applicant has an undergraduate major in psychology, education or a related field; a GPA of 3.00; introductory courses in the following areas: statistics, learning theories or educational psychology and human development, education or a related field; and current satisfactory scores on the GRE General Tests. Applicants must also meet the general requirements listed in the Graduate Programs and Academic Information portions of the Admissions and Academics section of this bulletin.

Students admitted to the EdS without a master's degree may elect to receive an MA en route or may proceed directly to the EdS degree. Students who want the MA degree must take the MA comprehensive examinations. Students continuing to the EdS without receiving the MA are not required to take these exams.

Students are required to pass the NTE School Psychology (Praxis II) exam and submit a satisfactory portfolio in addition to the requirements below.

Prior to clinical experiences or classes with child contact, students will be required to complete a clearance form indicating whether they have been convicted of a felony. Having a prior conviction may make it impossible to complete the program.

Students must demonstrate computer competency.

Transfer Credits for EdS in School Psychology. The program requires a minimum of 69 semester credits of post-baccalaureate study. At least 24 semester credits (excluding practicum and internship) must be completed within the EdS program at Andrews University.

Students who come to the program with a baccalaureate degree in psychology, education or a related field can only complete 20% of their MA or EdS outside Andrews University, and 80% of their overall program must be completed at Andrews University. The 20% does not include internship or practicum. It is recommended that this 20% not include courses that are examined on the comprehensive exam.

EdS DEGREE REQUIREMENTS

Psychological Foundations—17

- EDPC514 Psychology of Learning—3
- EDPC515 Psychological Development: The Growth Years—3
or
- EDPC520 Psychological Development: The Life Span—3
- EDPC525 Psychology & Educ. of Exceptional Children—3
- EDPC625 Biopsychology—3
- EDPC626 Cognitive Psychology—3
- EDPC640 Multicult. Issues for Counselors & Psychologists—2

Professional Core—37

- EDPC540 Behavioral & Emotional Problems of Children—3
- EDPC555 Early Childhood Issues in Assessment—1
- EDPC618 Issues in School Psychology—3
- EDPC635 Theories & Techniques of Counseling—3
- EDPC638 Group Processes—3
- EDPC654 Practicum in School Psychology—3
- EDPC651 Assessment I: Behav. & Educ. Applications—3
- EDPC652 Assessment II: Cognitive Applications—3
- EDPC653 Assessment III: Adv. Interpret. & Processing Applications—3
- EDPC672 Psychoeducational Consultation—3
- EDPC686 Therapies for Children—3
- EDPC810 Internship in School Psychology—6

Interdisciplinary Area—3

- EDCI/SPED645 Advanced Diagnosis and Educational Therapy in Reading—3

Educational Foundations—3

- EDFN500 Philosophical Foundations of Educ. & Psych.—3

Research/Statistics/Measurement—9

- EDPC644 Psychological Testing—3
- EDRM505 Research Methods in Educ. and Psych.—3
- EDRM611 Applied Statistics in Educ. and Psych. I—3

TOTAL EdS degree credits—69

See the School Psychology Program Manual for more information on other specific program requirements. Continuation in the School Psychology program is based upon a periodic review by the department faculty of the student's academic performance and personal qualifications as a school psychologist.

Doctoral Degree Programs

General admission requirements for doctoral degree programs in the School of Education are stated in the Graduate Programs and the Academic Information portions of the Admissions and Academics section of this bulletin. In addition to these requirements, applicants for admission to doctoral programs in the Department of Educational and Counseling Psychology must complete an interview with the coordinator of the program to which the individual is applying and two other program faculty members. Additional requirements for admission to the

Department of Educational and Counseling Psychology are listed under the separate program descriptions which follow.

The student may choose an emphasis in Counseling Psychology (PhD only) or Educational Psychology (EdD or PhD).

Edd: Educational Psychology—School Psychology Emphasis

This emphasis prepares individuals for the professional practice of school psychology. Doctoral-level school psychologists work in public and private school systems, colleges and universities, preschool and child-development centers, and private practice. Typical responsibilities include assessment, diagnosis, consultation, program planning and intervention services to preschool and school-age children with educational, emotional and behavioral problems. This is a professional degree that is aimed at preparing school psychologists for added responsibility in the area of supervision or more in-depth understanding of school psychological practice and research methodology. It is planned to be a continuation of the EdS degree. Certification/licensure as a school psychologist is advisable. If certification has not been met prior to enrollment in the doctoral program, the sequence of courses for the EdS program as outlined in this bulletin must be completed as part of the doctoral program.

DEGREE REQUIREMENTS

EdS—EdS in a state-approved School Psychology program (69 credits if taken at AU)

Focus Area—9

School Psychology Focus

- EDPC629 Psychopathology: Classification & Treatment—3
- EDPC676 Theories of Personality—3
- EDPC834 Seminar in Educational/School Psychology—3

Supervision Focus

- EDAL560 Legal Aspects of Education—3
- EDAL570 Principles of Educational Supervision—3
- EDAL635 Human Resources Administration—3

Research Area—15

- EDRM505 Research Methods in Educ. & Psych.—3
- EDRM605 Qualitative Res. Methods in Educ. & Psych.—3
- EDRM611 Applied Statistics in Educ. & Psych. I—3
- EDRM612 Applied Statistics in Educ. & Psych. II—3
- EDRM710 Seminar in Research Methods—1
- EDRM880 Dissertation Proposal Development—2

Electives—0-9

Students completing the 69-credit School Psychology program at Andrews University need not take any electives. Students who obtained their EdS at an institution other than Andrews University must complete 9 credits of doctoral electives at Andrews University. Included in these credits must be EDFN500 and courses missed from Andrews University required courses.

If students received their EdS in School Psychology at Andrews University, the following courses must have been included:

- EDPC626 Cognitive Psychology—3
- EDPC638 Group Processes—3
- EDPC686 Therapies for Children: Theory & Practice—3

Dissertation—14

TOTAL Edd degree credits—90+

Continuation in the Educational Psychology program is based upon a periodic review by the department faculty of the student's academic performance and personal qualifications as an educational school psychologist.

Edd: Educational Psychology—General Emphasis

This emphasis prepares individuals for educational psychology positions. It prepares college and university instructors, generally in the areas of human development, personality and learning and instruction. Educational psychologists also work in schools, businesses, industries and various human-development settings.

DEGREE REQUIREMENTS**Professional Core—38–39**

- EDPC514 Psychology of Learning—3
 - EDPC515 Psych. Development: The Growth Years—3
 - EDPC525 Psych. and Education of Exceptional Children—3
 - EDPC605 Psych. Development: Adulthood & Aging—3
 - EDPC625 Biopsychology—3
 - EDPC626 Cognitive Psychology—3
 - EDPC644 Psychological Testing—3
 - EDPC645 Prof. Ethics for Counselors & Psychologists—3
 - EDPC676 Theories of Personality—3
 - EDPC736 Field Work in Educational Psychology—3
 - EDPC834 Seminar in Educational/School Psychology—3
 - EDPC651 Assessment I: Behavioral & Educational Appl.—3
- or**
- EDTE424 Classroom Testing and Evaluation—2
 - EDPC Electives—3

Educational Foundations—6

- EDFN500 Philosophical Foundations of Educ. & Psych.—3
 - EDPC620 History and Systems of Psychology—3
- or a non-psychological foundations course

Research—15

- EDRM505 Research Methods in Educ. & Psych.—3
- EDRM605 Qualitative Research Methods in Educ. & Psych.—3
- EDRM611 Applied Statistics in Educ. & Psych. I—3
- EDRM612 Applied Statistics in Educ. & Psych. II—3
- EDRM710 Seminar in Research Methods—1
- EDRM880 Dissertation Proposal Development—2

Research Experience: This requirement is met in EDRM612. Transfer students who have taken related courses elsewhere must see their advisor for appropriate procedures.

Electives—16–17

By advisement.

Dissertation—14**TOTAL credits for EdD degree—90****PhD: Educational Psychology**

This concentration (PhD) prepares individuals for educational psychology positions. It prepares college and university instructors, generally in the areas of human development, personality, learning and instruction, measurement, statistics and research design. Educational psychologists also work in schools, businesses, industries and various human-development settings.

DEGREE REQUIREMENTS**Professional Core—38–39**

- EDPC514 Psychology of Learning—3
- EDPC515 Psych. Development: The Growth Years—3
- EDPC525 Psych. and Education of Exceptional Children—3
- EDPC605 Psychological Dev: Adulthood & Aging—3
- EDPC625 Biopsychology—3
- EDPC626 Cognitive Psychology—3
- EDPC644 Psychological Testing—3
- EDPC645 Prof. Ethics for Counselors & Psychologists—3
- EDPC676 Theories of Personality—3
- EDPC736 Field Work in Educational Psychology—3
- EDPC834 Seminar in Educational/School Psychology—3

- EDPC651 Assessment I: Behavioral & Educational Appl.—3
- or**
- EDTE424 Classroom Testing and Evaluation—2
 - EDPC Electives—3

Educational Foundations—6

- EDFN500 Philosophical Foundations of Educ. & Psych.—3
 - EDPC620 History and Systems of Psychology—3
- or a non-psychological foundations course

Research—21

- EDRM505 Research Methods in Educ. & Psych.—3
- EDRM604 Design and Analysis of Educ. & Psych. Surveys—3
- EDRM605 Qualitative Research Methods in Educ. & Psych.—3
- EDRM611 Applied Statistics in Educ. & Psych. I—3
- EDRM612 Applied Statistics in Educ. & Psych. II—3
- EDRM613 Applied Statistics in Educ. & Psych. III—3
- EDRM710 Seminar in Research Methods—1
- EDRM880 Dissertation Proposal Development—2

Research Experience: This requirement is met in EDRM612 and 613. Transfer students who have taken related courses elsewhere must see their advisor for appropriate procedures.

Electives—10–11

By advisement.

Dissertation—14**TOTAL credits for PhD degree—90****PhD: Educational Psychology—School Psychology Emphasis**

This emphasis prepares individuals for the professional practice of school psychology. Doctoral-level school psychologists work in public and private school systems, colleges and universities, pre-school and child-development centers and private practice. Typical responsibilities include assessment, diagnosis, consultation, program planning and intervention services to pre-school and school-age children with educational, emotional and behavioral problems. This is a professional degree that is aimed at preparing school psychologists for added responsibility in the area of supervision or more in-depth understanding of school psychological practice and research methodology. It is planned to be a continuation of the EdS degree. Certification/licensure as a school psychologist is advisable. If certification has not been met prior to enrollment in the doctoral program, the sequence of courses for the EdS program as outlined in this bulletin must be completed as part of the doctoral program.

DEGREE REQUIREMENTS

EdS—EdS in a state approved School Psychology program (69 credits if taken at AU)

Focus Area—9*School Psychology Focus*

- EDPC629 Psychopathology: Classification & Treatment—3
- EDPC676 Theories of Personality—3
- EDPC834 Seminar in Educational/School Psychology—3

Supervision Focus

- EDAL560 School Law—2–3
- EDAL570 Principles of Educational Supervision—2–3
- EDAL635 Human Resources Administration—2–3

Research Area—21

- EDRM505 Research Methods in Educ. & Psych.—3
- EDRM604 Design & Analysis of Educ. & Psych. Surveys—3
- EDRM605 Qual. Research Meth. in Educ. & Psych.—3
- EDRM611 Applied Statistics in Educ. & Psych. I—3
- EDRM612 Applied Statistics in Educ. & Psych. II—3
- EDRM613 Applied Statistics in Educ. & Psych. III—3
- EDRM710 Seminar in Research Methods—1
- EDRM880 Dissertation Proposal Development—2

Research Experience: This requirement is met in EDRM612 and EDRM613. Transfer students who have taken related courses elsewhere must see their advisor for appropriate procedures.

Electives—0–9

Students completing the 69-credit School Psychology program at Andrews University need not take any electives. Students who obtained their EdS at an institution other than Andrews University must complete 9 credits of doctoral electives at Andrews University. Included in these credits must be EDFN500 and courses missed from Andrews University required courses. If students received their EdS in School Psychology at Andrews University, the following courses must have been included:

- EDPC626 Cognitive Psychology—3
- EDPC638 Group Processes—3
- EDPC686 Therapies for Children: Theory & Practice—3

Dissertation—14

TOTAL PhD degree credits—90+

Continuation in the Educational Psychology program is based upon a periodic performance review and personal qualifications as an educational school psychologist.

PhD: Counseling Psychology

The PhD in Counseling Psychology prepares students for the practice of counseling psychology in schools, colleges, agencies, hospitals, churches, businesses, industries and private settings. It is the intent of the program to prepare graduates for licensure as professional psychologists. Students should consult with the appropriate authorities regarding requirements in the states or countries in which they wish to practice. Counseling psychology students may specialize in Adult, Child/Adolescent, or Marriage and Family Services. Specialties should be developed within a student's course plan in close consultation with their advisor.

Admissions. Students entering the PhD program in Counseling Psychology should have a master's degree in counseling or a related field.

An applicant with an outstanding academic record may enter without a master's degree, providing the applicant has an undergraduate major in psychology and a satisfactory GPA, and presents satisfactory scores on both the GRE General Test and the Advanced Test in Psychology. A master's degree may be received en route to the doctoral degree in which case students may be asked to terminate at the master's level if they do not demonstrate ability to continue toward the doctoral degree. Students who choose to receive a master's degree en route to the doctoral degree or who are asked to terminate at the master's level take the MA comprehensive examinations. Students who proceed directly to the doctoral degree are not required to take the MA comprehensive examinations.

The PhD course requirements assume a prior master's degree that includes graduate courses in the following areas. If courses in these areas have not been taken prior to admission, the indicated Andrews University course must be taken as part of the degree, in addition to PhD courses listed below:

Learning theory	EDPC514
Life-span human development	EDPC520
Group processes	EDPC638
Psychological testing	EDPC644
Practicum in counseling	EDPC650
Research methods	EDRM505
Statistics	EDRM611

PhD COURSE REQUIREMENTS

Psychological Foundations—18

- EDPC620 History and Systems of Psychology—3
- EDPC625 Biopsychology—3
- EDPC580 Social Psychology—3 or
- EDPC616 Psychology of Religious Experience—3 or
- GSEM541 Spiritual Formation—3
- EDPC640 Multicult. Issues for Counselors & Psychologists—3
- EDPC626 Cognitive Psychology—3
- EDPC629 Psychopathology: Classification & Treatment—3 or
- EDPC676 Theories of Personality—3

Educational Foundations—3

- EDFN500 Philosophical Foundations of Educ. & Psych.—3 (additional School of Education historical and psychological foundations requirements are met by EDPC514 and 620)

Professional Studies—39

- EDPC550 Personality Assessment—3
 - EDPC554 Career Development—3
 - EDPC645 Prof. Ethics for Counselors & Psychologists—3
 - EDPC651 Assessment I: Behavioral & Educational Appl.—3
 - EDPC652 Assessment II: Cognitive Applications—3
 - EDPC686 Therapies for Children—3
 - EDPC687 Therapies for Adults: Theory and Practice—3
 - EDPC737 Seminar in the Supervision of Counselors—2
 - EDPC745 Practicum in Counseling Psychology—4
 - EDPC820 Internship in Counseling Psychology—3
 - EDPC835 Seminar in Counseling Psychology—3
- and *two of the following*:
- EDPC622 Seminar on Special Topics—3
 - EDPC688 Group Therapy—3
 - EDPC689 Marital and Family Therapy—3

Research/Statistics/Measurement—12

- EDRM605 Qualitative Research Meth. in Educ. & Psych.—3
- EDRM612 Applied Statistics in Educ. and Psych. II—3
- EDRM613 Applied Statistics in Educ. and Psych. III—3
- EDRM710 Seminar in Research Methodology—1
- EDRM880 Dissertation Proposal Development—2

Dissertation—14

- EDPC899 Doctoral Dissertation

Electives—6

TOTAL PhD degree credits—92

A 2000-hour supervised internship is required. Students apply through the Association of Psychology Internship Centers for an approved internship. Preference is given to American Psychological Association (APA)-approved internships. The internship is usually completed on a full-time basis (40 hours per week) for one year.

Continuation in the Counseling Psychology program is based upon a periodic review by the department faculty of the student's academic performance and personal qualifications as a counseling psychologist.

Courses

(Credits)

See inside front cover for symbol code.

Where courses are offered for variable credit, students should assume that programs requiring the course will require it for the maximum number of credits offered unless specified otherwise in the program description. If there is a question about the number of credits required, students should consult their advisors.

Educational And Counseling Psychology

- EDPC115** (2)
Academic Learning Assessment
 A guided experience of self-discovery into the learning factors that yield academic success. Comprehensive assessment and application of individual learning characteristics.
- EDPC116** (1–6)
Academic Development
 A tutorial application of the principles of academic success. Includes one-on-one, as well as group-learning experiences. Repeatable to 6 credits.
- EDPC301** (3)
Human Development
 An introductory study of the nature, conditions, and outcomes of human learning, with emphasis on the psychological development from birth through old age.
- EDPC302** (3)
Educational Psychology
 Introductory study of nature, conditions, and outcomes of human learning, with emphasis on the psychological factors.
- EDPC430** ♦ (2)
Introduction to Residence-hall Administration
 Designed to prepare prospective secondary-school residence-hall directors. Emphasis on practical administration techniques, the relationship between adolescent development and educational programming, and the role of the director as an educator.
- EDPC438** (1–4)
Workshop
- EDPC499** (1–3)
Independent Study: Topic
 Repeatable. Permission of curriculum advisor and independent study supervisor required.
- EDPC514** (2–3)
Psychology of Learning
 The learning process studied from the viewpoints of intelligence, cognitive language and personality development, learning theories, and motivation. Prerequisite: Introductory course in general or educational/developmental psychology.
- EDPC515** (3)
Psychological Development—The Growth Years
 A holistic approach to human growth and development emphasizing the inter-relationships among the physical, cognitive, social, and emotional aspects of development from conception through adolescence. Examines cross-cultural parallels and differences and their implications for development.
- EDPC520** (2–3)
Psychological Development—The Life Span
 A survey of the biological, cognitive, and sociocultural factors influencing human development from conception to senescence, with consideration of cultural and ethnic diversity.
- EDPC/SPED525** (2–3)
Psychology and Education of Exceptional Children
 A comprehensive survey of the psychological and educational needs of exceptional children. Strategies for incorporating an exceptional student into regular classroom and for supporting the exceptional child in the community. School Psychology students are also required to register for EDPC525 PO1 which is the practicum portion of this class and entails 25 hours in a regular or special education classroom. Prerequisite: A course in human development.
- EDPC530** (3)
Professional Issues in School Counseling
 A survey of professional issues in school counseling including the roles, functions, and identity of school counselors, the theory and process of school counseling and guidance, consultation, and current trends in legal and ethical matters.
- EDPC540** (3)
Behavioral and Emotional Problems of Children
 Identification and remediation of learning, behavioral, emotional, and developmental problems of children in a multicultural context. Classroom behavior management, structuring classroom and home environments for personal development, consulting with parents and school personnel, and developing family and school-based individual intervention plans.
- EDPC545** Alt (3)
Administration of Guidance Services
 A study of the organization, administration, and coordination of guidance services in school systems including the development, implementation, and evaluation of comprehensive developmental school counseling programs.
- EDPC550** § (3)
Personality Assessment
 Training in the administration, interpretation, and application of instruments used in the assessment of personality in adults and children including multicultural perspectives. Methods of assessment will include objective personality instruments. Prerequisites: EDPC644 and a course in abnormal psychology. Limited to students enrolled in Community Counseling or Counseling Psychology or by permission of instructor.
- EDPC554** (3)
Career Development
 An introduction to career development and career counseling with an emphasis on counseling populations with special needs, career decision making, career adjustment, and changing careers.
- EDPC555** (1)
Early Childhood Issues in Assessment
 A study of infant and toddler assessment from birth to 5 years in context of federal legislation and best development and educational practices. The student will study individual and screening instruments for this age group, along with a specific focus on family and community involvement in the assessment process. Lab fee required. Prerequisite: EDPC631 or approval by instructor.
- EDPC565** (3)
Foundations of Mental Health Counseling
 An orientation to mental health counseling including the roles, function, and identity of mental health counselors, the public and private practice of mental health counseling, as well as community needs assessment and intervention.
- EDPC580** (3)
Social Psychology
 Emphasis on conceptual and research approaches to social

thinking, social influence, and social relations. Application of social psychological theories to education, counseling, health, and work.

EDPC605 (3)
Psychological Development—Adulthood and Aging
 Study factors influencing human development from young adulthood through old-age.

EDPC616 Alt (3)
Psychology of Religious Experience
 Psychological factors in the religious experience.

EDPC618 (3)
Issues in School Psychology
 An examination of the history and foundations of school psychology; legal, ethical and professional issues and trends in school psychology; roles and functions of the school psychologist. Students are also required to register for EDPC618 PO2 which is the practicum portion of this class and entails 25 hours in a regular or special education classroom.

EDPC620 Alt (3)
History and Systems of Psychology
 The historical and philosophical foundations of contemporary psychology are examined. Both theoretical and applied aspects of the development of psychology as a science and practice are examined, including contributions of important theoretical schools and individuals.

EDPC622 (1–6)
Seminar on Special Topics
 Repeatable to 6 credits. Repeatable with different topics.

EDPC625 (3)
Biopsychology
 A survey of the physiological basis of human behavior, including considerations of sensory phenomena, motor coordination, emotion, and higher-order thought process.

EDPC626 (3)
Cognitive Psychology
 Emphasis on issues and research in cognitive psychology, including perception, attention, categorization, working memory, long-term memory, knowledge, problem solving, reasoning, language, and socio-cultural cognition. A wide variety of theories will be reviewed with application of research to practical problems, including assessment. Selected cognitive issues will be discussed from a cognitive science or neuropsychological perspective. Prerequisite: EDPC514.

EDPC627 (3)
Professional Issues in Community Counseling
 A survey of professional issues in community counseling including the roles, functions, and identity of community counselors, the organizational dimensions of community agencies, community needs assessment, consultation, outreach program development and client advocacy.

EDPC628 Alt (3)
Seminar in the Psychology of Women
 The biological, social, intellectual, and emotional development and adjustment of women from conception to senescence.

EDPC629 (3)
Psychopathology: Classification & Treatment
 Basic historical concepts, current paradigms, and assessment of psychopathology based on American Psychiatric Association (APA) diagnostic classification system and implications for counseling/clinical approaches to treatment.

EDPC635 (3)
Theories and Techniques of Counseling
 An introduction to the theory and practice of counseling and psychotherapy. Attention given to counseling therapy models, the therapeutic relationship, the function and role of counselors/therapists, and the systematic development of counseling skills and intervention strategies.

EDPC638 (3)
Group Processes
 Theory, research, observation, and personal experience in the behavior of individuals in small face-to-face groups.

EDPC640 (2–3)
Multicultural Issues for Counselors and Psychologists
 Cultural factors which influence the psychological development of individuals from diverse cultural backgrounds and the effects of these factors on the psychological and educational practices of counselors and psychologists working in a pluralistic society.

EDPC644 (3)
Psychological Testing
 An introduction to measurement theory. Selection, administration, and interpretation of standardized tests and non-standardized tools for the purpose of assessment of ability, achievement, aptitude, interest, and personality. Social, legal, and ethical implications of testing.

EDPC645 (3)
Professional Ethics for Counselors and Psychologists
 Ethical standards of counselors and psychologists, standards for psychological providers, standards for educational and psychological tests, ethical principles in conducting research with human participants.

EDPC648 (1–5)
Workshop

EDPC650 \$ (3)
Practicum in Counseling
 Supervised experience in the counseling process. Students must complete a minimum of 100 clock hours including 40 hours of direct service with clients. Prerequisites: EDPC635, 638, 644; 8 weekly personal counseling sessions; and departmental approval.

EDPC651 \$ (3)
Assessment I: Behavioral and Educational Applications
 The selection, administration, and scoring of standardized and non-standardized educational and behavioral measures for diagnostic and placement purposes. Emphasis will be placed on connecting assessment with intervention strategies. Current issues in educational assessment pertaining to the classroom and students with special needs will be addressed. Students are also required to register for EDPC651 PO3 which is the 50-hour practicum lab portion of this class. Lab fee required. Prerequisites: EDPC644 and EDPC515 or 520. Limited to students enrolled in Community Counseling, Counseling Psychology, Educational Psychology, School Counseling, School Psychology, or Special Education, or by permission of instructor.

EDPC652 § (3)***Assessment II: Cognitive Applications***

The selection, administration, and scoring of standardized individual measures of cognitive abilities for assessment and diagnosis of intellectual ability. Emphasis will be placed on accurate, standardized administration of the most widely used intelligence tests throughout the life span. Current issues in the conceptualization of intelligence and assessment pertaining to students/adults with special needs will be addressed. Students are also required to register for EDPC652 PO4. Lab fee required. Prerequisites: EDPC651 and EDPC514. Limited to students enrolled in Community Counseling, Counseling Psychology, Educational Psychology, School Counseling, or School Psychology, or by permission of instructor.

EDPC653 § (3)***Assessment III: Advanced Interpretive and Processing Applications***

A study of processing instruments and their contributions to the assessment process. Emphasis will be placed on integrating information from multiple sources and developing a cross-battery approach to assessment and report writing. Lab fee required. Prerequisites: EDPC651 and 652. Limited to students enrolled in Community Counseling, Counseling Psychology, School Counseling, or School Psychology or by permission of instructor.

EDPC654 (1-6)***Practicum in School Psychology***

Supervised experience in school psychology. A minimum of 55 clock hours of experience is required for 1 credit. Prerequisites: The completion of a prescribed set of 21 credits in school psychology and permission of supervisor one semester in advance of registration. Repeatable to 6 credits.

EDPC655 (1-6)***Internship in Counseling***

Supervised internship experience in community or school setting. Students must complete a minimum of 600 clock hours including 240 hours of direct service with clients. Prerequisite: EDPC650. Limited to students enrolled in MA in Community Counseling or School Counseling programs. Repeatable to 6 credits.

EDPC660 § (0)***Program Continuation***

See section on Continuous Registration-Active Status.

EDPC672 Alt (3)***Psychoeducational Consultation***

A study and application of the process of consultation with teachers, families, and other professionals in educational settings. Emphasis will be given to making data-based decisions and applying research-based intervention strategies within the school system.

EDPC675 (3)***Advanced Internship in Mental Health Counseling***

Advanced internship experience in a mental health setting. Students must complete a minimum of 300 clock hours including 120 hours of direct service with clients. Attention is given to assessment, diagnosis, and treatment of mental, emotional, and behavioral disorders and the promotion of optimal health. Prerequisites: EDPC655 and departmental approval. Limited to students enrolled in the Mental Health Counseling Track.

EDPC676 Alt (3)***Theories of Personality***

Consideration and evaluation of major theories of personality, with emphasis on their implications for counseling and education.

EDPC685 (0)***MA Level Comprehensive Exam Preparation*****EDPC686 (3)*****Therapies for Children: Theory and Practice***

A study of major contemporary theories and treatment modalities for identifying and treating psychological problems of children in a multicultural context, with an emphasis on play therapy. Prerequisite: a master's level course in developmental psychology. Limited to students enrolled in Counseling Psychology, School Psychology, Community Counseling, or School Counseling programs.

EDPC687 (3)***Therapies for Adults: Theory and Practice***

A study of major contemporary theories and treatment modalities for identifying and treating psychological problems of adults, including multicultural issues. Prerequisites: EDPC650 or equivalent. Limited to students enrolled in Counseling Psychology or Community Counseling programs.

EDPC688 Alt (3)***Group Therapy***

Theory and practice of group therapy with emphasis given to the role and functions of the group leader; outcome research, and ethical issues. Prerequisite: EDPC638, 650 or equivalent.

EDPC689 (3)***Marital and Family Therapy***

Introduction to marital and family therapy with emphasis on family systems, multicultural differences, theoretical models, family process, techniques, and professional issues. Prerequisite: EDPC650 or equivalent.

EDPC690 (1-3)***Independent Study***

Repeatable. Permission of instructor required.

EDPC699 (1-3)***Thesis***

Must be repeated to 3 credits.

EDPC736 (1-6)***Field Work in Educational Psychology***

Individualized experience under the supervision of a practicing educational psychologist. A minimum of 40 clock hours of experience required for 1 credit. Up to 6 credits available. Prerequisite: Completion of 21 credits in educational psychology and permission of field work supervisor one semester in advance of registration. Open to educational psychology majors only.

EDPC737 (2)***Seminar in the Supervision of Counselors***

Survey of supervision models with practice in the supervision of counselors. Open to counseling psychology majors only.

EDPC745 § (1-6)***Practicum in Counseling Psychology***

Supervised experience in counseling psychology. Students enroll for 1 academic credit for each 100 clock hours of supervised experience, of which 40 must be direct client contact. Repeatable to 6 credits. Prerequisites: EDPC650 or equivalent and approval of the supervisor. Limited to students enrolled in the Counseling Psychology program.

<p>EDPC810 (1–3) <i>Internship in School Psychology</i> Off-campus experiences representative of the role and function of the school psychologist. Total of 1200 hours supervised by a school psychologist. The student must complete 6 credits. Prerequisite: Completion of EDPC654. Limited to students in the School Psychology program. Students will be reviewed by core faculty before being placed in an internship site.</p>	<p>EDRM604 (3) <i>Design and Analysis of Educational and Psychological Surveys</i> Development of questionnaires, scale construction, administration of survey instruments, and data analysis. Prerequisite: EDRM611.</p>
<p>EDPC820 (.5–1) <i>Internship in Counseling Psychology</i> 2000 hours of supervised field work in application of theory to counseling psychology practice with individuals, groups, families, children, or adolescents in an approved agency setting. Must be repeated to 3 credits.</p>	<p>EDRM605 (3) <i>Qualitative Research Methods in Education and Psychology</i> The theory, methods, and application of qualitative research in education and psychology with particular emphasis on participant observation and the ethnographic interview.</p>
<p>EDPC834 Alt (2, 3) <i>Seminar in Educational/School Psychology</i> Examines current issues and research in educational, developmental, or school psychology. Repeatable to 6 credits. Prerequisite: Completion of 16 credits in educational, developmental, or school psychology.</p>	<p>EDRM611 (3) <i>Applied Statistics in Education and Psychology I</i> The applications of basic descriptive and inferential statistics to the fields of education and psychology. Data analysis using statistical packages (e.g., SPSS).</p>
<p>EDPC835 Alt (3) <i>Seminar in Counseling Psychology</i> Examines professional identity, current ethical issues and research in the theory and practice of counseling psychology.</p>	<p>EDRM612 (3) <i>Applied Statistics in Education and Psychology II</i> The applications of analysis of variance, analysis of covariance, and multiple regression in education and psychology. Data analysis using statistical packages (e.g., SPSS). Prerequisite: EDRM611 or equivalent.</p>
<p>EDPC870 (0) <i>Comprehensive Exam Preparation</i></p>	<p>EDRM613 (3) <i>Applied Statistics in Education and Psychology III</i> The applications of multivariate techniques in education and psychology: multivariate analysis of variance, discriminant analysis, canonical correlation analysis, and factor analysis. Prerequisite: EDRM612 or equivalent.</p>
<p>EDPC888 (0) <i>Dissertation Continuation</i> Reduced tuition rate applies.</p>	<p>EDRM648 (variable) <i>Workshop</i> Graded S/U.</p>
<p>EDPC899 (1–14) <i>Doctoral Dissertation</i> To be repeated to 14 credits.</p>	<p>EDRM690 (1–3) <i>Independent Study: Topic</i> Repeatable. Permission of curriculum advisor and independent study supervisor required. A contract between the student and supervisor must be developed. Graded S/U.</p>
<p>EDUC560 § (0) <i>Degree Reactivation</i> Students who have 2 semesters of break in enrollment must register for this reactivation course.</p>	<p>EDRM710 (1) <i>Seminar in Research Methodology</i> An orientation to research methodologies used in the student's academic field as the methodologies relate to the student's doctoral research requirements. Designed for first-year doctoral students. Prerequisite: EDRM505 or equivalent. Graded S/U.</p>
<p>EDUC870 (0) <i>Doctoral Comprehensive Exam</i></p>	<p>EDRM880 (2) <i>Dissertation Proposal Development</i> Designing and writing the doctoral dissertation proposal. Graded S/U.</p>
Research and Measurement	
<p>EDRM499 (1–3) <i>Independent Study</i> Topic to be selected by advisement. Permission of advisor and instructor required. A contract must be developed between the student and the instructor. Graded S/U.</p>	
<p>EDRM505 (3) <i>Research Methods in Education and Psychology</i> A study of methods and procedures in research as applied to the fields of education and psychology: formulating and stating the problem; planning, designing, and implementing research; collecting and analyzing data; reporting research.</p>	

LEADERSHIP AND EDUCATIONAL ADMINISTRATION

Bell Hall, Room 173

Leadership

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Educational Administration

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Faculty

Shirley A. Freed, *Chair*

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Lyndon G. Furst

Gary D. Gifford

Sylvia Gonzalez

James R. Jeffery

Robson Marinho

Emeritus

Edward A. Streeter

Academic Programs	Credits
K-12 Education Administration	
Non-Degree NAD Certificate Preparation Programs	
Principal Endorsement	18
Supervisor of Instruction Endorsement	18
Superintendent of Schools Endorsement	24
MA	32
EdS	64
EdD	90
PhD	90
Higher Education Administration	
MA	32
EdS	64
EdD	90
PhD	90
Leadership Programs	
MA	36
EdS	64
EdD	90
PhD	90

Mission

The Leadership and Educational Administration Department develops a community of scholar practitioners who transform the power of knowledge into service. Its core values include community, service, integrated life and human dignity.

The department supports two programs: 1) Educational Administration and 2) Leadership.

Educational Administration

Program Mission

The Educational Administration segment of Leadership and Educational Administration Department (LEAD) seeks to prepare effective educational administrators for servant leadership in educational settings.

Program Constituencies

The Educational Administration program serves two constituencies: K–12 and higher education administrators. Both emphases are grounded in nine administrative standards, field-based internships with mentoring, and require a portfolio as part of degree requirements. The first six standards that guide the Educational Administration program are derived from the Interstate School Leaders Licensure Consortium (ISLLC) standards. These standards have been adapted by the Educational Leadership Constituent Council (ELCC). The ELCC has added the requirement of an internship for use in program accreditation under the National Council of Accreditation in Teacher Education (NCATE). In addition to these six standards, three additional standards have been added in consultation with educational leaders in the North American Division of Seventh-day Adventists.

Nine Guiding Standards

A school administrator is an educational leader who promotes the success of all students by:

1. facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community;
2. advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth;
3. ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment;
4. collaborating with families and responding to diverse community interests and needs, and mobilizing community resources;
5. acting with integrity, fairness, and in an ethical manner;
6. understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context;
7. understanding and comprehensively applying technology to advance student achievement;
8. appreciating the perspectives of others and developing a personal philosophy from which action and service arise; and
9. understanding and comprehensively applying research and evaluation for effective decision making.

The Internship/Mentoring Component

All degree programs require an internship/mentoring component that provides significant learning opportunities to synthesize and apply the knowledge and practice and develop the skills identified in the standards through substantial, sustained, standards-based work in a real setting, planned and guided cooperatively by the institution and school district personnel for graduate credit.

The Portfolio Component

The degree programs also require the completion of a portfolio that documents the candidate's work on the nine standards. For the master's portfolio the candidate must show emerging competency

in each of the standards. For the EdS the candidate must show emerging competency in each of the standards and established competency in five selected standards. For the EdD and PhD the candidate must show established competency in all nine standards. These portfolios require documentation that evidences a level of mastery appropriate to each degree and can be presented in person or via electronic media. These portfolio presentations comprise a portion of the comprehensive examination and must be assessed and approved by a faculty committee. More details on portfolio requirements are provided in the introductory course, EDAL500, required in all administration programs.

Continuous Registration

Educational Administration students comply with continuous registration guidelines by enrolling in a course at least one semester out of three consecutive semesters until their program is complete. If students want to remain active and not register for regular course work they will need to register for EDAL650 Program Continuation at least every third semester. This course has no credit but allows access to faculty advising and access to the Andrews University library. As an alternative to the above, a student may request to go "Inactive." When "Active Status" is desired, the student may request reactivation and pay the \$100 "Reactivation Fee."

Time Limits

An Educational Administration participant must complete the requirements for the EdD and PhD degree within seven calendar years from the beginning of the first semester of class work after acceptance into the doctoral program, irrespective of admission classification.

K–12 Educational Administration Certificates and Degree Programs

There are five levels of study in K–12 educational administration:

Level 1) Certificate/Licensure/Endorsement Programs. This first level is a non-degree option that prepares candidates to fulfill specific state certification or licensure requirements for educational administration and/or Seventh-day Adventist North American Division (NAD) Educational Administration certification and endorsement requirements.

Level 2) Masters (MA)

Level 3) Educational Specialist (EdS)

Level 4) Doctor of Education (EdD), and

Level 5) Doctor of Philosophy (PhD)

Level 1. Educational Administration Certificate Programs, Requirements, and Application Process

Public School Administration Certification or Licensure

Although the certification and licensure requirements for public school administrators vary by state, the programs and courses offered below fulfill many of the requirements of most state certification programs. These courses and programs align with the ISLLC standards that guide educational administration policies throughout the United States and have been adopted by over 30 states. Andrews University School of Education is also accredited by NCATE to offer educational administration programs. NCATE is the leading accrediting body for K–12 educational preparation programs. Andrews University is also accredited by North Central Association to offer graduate degrees. Because state requirements

vary, it is the responsibility of prospective students to check with their own state or local authorities to determine what coursework meets the requirements for public school certification in their state.

NAD Certificate Endorsement

The educational administrator graduate certificate program is designed for post-baccalaureate or post-master's participants who desire to obtain an NAD Educational Administration certificate. Those specifically served by this graduate certificate are the following:

- Teachers interested in transitioning into educational administration
- Principals of K–8, K–10, K–12, and 9–12 schools
- Supervisors of instruction
- Superintendents of schools

The University offers the course work and a graduate certificate that can fulfill the Educational Administration certification requirements of the NAD Office of Education. In consultation with a University advisor, the student is responsible to create and successfully complete a course plan that will fulfill the specific NAD Office of Education requirements. The University does NOT provide the NAD certification or endorsement. Rather, the student applies to the NAD Office of Education through his or her union conference education department for Educational Administration certification.

Certificate/Endorsement Requirements (18–24 credits)

Graduate candidates interested in this certificate should review the recent guidelines of the NAD Office of Education to understand the qualifications for this certificate and its endorsements. Access the link at www.andrews.edu/educ/edadmin. There are non-educational requirements for this certificate, and the candidate, not the University, has the responsibility to ensure compliance with these. NAD certification requires either a minimum of eighteen credits of graduate coursework selected from the areas of curriculum, school administration, supervision, school law, school finance, school plant planning, personnel administration, school public relations, religious education, and field experience, or the completion of a doctorate in school administration.

To be valid, the administrative certificate must be accompanied by an endorsement as principal, supervisor or superintendent. As such, the certificate course requirements have been incorporated into the unique requirements of each endorsement below. The NAD core requirements are shown corresponding to AU course requirements. Electives may need to be added to meet the required credits. Those electives may include the Administrative Internship (EDAL680), foundations courses, or additional graduate coursework in educational administration, curriculum, or supervision.

- A. Principal Endorsement (18 credits minimum; also fulfills certificate requirements):

School Administration

EDAL500 Administration Orientation—1–2

EDAL520 Foundations of Educ. Leadership—2–3

EDAL565 Lead. for Seventh-day Adventist Educ.—1–2

School Law

EDAL560 School Law—2–3

Curriculum

EDCI547 Foundations of Curriculum Development—3

Supervision

EDAL570 Principles of Educational Supervision—2–3

School Finance

EDAL645 Educational Finance—2–3

- B. Supervisor of Instruction Endorsement (18 credits; also fulfills certificate requirements; must complete a minimum of two graduate courses in curriculum, two in supervision and one in school administration as listed below):

School Administration

EDAL500 Administration Orientation—1–2

EDAL520 Foundations of Educ. Leadership—2–3

EDAL565 Lead. for Seventh-day Adventist Educ.—1–2

Curriculum

EDCI547 Foundations of Curriculum Development—3

EDCI565 Improving Instruction—3

Supervision

EDAL570 Principles of Educational Supervision—2–3

EDAL677 Higher Educ. Supervision & Prof. Dev.—1–3

- C. Superintendent of Schools Endorsement (24 credits; also fulfills certificate requirements):

School Administration

EDAL500 Administration Orientation—1–2

EDAL520 Foundations of Educ. Leadership—2–3

EDAL565 Lead. for Seventh-day Adventist Educ.—1–2

School Law

EDAL560 School Law—2–3

Curriculum

EDCI547 Foundations of Curriculum Development—3

Supervision

EDAL570 Principles of Educational Supervision—2–3

School Finance

EDAL645 Educational Finance—2–3

Personnel Administration

EDAL635 Human Resources Administration—2–3

School Plant Planning

EDAL660 Planning & Operating Educ. Facilities—2–3

Application Process

Students may take certification courses on a permission-to-take classes basis (PTC). However, depending on financial aid and employer requirements, the student may need to apply and be accepted into a graduate certificate or degree program. At that point, through the petition process, the student may transfer up to eight PTC credits into a graduate certificate or degree program. To be admitted into the graduate certificate program students need to:

1. Complete a graduate school application, and
2. Check the "graduate certificate" circle on the application.

Note: A Graduate Record Examination (GRE) is **not** required for the graduate certificate programs.

Level 2. MA: K–12 Educational Administration Program, Requirements, and Application Process (32 credits)

The K–12 Educational Administration master's program is designed for post-baccalaureate participants who desire to obtain a degree in educational administration with or without Seventh-day Adventist NAD administrative endorsement. For NAD certification purposes, students need to have an NAD professional teaching certificate which requires graduate work in two of the following areas: learning theory/style, curriculum, improvement of instruction, education of the exceptional student, trends and issues in education, and multicultural education. As such, those completing this master's degree and wanting NAD administrative endorsement will also need to take an additional course from the areas listed if they have not done so.

Those specifically served by this degree are the following:

- Teachers interested in transitioning into educational administration
- Principals of K–8, K–10, K–12, and 9–12 schools

MA: DEGREE REQUIREMENTS (32 credits)

Common Core—minimum 15, with more credits available from variable credit courses

EDAL500 Administration Orientation—1–2

EDAL520 Foundations of Educational Leadership—2–3

EDAL645 Educational Finance—2–3

EDAL670 Technology for Leaders—1–3

EDAL680 Administration Internship and Fieldwork—1–12

EDCI Any EDCI Graduate Course—3

EDFN500 Phil. Foundations of Educ. & Psych.—3

Concentration Area—minimum 14, with more credits available from variable credit courses

EDAL560 School Law—2–3

EDAL565 Leadership for SDA Education—1–2

EDAL570 Principles of Educational Supervision—2–3

EDAL635 Human Resources Administration—2–3

EDAL660 Planning & Operating Educational Facilities—2–3

EDAL664/665 Elem./Secondary School Leadership—2–3

Educational Research—3

EDRM505 Research Methods in Educ. & Psych.—3

Electives—As Needed

In consultation with your advisor.

TOTAL MA degree credits—32

Application Process

Applicants must meet School of Education admission requirements. Once accepted into this master's program, students must complete the administration orientation course (EDAL500) where they will be introduced to the philosophy of educational leadership and review the standards that will guide their educational plan. The curriculum consists of a minimum of 32 credits beyond the baccalaureate degree. Many courses are offered as variable credits; therefore, candidates should consider their credit needs when planning their course work and when registering for these courses. The portfolio serves as a component of the master's comprehensive examination. There is no thesis requirement for the master's degree program.

Level 3. EdS: K–12 Educational Administration Program, Requirements, and Application Process (64 credits)

The K-12 Educational Administration Educational Specialist degree program prepares candidates to serve as principals, supervisors, or superintendents in elementary and/or secondary systems. Those specifically served by this degree are the following:

- Teachers with master's degrees interested in transitioning into educational administration and securing an additional degree while completing their NAD administrative certification or endorsement
- Principals of K–8, K–10, K–12, and 9–12 schools
- Supervisors of instruction
- Superintendents of schools

EdS: DEGREE REQUIREMENTS (64 credits)

Common Core—minimum 15, with more credits available from variable credit courses

EDAL500 Administration Orientation—1–2

EDAL520 Foundations of Educational Leadership—2–3

- EDAL645 Educational Finance—2–3
 EDAL670 Technology for Leaders—1–3
 LEAD886 Advanced Internship: (Topic)—1–12
 EDCI Any EDCI Graduate Course—3
 EDFN500 Phil. Foundations of Educ. & Psych.—3

Concentration Area—minimum 18, with more credits available from variable credit courses

- EDAL560 School Law—2–3
 EDAL565 Leadership for SDA Education—2–3
 EDAL570 Principles of Educational Supervision—2–3
 EDAL635 Human Resources Administration—2–3
 EDAL660 Planning & Operating Educational Facilities—2–3
 EDAL664/665 Elem./Secondary School Leadership—2–3
 LEAD525 Public Relations: Community Partnerships—2–3

Educational Research—11

- EDCI636 Program Evaluation—3
 EDRM505 Research Methods in Educ. & Psych.—3
 EDRM611 Applied Statistics in Educ. & Psych. I—3
 LEAD637 Issues in Research—2

Cognate Area—9

Choose from outside Educational Administration, such as Business, Communication, Social Work, Psychology, Curriculum, Leadership, Research, or transfer credits.

Electives—As Needed

In consultation with your advisor.

TOTAL EdS degree credits—64

Application Process

Applicants must meet School of Education admission requirements for the specialist degree. Applicants may transfer up to 32 credits from previous graduate work into the specialist degree at the discretion of their academic advisors. Candidates must complete EDAL500 Administration Orientation, an introduction to the philosophy of leadership and review the standards that will guide their educational plan. The curriculum consists of a minimum of 64 credits beyond the baccalaureate degree and requires the completion of both an internship and a portfolio. Many courses are offered as variable credits; therefore, candidates should consider their credit needs when planning their course work and registering for courses. The portfolio serves as a component of the EdS comprehensive examination. There is no thesis requirement for the EdS degree program.

Level 4/5. EdD/PhD: K–12 Educational Administration Programs, Requirements, and Application Process (90 credits)

The doctoral programs in Educational Administration prepare participants for professional careers in education as superintendents or elementary and secondary-school administrators. These programs also prepare leaders for service in many types of agencies and organizations. Both the Doctor of Education (EdD) and the Doctor of Philosophy (PhD) programs require a minimum of 90 credits. However, the PhD degree is more research-oriented and requires more courses in advanced research methodologies.

Those specifically served by this degree are the following:

- Teachers with master's degrees interested in transitioning into educational administration and securing an additional degree while completing their NAD administration certification and endorsement.
- Principals of K–8, K–10, K–12, and 9–12 schools
- Supervisors of instruction
- Superintendents of schools
- Those interested in teaching Educational Administration at the higher education level

EdD: DEGREE REQUIREMENTS (90 credits)

Common Core—minimum 15, with more credits available from variable credit courses

- EDAL500 Administration Orientation—1–2
 EDAL520 Foundations of Educational Leadership—2–3
 EDAL645 Educational Finance—2–3
 EDAL670 Technology for Leaders—1–3
 LEAD886 Advanced Internship: (Topic)—1–12
 EDCI Any EDCI Graduate Course—3
 EDFN500 Phil. Foundations of Educ. & Psych.—3

Concentration Area—minimum 18, with more credits available from variable credit courses

- EDAL560 School Law—2–3
 EDAL565 Leadership for SDA Education—2–3
 EDAL570 Principles of Educational Supervision—2–3
 EDAL635 Human Resources Administration—2–3
 EDAL660 Planning & Operating Educational Facilities—2–3
 EDAL664/665 Elem./Secondary School Leadership—2–3
 LEAD525 Public Relations: Community Partnerships—2–3

Educational Research—12

- EDCI636 Program Evaluation—3
 EDRM505 Research Methods in Educ. & Psych.—3
 EDRM611 Applied Statistics in Educ. & Psych. I—3
 EDRM612 Applied Statistics in Educ. & Psych. II—1–3
 LEAD637 Issues in Research—2

Cognate Area—12

Choose from outside Educational Administration, such as Business, Communication, Social Work, Psychology, Curriculum, Leadership, Research, or transfer credits.

Dissertation—16

- EDRM880 or LEAD880 Dissertation Proposal Dev.—2
 LEAD899 Doctoral Dissertation—14

Electives—As Needed

In consultation with your advisor.

TOTAL EdD degree credits—90

PhD: DEGREE REQUIREMENTS (90 credits)

Common Core—minimum 15, with more credits available from variable credit courses

- EDAL500 Administration Orientation—1–2
 EDAL520 Foundations of Educational Leadership—2–3
 EDAL645 Educational Finance—2–3
 EDAL670 Technology for Leaders—1–3
 LEAD886 Advanced Internship: (Topic)—1–12
 EDCI Any EDCI Graduate Course—3
 EDFN500 Phil. Foundations of Educ. & Psych.—3

Concentration Area—minimum 18, with more credits available from variable credit courses.

- EDAL560 School Law—2–3
 EDAL565 Leadership for SDA Education—2–3
 EDAL570 Principles of Educational Supervision—2–3
 EDAL635 Human Resources Administration—2–3
 EDAL660 Planning & Operating Educational Facilities—2–3
 EDAL664/665 Elem./Secondary School Leadership—2–3
 LEAD525 Public Relations: Community Partnerships—2–3

Educational Research—17

- EDCI636 Program Evaluation—3
 EDRM505 Research Methods in Educ. & Psych.—3
 EDRM605 Qual. Research Methods in Educ. & Psych.—3
 EDRM611 Applied Statistics in Educ. & Psych. I—3
 EDRM612 Applied Statistics in Educ. & Psych. II—1–3
 LEAD637 Issues in Research—2

Cognate Area—12

Choose from outside Educational Administration, such as Business, Communication, Social Work, Psychology, Curriculum, Leadership, Research, or transfer credits.

Dissertation—16

EDRM880 or LEAD880 Dissertation Proposal Dev.—2
LEAD899 Doctoral Dissertation—14

Electives—As Needed

In consultation with your advisor.

TOTAL PhD degree credits—90**Application Process**

Applicants must meet School of Education admission requirements for doctoral programs. They may transfer up to 42 credits from previous graduate work into the doctoral program. If they have not previously taken the course, candidates must complete EDAL500 Administration Orientation, an introduction to the philosophy of leadership and review the standards that will guide their educational plan. The curriculum consists of a minimum of 90 semester credits beyond the baccalaureate degree and requires the completion of a portfolio and a dissertation. Many courses are offered as variable credits; therefore, candidates should consider their credit needs when planning their course work and registering for courses. The portfolio serves as a component of the doctoral comprehensive examination. Both doctorates require the successful completion of a dissertation.

Higher Education Administration Programs

Higher education is one of the fastest growing areas of education in the world. Many faculty and administrators in higher education who do not have advanced degrees in their subject area often seek a degree in educational administration. As such, there is a high demand for higher education administration. This department has four degree options in this area: 1) Master's (MA), 2) Educational Specialist (EdS), 3) Doctor of Education (EdD), and 4) Doctor of Philosophy (PhD). As with the K–12 courses, portfolio requirements apply.

1. MA: Higher Education Administration Program, Requirements, and Application Process (32 credits)

The MA program in Higher Education Administration prepares students for entry-level and mid-management level positions at public and private colleges or universities and community colleges in different areas of student affairs, such as:

- Admissions and Enrollment
- Financial services management
- Residence halls administration
- Religious and social activities coordination
- Athletic and recreation administration
- Health services
- International student services
- Other related areas

MA: DEGREE REQUIREMENTS (32 credits)**Common Core—minimum 15, with more credits available from variable credit courses**

EDAL500 Administration Orientation—1
EDAL520 Foundations of Educational Leadership—2–3
EDAL645 Educational Finance—2–3
EDAL670 Technology for Leaders—1–3
EDAL680 Administration Internship and Fieldwork—1–12
EDCI Any EDCI Graduate course—3
EDFN500 Phil. Foundations of Educ. & Psych.—3

Concentration Area—minimum 14, with more credits available from variable credit courses.

EDAL640 Higher Education Law—3
EDAL667 Leadership in Higher Education—3
EDAL674 Administration of Student Services—3
EDAL675 College Student Development Theory—3
EDAL677 Higher Educ. Supervision & Prof. Dev.—2–3

Electives—As Needed

In consultation with your advisor.

Educational Research—3

EDRM505 Research Methods in Educ. & Psych.—3

TOTAL MA degree credits—32**Application Process**

Applicants must meet School of Education admission requirements. Once accepted into this master's program, students must complete EDAL500 Administration Orientation, an introduction to the philosophy of leadership and review the standards that will guide their educational plan. The curriculum consists of a minimum of 32 credits beyond the baccalaureate degree. Many courses are offered as variable credits; therefore, candidates should consider their credit needs when planning their course work and when registering for these courses. The portfolio serves as a component of the master's comprehensive examination. There is no thesis requirement for the master's degree program.

2. EdS: Higher Education Administration Program, Requirements, and Application Process (64 credits)

The Educational Specialist program in Higher Education provides advanced graduate education and training of high quality mid-level administrators for postsecondary institutions. It prepares professionals seeking administrative advancement and service to local institutions of higher education. This degree is appropriate for positions such as:

- Assistant dean
- Assistant to the president
- Director and in-service directors
- Department chairperson in selected areas
- Program manager

EdS: DEGREE REQUIREMENTS (64 credits)**Common Core—minimum 15, with more credits available from variable credit courses**

EDAL500 Administration Orientation—1–2
EDAL520 Foundations of Educational Leadership—2–3
EDAL645 Educational Finance—2–3
EDAL670 Technology for Leaders—1–3
LEAD886 Advanced Internship: (Topic)—1–12
EDCI Any EDCI Graduate course—3
EDFN500 Phil. Foundations of Educ. & Psych.—3

Concentration Area—minimum 18, with more credits available from variable credit courses

EDAL640 Higher Education Law—3
EDAL667 Leadership in Higher Education—3
EDAL674 Administration of Student Services—3
EDAL675 College Student Development Theory—3
EDAL676 Administration of Academic Services—3
EDAL677 Higher Educ. Supervision & Prof. Dev.—2–3

Electives—As Needed

In consultation with your advisor.

Cognate Area—9

Choose from outside Educational Administration, such as Business, Communication, Social Work, Psychology, Curriculum, Leadership, Research, or transfer credits.

Educational Research—11

EDCI636 Program Evaluation—3
EDRM505 Research Methods in Educ. & Psych.—3
EDRM611 Applied Statistics in Educ. & Psych. I—3
LEAD637 Issues in Research—2

Research Electives

EDRM604 Design & Analysis of Ed. & Psych. Surveys—3
EDRM605 Qual. Research Methods in Educ. & Psych.—3
EDRM612 Applied Statistics in Educ. & Psych. II—1–3
EDRM613 Applied Statistics in Educ. & Psych. III—3
EDRM648 Workshop—3
EDRM690 Independent Study: (Topic)—3
HIST650 Historical & Social Sci. Research Methods—3

TOTAL EdS degree credits—64**Application Process**

Applicants must meet School of Education admission requirements for the specialist degree. Applicants may transfer up to 32 credits from previous graduate work into the specialist degree at the discretion of their academic advisors. Candidates must complete EDAL500 Administration Orientation, an introduction to the philosophy of leadership and review the standards that will guide their educational plan. The curriculum consists of a minimum of 64 semester credits beyond the baccalaureate degree and requires the completion of both an internship and a portfolio. Many courses are offered as variable credits; therefore, candidates should consider their credit needs when planning their course work and registering for courses. The portfolio serves as a component of the EdS comprehensive examination. There is no thesis requirement for the EdS.

3/4. EdD/PhD in Higher Educational Administration Programs, Requirements, and Application Process (90 credits)

The doctoral program in Higher Education is designed to prepare experienced practitioners for senior administrative and policy-making positions. The PhD degree is more research oriented and requires more courses in advanced research methodologies. The EdD program primarily serves those seeking administrative and executive positions, while the PhD program serves those who wish to pursue careers in research and teaching. Graduates typically work in the following professional areas:

- Research
- Teaching
- Policy leadership
- College administration at all levels
- Community college leadership and management
- Student personnel administration
- Corporate and post-secondary policy analysis

EdD: DEGREE REQUIREMENTS (90 credits)**Common Core—minimum 16, with more credits available from variable credit courses**

EDAL500 Administration Orientation—1–2
EDAL520 Foundations of Educational Leadership—2–3
EDAL645 Educational Finance—2–3
EDAL670 Technology for Leaders—1–3
LEAD886 Advanced Internship: (Topic)—1–12
EDCI Any EDCI Graduate course—3
EDFN500 Phil. Foundations of Educ. & Psych.—3

Concentration Area—18

EDAL640 Higher Education Law—3
EDAL667 Leadership in Higher Education—3
EDAL674 Administration of Student Services—3
EDAL675 College Student Development Theory—3
EDAL676 Administration of Academic Services—3
EDAL677 Higher Educ. Supervision & Prof. Dev.—2–3

Electives—As Needed

In consultation with your advisor.

Cognate Area—12

Choose from outside Educational Administration, such as Business, Communication, Social Work, Psychology, Curriculum, Leadership, Research Electives, or transfer credits.

Educational Research—12

EDCI636 Program Evaluation—3
EDRM505 Research Methods in Educ. & Psych.—3
EDRM611 Applied Statistics in Educ. & Psych. I—3
EDRM612 Applied Statistics in Educ. & Psych. II—1–3
LEAD637 Issues in Research—2

Research Electives

EDRM604 Design & Analysis of Ed. & Psych. Surveys—3
EDRM605 Qual. Research Methods in Educ. & Psych.—3
EDRM613 Applied Statistics in Educ. & Psych. III—3
EDRM648 Workshop
EDRM690 Independent Study: (Topic)—1–3
HIST650 Historical & Soc. Science Research Methods—3

Dissertation—16

EDRM880 or LEAD880 Dissertation Proposal Devel.—2
LEAD899 Doctoral Dissertation—14

TOTAL EdD degree credits—90**PhD: DEGREE REQUIREMENTS (90 credits)****Administrative Core—minimum 16, with more credits available from variable credit courses**

EDAL500 Administration Orientation—1–2
EDAL520 Foundations of Educational Leadership—2–3
EDAL645 Educational Finance—2–3
EDAL670 Technology for Leaders—1–3
EDCI Any EDCI Graduate course—3
EDFN500 Phil. Foundations of Educ. & Psych.—3
LEAD886 Advanced Internship: (Topic)—1–12

Concentration Area—18

EDAL640 Higher Education Law—3
EDAL667 Leadership in Higher Education—3
EDAL674 Administration of Student Services—3
EDAL675 College Student Development Theory—3
EDAL676 Administration of Academic Services—3
EDAL677 Higher Educ. Supervision & Prof. Dev.—2–3

Electives—As Needed

In consultation with your advisor.

Cognate Area—12

Choose from outside Educational Administration, such as Business, Communication, Social Work, Psychology, Curriculum, Leadership, Research Electives, or transfer credits.

Educational Research—17

EDCI636 Program Evaluation—3
EDRM505 Research Methods in Educ. & Psych.—3
EDRM605 Qual. Research Methods in Educ. & Psych.—3
EDRM611 Applied Statistics in Educ. & Psych. I—3
EDRM612 Applied Statistics in Educ. & Psych. II—1–3
LEAD637 Issues in Research—2

Research Electives

EDRM604 Design & Analysis of Ed. & Psych. Surveys—3
EDRM613 Applied Statistics in Educ. & Psych. III—3
EDRM648 Workshop

EDRM690 Independent Study: (Topic)—1–3
 HIST650 Historical & Soc. Science Research Methods—3

Dissertation—16

EDRM880 or LEAD880 Dissertation Proposal Devel.—2
 LEAD899 Doctoral Dissertation—14

TOTAL PhD degree credits—90

Application Process

Applicants must meet School of Education admission requirements for doctoral programs. They may transfer up to 42 credits from previous graduate work into the doctoral program. If they have not previously taken the course, candidates must complete EDAL500 Administration Orientation, an introduction to the philosophy of leadership and review the standards that will guide their educational plan. The curriculum consists of a minimum of 90 semester credits beyond the baccalaureate degree and requires the completion of a portfolio and a dissertation. Many courses are offered as variable credits; therefore, candidates should consider their credit needs when planning their course work and registering for courses. The portfolio serves as a component of the doctoral comprehensive examination. Both doctorates require the successful completion of a dissertation.

Leadership

The Leadership program represents a new concept in graduate education. It is offered by the School of Education as an international and interdisciplinary collaborative graduate program.

It is designed to meet the needs of mid-career leaders and to provide an innovative and highly flexible program allowing self-motivated learners the opportunity to pursue an MA, EdS, EdD or PhD degree in the context of a learning community, without requiring a move of their families or a break in their careers. Participants in this interdisciplinary program come from a variety of professional backgrounds including healthcare, business, education, pastoring, the military and government.

Defining the Program

The Leadership Program:

- Leads to an MA in Education with an emphasis in Leadership or EdS/EdD/PhD degrees in Leadership.
- Is established on the idea of developing and demonstrating competency in several key areas.
- Gives each participant the opportunity to design and carry out an Individual Development Plan (IDP) in order to fulfill competency requirements.
- Allows participants to demonstrate competence through the oral presentation of a portfolio, which includes a written synthesis paper.
- Fosters collaboration and cooperation among its participants.

Characteristics of the Program

The program allows the self-directed learner to participate in a dynamic-action agenda devoted to service. The program's strengths are evident in several ways:

The Leadership Program is learner-driven. The participant works with an advisor and develops a plan of study with course work and directed activities to fit his/her needs. An extraordinary amount of personal ownership by the participant is critical for satisfactory completion of the program.

The Leadership Program is life-embedded. Participants are encouraged to use their work and life experience as the basic context to demonstrate the Leadership competencies.

The Leadership Program is competency-based. Although not listing a prescribed set of courses, the program is designed around a set of competencies, including both skill and knowledge-based areas necessary to demonstrate competence.

The Leadership Program builds a learning community. The participants cooperate in regional study groups and learn through various media.

The Leadership Program is flexible. The flexibility allows the educational needs, career goals, and past experience of the participant to play an important part in the development of an individualized plan of study and development.

The Leadership Program builds important bonds among its participants. The participants become partners in learning, both with faculty members and other participants. This process is enhanced by involvement in orientation activities, seminars, learning groups, and through continued contact and discussion via the Internet, and other forms of telecommunication.

The Leadership Program evaluates achievement.

- Throughout the course of study, individual achievement is evaluated on the basis of demonstrated competencies.
- The program is completed when the participant has demonstrated achievement of at least 15 competencies (see below).
- Demonstration of achievements is documented in a portfolio that is assembled throughout the program. The portfolio is presented for validation to a faculty team at the end of the program.
- For the MA and EdS degrees, a research project is completed and approved.
- For the EdD and PhD degrees, a doctoral dissertation must be completed, defended, and approved.

Applying to the Program

Applicants should read the Graduate Admissions Requirements section of this bulletin.

Potential participants should also communicate directly with the Leadership Program office to indicate how they have met or plan to meet the prerequisites for admission to the program.

Additional recommendations and interviews may be requested prior to formal admission to the program. Only a limited number of participants are admitted each year, so applicants should apply early.

Specific Admission Requirements

- A completed bachelor's or master's degree (an MA degree is recommended for the doctoral programs).
- A sample of your best writing (could be a research paper).
- A successful interview with one or more members of the Leadership faculty.
- A minimum of five years of professional work experience in a leadership setting for the doctorate and three years for the MA.
- Must be currently employed in a leadership position in which competencies can be demonstrated. This environment, which is the participant's place of employment, provides the "laboratory" for developing and demonstrating expertise in the competency areas and for preparing the portfolio.
- Applicants must commit to participate in:
 - 1) The initial Leadership orientation.
 - 2) Regularly scheduled regional group/learning community meetings, preferably on a monthly basis *but at least seven times a year.*
 - 3) The annual Leadership Roundtable Conference.
 - 4) Regular online communication. The participant is responsible for keeping abreast of announcements and program updates presented by faculty and staff via e-mail and the Leadership website.

Maintaining Active Status

To maintain active status in the Leadership program the participant must:

- Make appropriate progress in fulfilling the IDP.
- Meet regularly with a learning group, usually on a monthly basis *but at least seven times* per academic year.
- Maintain contact with the advisor.
- Register every semester.
- Attend the summer Leadership Roundtable Conference.
- Meet financial obligations to the university.
- Maintain employment throughout the program.

Time Limits. A Leadership participant must complete the requirements for the EdD and PhD degree within seven calendar years from the beginning of the first semester of class work irrespective of admission classification.

Basic Degree Requirements for MA, EdS, EdD, and PhD

1. Participate in the on-campus program orientation: LEAD630 Leadership Seminar (4 credits) and in annual Leadership Roundtable conferences.
2. Complete LEAD635 Individual Development Plan (IDP, 4 credits) designed by the participant and approved by the Leadership faculty team.
3. Complete the following web-based learning experiences:
 - LEAD636 Issues in Leadership Foundations—2 credits
 - LEAD637 Issues in Research—2 credits
 - LEAD638 Issues in Leadership Theory—2 credits
4. Participate regularly and actively in a learning group at least seven times a year.
5. Maintain employment throughout the program.
6. Complete the development and a presentation of a portfolio based on the participant's IDP. The portfolio must document the satisfactory completion of the required competencies.
7. Complete the specific number of credits:
 - 36 credits for the MA degree
 - 64 credits for the EdS degree
 - 90 credits for the EdD/PhD degrees
8. Research:
 - MA: Complete a research project.
 - EDRM505 Research Meth. in Educ. & Psych.—3 credits
 - LEAD698 MA Research Project—3 credits
 - EdS: Complete an action research project.
 - EdD/PhD: Complete a dissertation.
 - LEAD880 Proposal Development—2 credits
 - LEAD899 Doctoral Dissertation—14 credits

Competencies of the Leadership Program

Leadership requires theoretical knowledge and practical application in the following core competencies:

1. **Leadership and the Self:** This cluster of competencies focuses on the self awareness and the personal and professional identity required when practicing leadership.
 - a. *Philosophical foundations*—Leadership functions within the context of multiple perspectives and understands how their own worldview influences their practice.
 - b. *Ethics, values, and spirituality*—Leadership functions from a set of principles and standards that guides their work and all their relationships with others.
 - c. *Learning and human development*—Leadership is committed to and practices continuous personal, interpersonal, and organizational learning.
2. **Leadership with Others:** This cluster of competencies focuses on the interpersonal aspects of leadership. Growth and development of others is an essential function of leadership.
 - a. *Effective communication*—Leadership fosters effective communication in all internal and external interactions, to establish and maintain cooperative relationships.
 - b. *Mentor/coach*—Leadership promotes relationships that are trust-centered, providing the kind of empowerment that results in personal and performance improvement toward satisfying mutual objectives.
 - c. *Social responsibilities*—Leadership is accountable to others and endeavors to see that family, community, and environmental needs are met in local and, as appropriate, in global ways.
3. **Leadership through Organizations:** This cluster of competencies focuses on the organizational aspects of leadership. Leadership sets direction in ways that facilitate achievement of organizational goals.
 - a. *Resource development, human and financial*—Leadership appropriately allocates and manages human and financial resources for healthy and strategic outcomes.
 - b. *Legal and policy issues*—Leadership applies and understands the scope of legal and policy structures appropriate for their field.
 - c. *Organizational behavior, development, and culture*—Leadership understands personal, group, and inter-group behaviors, and how they impact organizational history, needs, and goals.
 - d. *Implementing change*—Leadership involves working with others in order to collaboratively shape the vision and strategy for change, as well as being capable of facilitating the change process.
 - e. *Evaluation and assessment*—Leadership uses appropriate evaluation and assessment tools to make decisions about programs and plans.
4. **Leadership and Research:** This cluster of competencies focuses on the need to use data to communicate, persuade, and make decisions, and to contribute to the knowledge base for leadership. Competence in research needs to include both qualitative and quantitative methods. Research skills are often necessary while engaging in organizational development, assessment, and evaluation, and other leadership projects.
 - a. *Reading and evaluating research*—Leadership critiques the adequacy of research reports, conducts literature reviews using electronic sources, and relates research to the body of knowledge in their professional field.
 - b. *Conducting research*—Leadership understands the logic and processes of scientific inquiry, explains major research methodologies, formulates empirically driven research problems, selects appropriate research designs, explains standards for data collection, and conducts basic data collection and analysis.
 - c. *Reporting and implementing research*—Leadership adequately communicates research findings and implements the findings in the workplace.
5. **Individually Chosen Options:** One required. Additional options may be chosen, if needed.

Basic Competency Requirements for the MA degree.

Completion of the MA in Education is achieved only after the development of a portfolio demonstrating mastery in each of the 15 competencies with one of the “distinguished” level and the rest at least at the “emerging” level (see “Rubric for Portfolio/Competency Evaluation” in Appendix B of the *Leadership Handbook*).

The participants prepare an Individual Development Plan (IDP), which becomes his/her course of study. The course of study translates into at least 36 semester credits. Completion of the program is by submission of an approved research project and by the oral presentation of a portfolio, which includes a written synthesis paper.

Specialist and Doctoral Program Residency Requirements

Specialist and Doctoral Program Residency Requirements. By the end of the sixth semester: (1) Complete degree requirements 1, 2, and 3 above under Basic Degree Requirements for the MA, EdS, EdD and PhD, (2) complete 13 of the minimum 28 required credits for the EdS, or complete 16 of the minimum 32 required credits for the EdD/PhD, and (3) receive regular admission status.

To qualify as enrolled, participants must register for a minimum half-time load of study or be involved in work directly related to fulfilling the IDP requirements (not including dissertation).

Basic Competency Requirements for the EdS degree.

Completion of the EdS in Leadership is achieved only after the development of a portfolio demonstrating mastery in at least 15 competencies, with two at the “distinguished” level and the majority of the rest at the “established” level (see “Rubric for Portfolio/Competency Evaluation” in Appendix B of the *Leadership Handbook*).

The participant prepares an Individual Development Plan (IDP), which becomes his/her course of study. The course of study translates into at least 64 semester credits.

Basic Competency Requirements for the EdD and PhD degrees. Completion of the EdD or PhD in Leadership is achieved only after the development of a portfolio demonstrating mastery in at least 15 competencies, with three at the “distinguished” level and the rest at the “established” level (see “Rubric for Portfolio/Competency Evaluation” in Appendix B of the *Leadership Handbook*).

The participant prepares an Individual Development Plan (IDP), which becomes his/her course of study. The course of study translates into at least 90 semester credits.

Courses (Credits)

See inside front cover for symbol code.

Students in the Leadership and Educational Administration programs, in consultation with their advisors, may choose from the following list of EDAL and LEAD courses.

600-level courses are available for both master's and doctoral programs.

EDAL500 Administration Orientation \$ (1–2)

Introduction to Andrews University's philosophy of leadership and the principles of Christian leadership. Reviews the national standards for educational administration.

EDAL520 D (2–3)**Foundations of Educational Leadership**

A basic orientation to the purposes, organization, and administration of educational programs and institutions; the structure and control of school systems; the nature of administration; and the conceptual foundations of educational administration and leadership.

EDAL560 D (2–3)**School Law**

Emphasizes legal issues affecting teachers and educational administrators, including governmental relations, church state issues, teacher employment, student control, and school board operations and procedures.

EDAL565 D (1–2)**Leadership for Seventh-day Adventist Education**

Explores the spiritual climate and leadership practices of administration in Seventh-day Adventist education. Uses scripture, the writings of Ellen White, and other sources to develop a frame of reference for educational leadership and an understanding of the role of the divine in education.

EDAL570 D (2–3)**Principles of Educational Supervision**

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

EDAL635 D (2–3)**Human Resources Administration**

Reviews personnel services; policy for certified and noncertified employees; personnel functions in education; the interpersonal process in educational organizations, communications, and group dynamics for educational administrators.

EDAL 640 D (3)**Higher Education Law**

Legal aspects of the administration of higher education institutions. Policy issues related to student rights, intellectual property, academic freedom, admission, employee relations, and property use.

EDAL645 D (2–3)**Educational Finance**

Focuses on financial and economic issues affecting educational institutions, including school support, costs of education, sources of revenue, budgeting, and the organization and maintenance of the fiscal and physical resources of educational systems.

EDAL650 D (0)**Educational Administration Program Continuation**

A student may register for this title to comply with continuous registration requirements. Requires a semester fee.

EDAL660 D (2–3)**Planning and Operating Educational Facilities**

A survey of the planning, modernization and management of educational facilities including buildings, equipment, and sites. A comprehensive study of educational facilities planning as related to preliminary development plans, long range master planning of educational facilities/campuses, considering educational philosophy and resources.

- EDAL664** **D (2–3)**
Elementary School Leadership
 Explores the role of the principal; leadership in curriculum implementation and reform; organization of schedules, calendar, and catalogue; staff organization and utilization; attendance program; responsibilities such as assemblies, opening and closing of school, supervision of staff, and operation of small schools.
- EDAL665** **D (2–3)**
Secondary School Leadership
 Explores the role of the principal; leadership in curriculum implementation and reform; organization of schedules, calendar, and catalogue; staff organization and utilization; attendance program; responsibilities such as assemblies, opening and closing of school, and supervision of staff. Also includes office management and auxiliary services.
- EDAL667** **D (3)**
Leadership in Higher Education
 Focuses on the study of governance of higher education institutions, stressing administrative roles and leadership in visioning distinctive organizational and environmental features of colleges, universities and community colleges, and how these features affect the management of these organizations.
- EDAL670** **D (1–3)**
Technology for Leaders
 Philosophical basis for technology usage in various leadership settings to enhance organizational effectiveness, survey of contemporary technologies appropriate to most organizational settings and cost benefit analysis of various systems, development of a technology plan for leadership development, ethics of technology usage.
- EDAL674** **D (3)**
Administration of Student Services
 Overview of student services in higher education and its historical and philosophical foundations, guiding theories, and professional practices. Focuses on administrative structures and processes, and the organization of student services programs in the context of contemporary issues and trends.
- EDAL675** **D (3)**
College Student Development Theory
 Explores the characteristics of college students and the theories of growth and development for traditional and non-traditional students. Emphasis is placed on understanding the immediate and long-term impact of a college experience.
- EDAL676** **D (3)**
Administration of Academic Services
 Focuses on the principles academic officers use in dealing with selected administrative functions related to academic departments, degree programs, faculty development, curriculum administration, instructional resources, student development, budget planning, enrollment, and academic personnel.
- EDAL677** **D (1–3)**
Higher Education Supervision and Professional Development
 Overview of approaches for effectively supervising staff and faculty, providing opportunities for personnel to plan and experience professional growth.
- EDAL680** **D (1–12)**
Administration: Internship or Fieldwork
 A planned internship in leadership at a cooperating organization, institution, school district, or agency. Permission of supervisor and plans required in advance of registration. May be graded S/U. Repeatable.
- EDAL888** **\$ D (0)**
Dissertation Continuation
 Registration for this title indicates full-time status and requires a semester fee.
- EDUC560** **\$ (0)**
Degree Reactivation
- LEAD525** **D (2–3)**
Public Relations: Community Partnerships
 Reviews research on public relations and strategies for improving community relationships and strengthening partnerships with community groups.
- LEAD530** **D (1-2)**
Educational Marketing
 Provides the foundation knowledge and skills for understanding, planning, and designing marketing plans for educational institutions. Focuses on elements of marketing such as mission statement, target market, image, position, and the market mix (product, price, place and promotions).
- LEAD620** **D (1-2)**
Development and Fund Raising
 Prepares leaders in educational development through a practical exploration of fund raising research and proposal writing.
- LEAD630** **\$ D (2-6)**
Leadership Seminar
 Intensive orientation to the program. Focus on leadership concepts, effective instruction, principles of research, and skills relating to the completion of the program. Repeatable to 6 credits. Graded S/U.
- LEAD635** **D (4)**
Individual Development Plan
 Preparation and submission of IDP to faculty for approval. Prerequisite: LEAD630.
- LEAD636** **D (2)**
Issues in Leadership Foundations
 Participants review the literature, discuss the findings in study groups and with faculty, and provide scholarly feedback related to assigned topics that address foundations of leadership and worldviews.
- LEAD637** **D (2)**
Issues in Research
 This course serves to develop skills in reading and evaluating qualitative and quantitative research writings.
- LEAD638** **D (2)**
Issues in Leadership Theory
 A seminar in the study of leadership theory. This course is intended to provide a wide coverage of leadership theory based on sound research principles, with implications for informed practice. The seminar includes concept formation in such areas as organizational development, historical and contemporary views of leadership, power and influence, "followership," ethical leadership and diversity, and applications to problem solving in leadership and administrative settings.

LEAD645	D (1–3)	LEAD870	(0)
<i>Ethical Leadership</i>		<i>Comprehensive Exam</i>	
Explores the dynamics of moral leadership, ethical decision-making and the administrative role in institutional integrity in organizations and schools.			
LEAD648	D (1–12)	LEAD880	D (2)
<i>Workshop: (Topic)_____</i>		<i>Dissertation Proposal Development</i>	
Selected learning experiences. Repeatable. Permission of instructor required.		Designing and writing the doctoral dissertation proposal. Graded S/U. <i>Spring only.</i>	
LEAD650	\$ D (0)	LEAD886	D (1–12)
<i>Leadership Program Continuation</i>		<i>Advanced Internship: (Topic)_____</i>	
After the IDP is approved, the participant may register for this title to maintain active status while clearing DGs (deferred grades) with advisor approval only. Registration for this title indicates full-time status. Requires a semester fee.		Under supervision of a faculty member in leadership area. Student interns in responsible positions with specialists/administrators in cooperating institutions, school systems, or agencies. Permission of instructor required. Graded S/U.	
LEAD675	D (1–3)	LEAD888	\$ D (0)
<i>Portfolio Development</i>		<i>Dissertation Continuation</i>	
Development of expertise and documentation in a selected competency area including self reflection that describes personal growth and the theoretical knowledge base supporting the competency. (Repeatable up to 12 credits).		Registration for this title indicates full-time status and requires a semester fee.	
LEAD680	D (1–12)	LEAD899	D (1–14)
<i>Fieldwork: (Topic)_____</i>		<i>Doctoral Dissertation</i>	
Planned field experience in leadership at cooperating institutions, school systems, or agencies. Permission of instructor required.		Graded S/U.	
LEAD685	D (0)		
<i>MA Level Comprehensive Exam Preparation</i>			
LEAD689	D (1–12)		
<i>Seminar: (Topic)_____</i>			
Selected topics offered. Repeatable. Permission of instructor required.			
LEAD690	D (1–12)		
<i>Independent Study: (Topic)_____</i>			
Selected topics. Repeatable with different topics. Permission of advisor and instructor required.			
LEAD698	D (3)		
<i>MA Research Project</i>			
A planned research experience whereby a problem or issue in the workplace relating to leadership is identified by the participant. The process includes the development of a research proposal, implementation of the research plan, and a written paper using the <i>Andrews University Standards for Written Work</i> . S/U grading.			
LEAD756	D (1–12)		
<i>Advanced Studies: (Topic)_____</i>			
Advanced studies in leadership. Repeatable with different topics. Permission of instructor required.			
LEAD775	D (1–3)		
<i>Advanced Portfolio Development: (Topic)_____</i>			
Building upon the knowledge base developed in LEAD675, the participant continues to develop expertise and documentation in a selected competency area. (Repeatable up to 12 credits)			
LEAD789	D (1–12)		
<i>Advanced Seminar: (Topic)_____</i>			
Advanced topics in leadership. Repeatable with different topics. Permission of instructor required			

SEVENTH-DAY ADVENTIST THEOLOGICAL SEMINARY

Denis Fortin, *Dean*
R. Clifford Jones, *Associate Dean*

Seminary Hall, Room N230
(269) 471-3537
Fax: (269) 471-6202
seminary@andrews.edu
<http://www.andrews.edu/SEM>

SUMMER SESSIONS—2007

Summer Term 1 (May 14–June 8, 2007)

May

13 Sun New student orientation 8:30 am–12:00 pm
14 Mon Summer Term 1 classes begin
15 Tue Late course registration fee in effect
31–Jul 9 Archaeological Excavations at Tall Jalul, Jordan

June

5 Tue Last day to change credit to audit for Summer Term 1 classes or to withdraw from a class with a W
6–9 Wed–Sat SEEDS
8 Fri Last day of Summer Term 1 classes

Summer Term 2 (June 11–July 6, 2007)

June

11 Mon Summer Term 2 classes begin
11–30 Institute of World Mission
12 Tue Late course registration fee in effect
Last day to apply for August graduation
14–28 2007 Church History Study Tour

July

3 Tue Last day to change credit to audit for Summer Term 2 classes or to withdraw from a class with a W
6 Fri Last day of Summer Term 2 classes

Summer Term 3 (July 9–August 3, 2007)

July

9 Mon Summer Term 3 classes begin
10 Tues Late course registration fee in effect
12–15 Thu–Sun Freedom to Live: Addictions Conference
20–22 Fri–Sun Family Life Celebration Weekend
31 Tues Last day to change credit to audit for Summer Term 3 classes or to withdraw from a class with a W

August

3 Fri Last day of Summer Term 3 classes
4 Sat Dedication Service, 4–5:30 pm
5 Sun Summer commencement, 9 am

Fall Semester—2007 (August 27–December 13, 2007)

August

5–10 Sun–Fri Natural Remedies & Hydrotherapy Workshop
13–16 Mon–Thu Greek Review Session (6:00–8:00 pm)
13–17 Mon–Fri Hebrew Review Session (9:00 am–12 noon)
22–25 Wed–Sat New student orientation
22 Wed Greek Placement Test 1 pm; Orientation 3 pm

23 Thu Hebrew Placement Test (8:30 am)
24 Fri Bible Knowledge Entrance Test (9:00 am)
27 Mon Fall semester classes begin
28 Tue Late course registration fee in effect

September

8 Sat Adventist Heritage Sabbath
14 Fri Church Policy Exam Review Session
21 Fri Church Policy Exam

October

2–7 Tue–Sun New England Adventist Heritage Benefit Tour
8, 9 Mon, Tue Regular Seminary classes in session
21, 22 Sun, Mon H.M.S. Richards Lectureship on Preaching
22–Nov 10 Institute of World Mission

November

2 Fri Challenge Exam—GSEM 532, CHIS 570
8:30–10:30 am
18–25 Sun–Sun Thanksgiving Break
27 Tue Last day to change credit to audit for Fall semester classes or to withdraw from a class with a W

December

6 Thu Last day of Fall semester classes
8 Sat Dedication Service, 4:00–5:30 pm
13 Thur Fall semester ends

Spring Semester—2008 (January 8–May 4, 2008)

January

8 Tue Spring semester classes begin
9 Wed Late course registration fee in effect

February

5, 7, 8 Tue, Thu, Fri Seminary Scholarship Symposium

March

14–23 Spring semester break
28 Fri Challenge exam—GSEM 532 8:30–10:30 am
31 Mon E.G. White and Current Ideas Symposium

April

15 Tues Last day to change credit to audit for Spring semester classes or withdraw from a class with a W
24 Thu Last day of Spring semester classes

May

1 Thu Spring semester ends
3 Sat Dedication service 4:00–5:30 pm
4 Sun Commencement
11 Sun New student orientation 8:30 am–12:00 pm

Academic Programs	Credits
Graduate Certificates	12
Campus Spiritual Leadership	
Family Life Education	
MA: Religion	32
Archaeology and History of Antiquity	
Biblical and Cognate Languages	
Church History	
Intertestamental (Jewish) Studies	
Jewish and Muslim Faiths	
Mission Studies	
New Testament Studies	
Old Testament Studies	
Theological Studies	
MA: Religious Education	32
Campus Spiritual Leadership	
Family Life Education	
Secondary Education	52
MTh: Master of Theology	32
Christian Ministry	
Church History	
New Testament	
Old Testament	
Theology and Christian Philosophy	
World Mission	
PhD: Doctor of Philosophy	64
Adventist Studies	
Mission and Ministry Studies	
New Testament Studies	
Old Testament Studies	
Theological Studies	
PhD: Religious Education	64
Christian Formation and Discipleship	
Theological Curriculum and Instruction	
Customized	
ThD: Doctor of Theology	64
Biblical Studies	
Archaeology and History	
Exegesis and Theology	
Languages and Literature	
Theological Studies	
Historical Theology	
Systematic Theology	

Professional Programs	Credits
MA Pastoral Ministry	48
General Program	
Hispanic Ministry	
MA Youth Ministry	48
MDiv: Master of Divinity	96–112
MDiv students may use their elective credits to develop any of a large number of emphases. See p. 308.	
DMin: Doctor of Ministry	32
African American Ministry	
Chaplaincy	
Evangelism and Church Growth	
Family Ministry	
Global Mission Leadership	
Leadership	
Pastoral Ministry	
Preaching	
Urban Ministry	

Interdisciplinary Programs	Credits
MSA: Master of Science in Administration	33–34
Church Administration	33
Offered by the School of Business. See p. 241.	
International Development	34
Joint program offered by the International Development Council. See p. 80–82.	

Mission

We are a learning and worshiping community of culturally diverse people, called to serve our Creator God, the Seventh-day Adventist Church, our congregations and our world by preparing faithful and effective leaders to make disciples of all nations and proclaim the everlasting gospel of Jesus Christ in the setting of the three angels' message of Revelation 14.

Core Values

Faithfulness with expectation

- Being faithful in our relationship to Christ as Savior and Lord
- Being faithful to God and his revelation as expressed in his Word
- Being faithful in our quest for truth and beauty through a teachable and steadfast spirit
- Being faithful to the Seventh-day Adventist Church and God's prophetic leading in our story.

Christ-likeness with humility

- Cultivating a Christ-like integrity which reflects the character of God
- Submitting our whole selves, mind, body and spirit to God
- Living a passionate and authentic life of obedience and service.

Respect with justice

- Being Christians who are global in vision, sensitive to diversity, and competent in inter-cultural relationships
- Respecting all persons by exhibiting love, compassion and caring, and recognizing everyone's unique giftedness and creative potential
- Working for fairness, and advocating for justice for those without power or voice.

Community with joy

- Worshiping with joy and keeping the Sabbath holy
- Nurturing a community of healing, grace, restoration and renewal
- Developing a sense of collegiality and friendship in our work as brothers and sisters in Christ.

Discipleship with wholeness

- Embracing the ongoing transformation by the Spirit in our own life of faith and learning
- Seeking to see in one another the Spirit's work of restoring the image of our Maker
- Mentoring others in knowing and following their call and vocation.

Service with passion

- Leading with a servant's heart to equip others for service
- Striving with passion to reach the lost, serve the poor, and grow the church
- Valuing creation and our call to be stewards in all areas of life.

Accreditation and Authorization

The Association of Theological Schools in the United States and Canada has granted accreditation to the Master of Arts, Master of Arts in Pastoral Ministry, Master of Arts in Youth Ministry, Master of Divinity, Master of Theology, Doctor of Ministry, Doctor of Philosophy, and Doctor of Theology degrees.

Objectives

Each program of the Seminary is committed to the following general objectives:

- to furnish the Seventh-day Adventist Church with competent, highly motivated and consecrated pastors and church workers for service in the worldwide mission of the church
- to equip men and women for the various phases of ministry with sound methods, principles, and procedures of biblical interpretation and scholarship
- to provide a firm basis for an intellectual and spiritual understanding of religion, morality, and ethics as set forth in the Bible (accepted as the propositional word of God) and as understood in Christianity in general and the Adventist Church in particular
- to transmit a belief in the relevance of biblical faith and teaching to modern men and women and to their preparation for the future kingdom
- to develop skills required for effectively proclaiming biblical faith through preaching, teaching, writing, and leadership in corporate worship and all phases of church life
- to teach methods and procedures for leading a congregation or group to accomplish its own task of disseminating the faith by word and deed
- to encourage the development of professional and pastoral skills necessary to create an atmosphere of mutual care within the Christian community in order that harmony and unity may be maintained, the common good fostered, and Christian commitment deepened
- to encourage appreciation for other cultures, sympathetic understanding of customs different from one's own, and responsiveness to change
- to promote personal involvement in the spiritual life of the Seminary community, to aid in the formation of a strong devotional life, to inspire a profound deepening of the student's vocation and commitment to serve God and humanity in harmony with the teachings set forth in Scripture as understood by the Adventist church
- to foster, within the Adventist framework, a stimulating academic and professional environment; to provide the necessary tools required for learning; to emphasize sound method, sharp critical thought, and an eager approach to discovering ultimate truth, thus forming an adequate foundation for lifelong competence and integrity
- to lay the foundations for lasting friendships, productive of mutual assistance and confidence, and to promote professional collegiality that creates a willingness to transcend personal bias and accept counsel from one's peers.

Human Relations

The Seminary affirms that all persons have equal worth as beings created in the image of God. A wide diversity of individuals gives opportunity for every student, staff member, and faculty member to practice Christian love and acceptance. In practical terms, this means that we encourage one another to be respectful of and sensitive to people of every age, gender, or disability; people of every racial, ethnic, cultural, geographical, political, religious, or economic background; and people who are single or married. In

classrooms, chapels, and casual conversations, and in our writing, we recognize women and men equally and avoid assumptions or judgments based on group stereotypes. Neither sexual harassment nor racial disparagement is tolerated. Frank discourse not withstanding, we seek to listen, learn, and be enriched as we come to understand and appreciate each other more fully. We affirm our diversity even as we pursue unity.

Faculty

The faculty of the Seminary combine high academic and professional qualifications with a commitment to Jesus Christ and a concern for the proclamation of the gospel. A majority of the faculty have lived and/or worked overseas, served as pastors, and earned advanced degrees in the field of their specialization. The Seminary seeks to be responsive to cultural, ethnic, and national differences in its choice of faculty and staff.

The faculty is involved in research and writing for denominational periodicals and professional/theological journals. Articles authored by faculty appear in the SDA Bible Commentary; SDA Bible Dictionary; SDA Encyclopedia; Theological Dictionary of the Old Testament; The Interpreter's Dictionary of the Bible, Supplementary Volume; Harper's Dictionary of the Bible, rev. ed.; the New International Standard Bible Encyclopedia; and other reference works.

Scholarly Journal

In 1963 the Seminary began publishing a scholarly journal—*Andrews University Seminary Studies*. This biannual periodical presents the results of research in the fields of biblical archaeology and history of antiquity; Hebrew Bible; New Testament; church history of all periods; historical, biblical, and systematic theology; ethics; history of religions; and missions. Selected research articles on ministry and Christian education may also be included.

Outreach

Extension Programs. The Seminary conducts short-term extension schools in many parts of the world. Two degree programs are offered largely in off-campus settings: (1) the Master of Arts in Pastoral Ministry program, begun in North America in 1984 for mature pastors in the field who have not earned a previous seminary degree, and (2) the Doctor of Ministry program for mature pastors who have previously earned an MDiv degree or its equivalent. These professional-degree programs, part of a larger outreach of continuing education for ministry provided by the Seminary to the field in North America, are also offered in overseas fields, as is the more traditional MA in Religion. To these extension programs has now been added an in-ministry delivery system for the Master of Divinity program which allows certain pastors to take much of this degree program while remaining in parish ministry.

Seminary Distance Education Center

Seminary Hall, Room S144
Phone: (269) 471-3514 Fax: (269) 471-6202
seminary@andrews.edu
<http://www.andrews.edu/SEM/DEC>

The Seminary Distance Education Center offers a variety of distance education courses at the graduate level. Courses are available on both a credit and non-credit basis.

The Seminary Distance Education Center also coordinates some courses offered as part of the In-Ministry delivery system for the MDiv degree. See p. 308 for more information.

Course Offerings. For a list of current course offerings see the Center website (www.andrews.edu/SEM/DEC).

Registration Procedure. To register for a course request a registration form from the Seminary Distance Education Center.

Guided Tours. Under the auspices of the Seminary, the university offers guided tours for course credit. These courses include GSEM570 and GSEM578.

Archaeological Field Work. In 1968 under the direction of Siegfried H. Horn, the university initiated an archaeological excavation at the site of Hisban (Heshbon) in the Hashemite Kingdom of Jordan. Excavation continued for five seasons, the last in 1976. In 1984 the Institute of Archaeology expanded its work to a larger region, renaming its consortium the Madaba Plains Project. The project now sponsors excavations at Tall al-'Umayri, Tall Jalul, and other hinterland sites, and conducts an extensive archaeological survey of the entire region.

Other Enrichment Programs

Mediterranean Study Tour. Each summer the Seminary offers courses in connection with a tour of various parts of the biblical world, such as Italy, Greece, Turkey, Israel, Jordan and Egypt. The Old Testament and New Testament departments alternate responsibilities for offering selected subjects. A seminary faculty member directs the program. Some of the courses offered meet requirements of the MDiv program, and others are general electives. The program includes touring biblical sites. Family members may accompany students. For further information, students may contact the department (Old or New Testament) which coordinates the program for the term they plan to attend.

Urban Ministry Term. For an experience in urban studies and ministry, students may participate in the Urban Mission and Ministry program offered every other year in conjunction with the Greater New York Van Ministry Center or another inner city ministry. A full load of courses, including field work, is offered by a seminary faculty member and other urban ministry specialists. The program emphasizes contextualized mission, church planting, ethnic diversity, urban demographic analysis, and strategic planning. Students learn ways to impact the cities where almost 50 percent of the world's population now live. For further information, contact the Department of World Mission or the Department of Christian Ministry.

ASOR Study Center Opportunities. Andrews University is a corporation member of the American Schools of Oriental Research. Seminary and post-graduate students may attend the organization's affiliated institutes—the W. F. Albright Institute of Archaeological Research in Jerusalem and the American Center for Oriental Research in Amman, Jordan. Students also may compete for financial aid and fellowships offered annually by these institutes.

The Ministerial-Training Scholarship Plan

This scholarship plan is established to stimulate interest in the gospel ministry and to coordinate selection, training, and placement of prospective ministers. The plan is included in the

North American Division Working Policy. Details of the plan may be secured from local and union conference offices as well as from the North American Division of Seventh-day Adventists. Local and union conferences, in conjunction with the North American Division, establish a scholarship fund at each local conference office. Individuals may seek these scholarship grants for assistance during participation in the MDiv program. The local conference organization decides when and to whom the scholarship grants are made.

Admission and Evaluation Policies

All applicants must hold a minimum of a baccalaureate degree or its equivalent from an approved college or university and are subject to the general admission requirements in the Graduate Programs Admission section of this bulletin (see p. 44). Students in MA, MTh, PhD, and ThD programs are also subject to the Academic Standards requirements on pp. 49–50. International students should note the Special Admission Requirements on p. 46.

Admission Policy. Admission to the Seventh-day Adventist Theological Seminary is granted irrespective of race, color, national or ethnic origin, gender, or disability. The Seminary is owned and financed by the Seventh-day Adventist Church. It is a community of committed Christians who collectively confess the Christian faith and seek to experience its meaning in worship and practical life. Most of its students are members of the Seventh-day Adventist Church; however, no declaration of confessional allegiance is required for admission. Students who meet academic requirements, whose lifestyle and character are in harmony with the purposes of the Seminary, and who express willingness to cooperate with general university policies may be admitted. Criteria for approving or declining admission to applicants are described in application materials. Admission to the university is a privilege rather than a right and may be withheld or withdrawn by the university at its discretion.

Students are expected to maintain the religious, social, and cultural atmosphere of the Seminary and to order their lives in harmony with its mission and purposes. The seminary community endeavors to maintain an atmosphere of mutual support and acceptance which is congenial to personal adjustment and social development. In the course of their preparation for the ministry, students are called upon to participate in the lives and worship of the surrounding churches. Because of this role, students are expected to be sensitive to the values of others and exemplary in appearance and actions.

Student Pledge. Students who enter the Seminary subscribe to the following declaration of purpose:

I declare it to be my serious intention to devote my life to the Christian ministry or some other form of Christian service, and to this end I pledge myself to rely on divine guidance, to live according to the standards and ideals set forth in the Holy Scriptures, to apply myself faithfully and diligently to the instruction of the Seminary, and to abide by all its requirements.

English Language Requirements. Class work at Andrews University is in English. Applicants whose mother tongue is other than English must submit scores of a standardized English proficiency exam unless their proficiency is otherwise satisfactorily documented (see p. 46).

However, the Seminary reserves the right to require the applicant to pass an English proficiency examination prior to acceptance into a program.

Time to Apply. Applications for the MDiv program should be received by December 31.

PhD and ThD applicants for autumn semester must submit application materials by January 15. A limited number of students may be admitted for the summer term, in which case they would need to submit all application materials by November 30 of the previous year.

Minimum GPA for Admission. The minimum GPAs required for admission to seminary programs are listed below. Transfer credits are not counted in the GPA.

- 2.50 MDiv, MA in PMin, MA in YMin
- 2.60 MA (Religion, Religious Education)
- 3.00 MTh
- 3.25 DMin
- 3.50 PhD, ThD

Recommendation Forms and Statement of Purpose. Applicants to all seminary programs need to have three recommendation forms sent directly to the Graduate Admission Office. The forms should be completed by persons well acquainted with the applicant's abilities and recent experience. The length of the statement of purpose and the kind of recommendations needed are listed on this page.

Master of Divinity Program

- Recommendations
 1. A college religion department (if a theology graduate of an SDA college within the past five years)
 2. A local board of a church where the applicant is a member or was engaged actively in some form of ministry for at least one year. Recommendation should be signed by the pastor or elder.
 3. A person not included in the previous categories (preferably a church leader, pastor, administrator, or teacher). Applicants who do not qualify to obtain a recommendation from one or both of the first two categories must obtain additional recommendations from the third category.
- Statement of Purpose—350 words plus an autobiographical history based on questions provided in the admission package.

MA in Pastoral Ministry

- Recommendations
 1. A Conference administrator
 2. A colleague in ministry or a local pastor if applicant is a layperson
 3. A local church elder
- Statement of purpose—350 words plus a career history.

MA in Youth Ministry

- Recommendations
 1. College teacher in the department of applicant's undergraduate major
 2. A second college teacher
 3. Church administrator or recent employer
- Statement of Purpose—350 words plus a career history.

Master of Arts in Religion

- Recommendations
 1. College teacher
 2. College teacher
 3. Church administrator or recent employer
- Statement of Purpose—350 words

Master of Arts in Religious Education

- Recommendations

1. College teacher
 2. Pastor of colleague in service
 3. Church administrator or recent employer
- Statement of Purpose—350 words

Master of Theology

- Recommendations
 1. Seminary teacher
 2. Seminary teacher
 3. Church administrator or recent employer (three seminary teachers if not recently employed)
- Statement of Purpose—350 words

Doctor of Ministry

- Recommendations
 1. Conference administrator
 2. Colleague in ministry
 3. Lay person
- Statement of Purpose—350 words plus a career history.

Doctor of Philosophy in Religious Education

- Recommendations
 1. Adviser/teacher in applicant's MA or MDiv program
 2. Teacher in applicant's MA or MDiv program
 3. Administrator of applicant's employing organization or most recent employer if not currently employed.
- Statement of purpose—600 words

Doctor of Philosophy/Theology

- Recommendations
 1. Adviser/teacher in applicant's MA or MDiv program
 2. Teacher in applicant's MA or MDiv program
 3. Church administrator of applicant's employing organization (or most recent denominational employer if not currently church employed)
- Statement of purpose—600 words

Balanced Financial Plan. All students applying for admission to the on-campus programs of the Seminary must submit a balanced financial plan detailing how their expenses will be covered. Listed below is the length of plan required for Seminary degree programs:

MA in Religion	1 year
MA in Youth Ministry	2 years
Master of Divinity	3 years
Master of Theology	1 year
Doctor of Ministry	
PhD/ThD programs	3 years*
*or letter of sponsorship required	

Graduate Record Examinations. Students applying to the professional ministerial degree programs (Master of Divinity, Master of Arts in Pastoral Ministry, Master of Arts in Youth Ministry, and Doctor of Ministry) should provide transcripts of the Graduate Record Examination (GRE) General Test only when requested. Applicants to seminary academic graduate programs must request that a transcript of the GRE examination (taken within the past five years) be sent directly to the Graduate Admissions Office.

Orientation. All new students are required to attend the Fall orientation program. Students who begin in the summer have a short orientation on the day before summer school begins. The main orientation session starts the Wednesday of the week before autumn semester classes begin and continues through Monday.

New students starting either in the summer or autumn terms should plan to attend this main session. A separate orientation, including an intensive course, is conducted for students entering the in-ministry delivery system of the MDiv program. See the Seminary Calendar, p. 298, for specific dates for these orientation events.

Psychological Evaluation. Students from all Seminary programs are required to complete the Seminary's program of psychological evaluation during their first Fall semester of residency, or as designated by their programs.

Student Lifestyle. Continuance in a seminary program is based not only on academic achievement but also on an ongoing lifestyle reflecting Seventh-day Adventist principles in character and conduct.

Academic Policies Applying to All Programs

Class Loads and Enrollment Status. The number of credits required for full- and part-time enrollment status in seminary programs is listed below.

Program	Full-time	Part-time
MDiv	9–16	6–8
MA in PMin, MA, MA in YMin, MTh, DMin, PhD, ThD	8–12	4–7

Students may take more credits than indicated above only with approval from the dean. Students who have completed all course work in a master's or doctoral program but have not met all requirements for graduation must register for GSEM688, 788, or 888 and maintain full-time status. Students who are registered for thesis or PhD, ThD, or DMin dissertation credits also maintain full-time status. Doctor of Ministry students registered for GSEM789 DMin Program Continuation are considered by the university as half-time students.

Minimum GPA for Graduation. The minimum GPAs required for graduation from seminary programs are listed below. Transfer credits are not counted in the GPA.

2.50 MDiv, MA in PMin, MA in YMin
3.00 MA, MTh, DMin, PhD, ThD

Students accepted on a provisional basis must achieve the minimum GPA required for their program during the first semester they are enrolled. A student who fails to maintain the minimum GPA required for his/her degree program is placed on academic probation.

Satisfactory Academic Progress. To qualify for satisfactory academic progress, students must earn the minimum GPA (as above) required for their degree program and meet other standards as listed in the Tuition, Fees, and Other Financial Information section of this bulletin. See p. 58.

Dual Enrollment. Undergraduate religion/theology students at Andrews University, who at the beginning of a given semester are within 15 credits of graduation and who otherwise meet admission requirements of the Theological Seminary, may apply for permission to take seminary work while completing requirements for the baccalaureate degree. Dual registration is limited to one semester. An undergraduate student may accumulate not more than 12 credits in the Seminary on the basis of dual registration.

Students should request a Dual Enrollment Application at the Academic Records Office and have their credits verified there. The form is then taken to the dean of the Theological Seminary for approval. The signed form is returned to the Academic Records Office and exchanged for a Registration Card on which the actual courses desired are listed. The Registration Card must be signed by the dean of the College of Arts and Sciences, the student's adviser, and the dean of the Theological Seminary. Students dually enrolled may not carry more than 15 credits per term, and seminary credit thus earned may not be used to meet undergraduate requirements.

See Dual Enrollment on pp. 31, 47 for pursuing two graduate degrees simultaneously, or a second undergraduate degree while doing a graduate program.

Student Spouse Class Attendance. Academically qualified spouses of full-time, on-campus seminary students may receive a discount on tuition for courses taken at the Seminary. Details are available at the Dean's Office.

Spouses of seminary students may audit any 500- or 600-level courses (except seminars) regardless of academic qualifications and without charge, but subject to permission of the instructor and available space. Spouses seeking Continuing Education Units (CEU) should register with the Center of Continuing Education for Ministry at the beginning of the semester. They must attend at least 80% of class time and may be required to complete minimal reading or participation requirements to be part of the class.

Classes Taken in Other Schools. With the exception of students in Religious Education, students registered in the Seminary who plan to take courses in another school on campus must first obtain permission from the Seminary dean or appropriate program director, as well as the dean of the school where the course will be taken. Religion Education students will follow course plans arranged in consultation with their advisors. MDiv students are charged regular tuition for courses taken outside the Seminary.

Informal Auditing. Students with a full-time load and a GPA of 3.00 or above may sit in on a class without registration or a tuition charge on a space-available basis. The appropriate form must be completed. Certain courses are not available for auditing on any basis. For audited courses to be recorded on the transcript, see the university policy on p. 26.

Independent Study Courses. Normally, only on-campus students with a GPA of 3.00 or above may register for independent study courses. Because the faculty are not obliged to guide students for Independent Studies, students must first obtain their concurrence. Independent study courses are advanced studies in a particular field and should be taken only after completing basic courses. At registration, students need to submit a copy of the Independent Study Contract Form with the course number from the department and a brief subject added to the course title to appear on the transcript. Requirements for independent study are determined by the guiding faculty member and may include readings, research, writing, and other learning experiences. A maximum of 8 credits may be approved for Independent Study in a degree program, and Independent Study courses normally are graded satisfactory or unsatisfactory. Additional guidelines are found on the contract form.

Directed Reading. Courses designated Directed Reading are for doctoral students. Students must arrange individually with a professor to take courses on this basis. These courses are graded S/U.

Grade Changes. Grade changes are permitted only in case of computational error and must be made no later than the semester following the one in which the course was taken. A form must be completed by the teacher and signed by the dean before being taken to the Academic Records Office.

Worship Attendance. Regular and punctual attendance is required at all chapels for faculty, staff, and students in residence, except special students registered for 7 credits or fewer, and faculty who have assignments off campus or are on an approved research term. Student requests to be excused from this requirement should be addressed to the seminary chaplain in writing. Attendance is also required at special assemblies.

Final Exams. The times and dates for final examinations are set by the University and the Seminary at the beginning of every term. Students are expected to adhere to those dates and to integrate them into their planning calendar. The only exceptions to the prescribed dates are illness or dire emergency. Such exceptions must be approved in writing by the Seminary Associate Dean's office. Personal plans, family events, church activities, and the like do not qualify for a change of date.

Residency Requirements. Residency requirements for seminary programs appear in the respective program descriptions.

Time Limits on Degrees. For time limits applying to seminary degree programs, see the respective program descriptions below. Students who violate the respective time limits must petition the dean for an extension of time, giving reasons for the request and submitting plans for completion of the work. Petitions may be granted by the dean and may require additional qualifying or other examinations, additional course work, or both.

Transfer Credit. For limits on credits that may be transferred into the respective seminary programs, see each program description below.

PROGRAMS

The Master of Divinity degree program provides basic post-graduate professional preparation for ministry with a broad exposure to all fields of theological study. The program applies biblical, historical, educational, linguistic, theological, philosophical, ethical, missiological, pastoral, and evangelistic instruction to the practical work of the church. Practical field experience is a vital part of this program.

The Master of Arts in Pastoral Ministry degree program offers professional training to mature pastors experienced in ministry. Normally such persons are unable to leave their parish and come to the Seminary campus for extended periods of time. The Seminary provides the major part of this professional training at off-campus centers in North America and various international sites.

The Master of Arts in Youth Ministry degree is a professional program designed to equip men and women with competencies needed for an effective ministry to youth and young adults in local church and para-church settings. The program is focused on teaching, evangelizing, discipling, and counseling adolescents.

The Master of Arts in Religion provides an opportunity for one year of specialized study beyond the baccalaureate degree. It is offered with these orientations: (1) the research orientation designed for students who plan further graduate work, and (2) the general academic orientation giving students a strong background in a specific area of religious studies.

The Master of Theology degree requires one year of full-time, specialized study beyond the MDiv degree. This program gives qualified students an opportunity for graduate study and research in one particular area of theological study with appropriate minors.

The Doctor of Ministry is a professional, post-MDiv degree for individuals qualified to pursue advanced study. This degree provides experienced pastors with additional expertise in the areas of Pastoral Ministry, Mission Studies, and Evangelism and Church Growth.

The Doctor of Philosophy degree in religion, based on the Master of Arts in Religion, prepares teacher-scholars in the fields of New Testament Studies, Old Testament Studies, Theological Studies, Adventist Studies, and Mission and Ministry Studies for colleges and seminaries operated by the Seventh-day Adventist Church around the world.

The Doctor of Theology degree, based on the Master of Divinity degree, trains teacher-scholars in the fields of biblical studies and theology for service in the Seventh-day Adventist Church.

Completion of a seminary program does not guarantee employment.

MDIV: MASTER OF DIVINITY

J. Michael Harris, *Director*

The Master of Divinity program is recommended as the basic training for Adventist ministry by the General Conference of Seventh-day Adventists and the North American Division. It is a three-year professional program beginning in the summer or autumn semester of each year. Students can complete the 96-credit program in seven semesters with summers free. However, the Seminary schedule is so arranged that MDiv students who have no deficiencies and who have adequate financial support may accelerate their studies by taking seven semesters in sequence, including summers, and complete the program in less than three years.

- The professional education provided by the MDiv program seeks
- to provide training in biblical, linguistic, historical, theological, philosophical, ethical, missiological, pastoral, and evangelistic fields to meet the professional needs of the Seventh-day Adventist minister,
 - to engage all seminary departments in seeking to integrate cognitive and practical preparation for professional ministry,
 - to foster spiritual growth in personal, family, and corporate life in formal and informal settings,
 - to cultivate a seminary environment conducive to learning in a variety of settings such as colloquia, group discussions, assemblies, the library, preaching practicum, field assignments, and spiritual formation groups,
 - to integrate contributions of several departments on major Christian themes basic to Seventh-day Adventist heritage and proclamation,
 - to involve seminarians in the practice of ministry through field work,
 - to raise awareness of, and sensitivity to, the multicultural characteristics of society through special activities, courses, and fellowship,
 - to foster sound methods of study and investigation aimed toward lifelong professional service and growth,
 - to promote the development of professional skills requisite for the propagation of Biblical faith and Christian commitment within the Adventist framework.

Admission to the Program

All MDiv applicants must meet the Graduate Programs Admission Requirements applicable to all graduate students found on p. 44 and the general seminary requirements on p. 301.

Applicants to the MDiv program must also meet the qualifications listed below:

- hold a baccalaureate degree, usually in theology or religion,
- demonstrate undergraduate work that includes the items in the list of Religion Prerequisites,
- normally hold membership in the Seventh-day Adventist Church inasmuch as the MDiv program is specifically designed for SDA ministers and is sponsored and financed by the SDA church,
- represent high moral integrity with a character, lifestyle, and spiritual commitment reflective of the beliefs and practices of the Seventh-day Adventist Church and show promise of usefulness for Adventist ministry through personal maturity and adequate experience in the Church. (Persons of other faiths who are willing to live in harmony with these standards are welcome to apply.),
- submit an autobiographical history and statement of purpose reflecting the applicant's family and religious development, sense of calling to ministry, experience in church work, and future goals in relationship to the MDiv program. (If married, the spouse of the applicant is also asked to complete a statement in regard to her or his feelings and relationship to the partner's aspirations for future ministry.),
- an interview with a representative of the MDiv program may be required, either by personal contact, telephone, or video,
- complete and return the Sixteen Personality Factor Questionnaire as directed.

Academic Policies

Summer Course Load. The 12-week summer session is divided into three 4-week sessions and the normal course load for any of these sessions may not exceed 5 credits. The total amount of course work during the summer session may not exceed 12 credits.

Workshop Credit Limit and Grading Pattern. Master of Divinity students may apply up to 4 workshop credits appropriate to degree requirements. If workshops are taken during the semester breaks, the credits are counted as part of the class load for either the previous or the following semester.

Workshops are graded S/U. Any deviation from this pattern must be approved by the dean prior to the conclusion of the workshop. Students must register at the Academic Records Office for all workshops for which academic credit is desired.

Independent Study Restrictions. Students in the MDiv program are allowed to register for Independent Study only for a compelling reason such as a schedule conflict or the need to take a subject that is not offered (for a maximum of 8 credits). Normally, Independent Study cannot be used to meet a core requirement. Students must first seek approval from the office of the MDiv director before arranging with a teacher to do Independent Study.

Residency Requirements. On-campus residency is broken if a student fails to enroll for at least one semester within a period of three consecutive semesters. When residency is broken, the student must follow the bulletin in force at the time residency is reestablished. Where 12 semester credits or fewer are lacking, the student may graduate under the bulletin in force at the time of his/her initial entrance.

Re-enrolling in the MDiv Program. Following an absence of two years or more, a student's previous admission status will have lapsed and the student will need to reapply to the program.

Transferring Credits to the MDiv Program. Up to 9 semester credits (earned on a level which corresponds to 500-course numbers of the SDA Theological Seminary) may be transferred from the School of Graduate Studies of Andrews University or from an accredited university provided the courses to be transferred are relevant to the MDiv program and have not been used for a previous degree (in which case only 6 credits may be transferred).

Seventeen credits may be transferred to the MDiv program from an MA in Religion conferred by an accredited SDA institution granting such or similar degrees.

Students who have attended other approved theological seminaries and plan to take an MDiv degree from Andrews University must complete a minimum of 50 semester credits in the Seminary. At least 30 of these credits must be taken in residency programs.

Transfer credit is granted only for courses in which the grade is B or higher.

Reduced Class Load. MDiv students whose cumulative GPA falls below 2.50 are required to reduce their course load to no more than 12 semester credits. MDiv students whose cumulative GPA remains below 2.50 for a second consecutive semester are required to withdraw from the Seminary.

When an incomplete has not been cleared by the beginning of the next semester, the course load must be reduced as follows:

- One I—no reduction
- Two I's—load reduced by one 2-3 credit course
- Three I's—load reduced by two 2-3 credit courses

With more than three I's, the student must withdraw from the program until the I's are cleared.

Student Assessment. Since the MDiv program prepares individuals for professional and pastoral leadership, periodic assessments are made of the students by the faculty in areas other than academic standing. Areas reviewed are students' spiritual growth, lifestyle reflective of the beliefs and practices of the Seventh-day Adventist Church, social/family relations, and developing potential for ministry. As a result of these assessments, students are affirmed in the MDiv program, advised of needed adjustments, or discontinued from the program.

Graduation. The Seminary follows the University graduation procedures and requirements for the conferral of degrees as outlined in this Bulletin. A special ceremony for graduating seminary students is held on the Sabbath afternoon of graduation weekend, or as announced.

Entrance Requirements

Students are expected to present a broad range of undergraduate general education represented in such studies as accounting, behavioral sciences (including psychology), communication, education, English, fine arts, health, history, philosophy, sociology, and word-processing skills.

In the area of religion and cognate studies, undergraduate work must include the following minimum requirements. Some of these subjects can be cleared through optional challenge exams (see below and p. 308).

Religion Prerequisites. The following undergraduate prerequisites are required of students who enter the Master of Divinity program. All of these prerequisites can be fulfilled at

Andrews University and be applied to elective credits in the MDiv curriculum. However, students who have more than 13 credits of prerequisite courses to complete at Andrews University will need to extend their MDiv curriculum accordingly to a maximum total of 112 credits. More details are given below.

Old Testament Introduction and Survey—One course; 2–3 credits
 New Testament Introduction and Survey—One course; 2–3 credits
 Bible Doctrines/Theology—Two courses; 4–6 credits
 General Church History—Two courses; 4–6 credits
 History of the SDA Church—One course; 2–3 credits
 Life and Ministry of Ellen G. White—One course; 2–3 credits
 General or Introduction to Psychology—One course; 2–3 credits
 Pastoral Ministries and Church Policy—One course; 2–3 credits
 (Proficiency examination is available to students who meet specific criteria.)*
 Homiletics/Biblical Preaching—One course; 2–3 credits
 Personal Evangelism—One course; 2–3 credits
 Biblical Greek (Intermediate level proficiency)**
 Biblical Hebrew (Intermediate level proficiency)**

*Pastoral Ministries and Church Policy Proficiency

Examination. All students who have completed a course in Pastoral Ministries and Church Policy on the undergraduate level may choose to take the Pastoral Ministries and Church Policy proficiency examination. The passing score for this proficiency exam is 80%. If students fail the exam, they must take the class CHMN545 Pastoral Ministries and Church Policy for 1 credit. Passing this course with a grade of at least C+ fulfills the exam requirement. Students without an undergraduate course in Pastoral Ministries should enroll in the course Pastoral Ministries and Church Policy for 2 credits. A final grade of C+ or higher is required to fulfill the course requirements.

****Biblical Hebrew and Biblical Greek Prerequisites.** Hebrew and Greek are required at the Intermediate proficiency level as demonstrated by examination rather than a specific number of undergraduate credits.

Students who pass the exam at the intermediate level are allowed to enroll in exegesis courses without further language study. Students who do not pass are placed in appropriate levels of Hebrew or Greek courses according to their test scores (either Beginning or Intermediate levels). Instruction sheets designed to help students prepare for the placement examinations are available from the Old Testament and New Testament departments. Students may also demonstrate proficiency in Intermediate Hebrew and Intermediate Greek by taking the respective courses at Andrews University and earning a grade of at least C+.

The Hebrew placement examination may be taken two times, plus as the final exam for OTST552 Biblical Hebrew II. If a student has taken the placement examination these three times and has not passed at the intermediate level or has not obtained a grade of C+ or higher in OTST552, OTST552 must be repeated.

The Greek placement examination may be taken two times, plus as the final exam when taking NTST552 Intermediate Greek. If a student has taken the examination these three times and has not passed at the intermediate level or has not obtained a grade of C+ or higher in NTST552, then NTST552 must be repeated.

Bible Knowledge Entrance Test. All entering students must take the Bible knowledge test and pass with a score of 80%. This test will be administered to all students during Seminary Orientation before the beginning of Fall Semester. As an alternative, the student can take the course GSEM525. If students fail the test, they must take the course. Passing the course with a grade of at least C+

fulfills the test requirement. If students do not pass the course with a grade of at least C+ they must suspend participation in the MDiv program until they pass the test at its next scheduled administration. Full information on the test including a list of items that must be mastered in order to pass it is available through the Associate Dean's office or on-line at <http://www.andrews.edu/SEM/bket/>.

Deficiencies. Students holding a baccalaureate degree but having no undergraduate preparation in the area of religion and cognate studies need to take the equivalent of the prescribed minimum undergraduate prerequisites. These equivalent courses can either be taken at an accredited college or as part of the MDiv curriculum. Students who opt to fulfill their undergraduate prerequisites at the Seminary must take up to an additional 15 credits (for a maximum total of 112 credits).

Students with many deficiencies should plan to begin their studies at the Seminary during the summer session (May).

Students needing a course in Old Testament Introduction and Survey take OTST500, and, likewise, students who do not have undergraduate exposure to the New Testament take NTST515.

Students who lack two courses in Bible Doctrines or Theology take THST521 and 522. In a similar way, students who lack two courses in General Church History take CHIS501, 502, and 503.

Students needing courses in the History of the Seventh-day Adventist Church and in the Life and Ministry of Ellen G. White take CHIS 570 and GSEM532.

Students needing a course in Pastoral Ministries and Church Policy should take the course CHMN545 for 2 credits. Those with an undergraduate course in Pastoral Ministries who fail the qualifying exam should take the course CHMN545 for 1 credit.

Students lacking a course in General/Introduction to Psychology take the course CHMN550 during their first year. A challenge examination is available but is given only once a year (inquire at the Department of Christian Ministry office).

Students needing Homiletics/Biblical Preaching should take CHMN505 during their first year.

Students lacking a course in Personal Evangelism take the course CHMN536 during their first year.

Students needing Biblical language courses should plan to take NTST551 and 552, and OTST551 and 552.

Curriculum

The Master of Divinity curriculum has been designed to meet the various needs of students preparing for pastoral ministry.

Students holding a baccalaureate degree in religion or theology (with none or few undergraduate deficiencies) follow the standard curriculum of 96 credits.

Students who, at the undergraduate level, have covered the material in a course required in the MDiv program must take an advanced course (see department chairs for details).

Students holding a baccalaureate degree but having no undergraduate preparation in the area of religion and cognate studies need to extend their curriculum to make up for the prescribed minimum undergraduate prerequisites listed above. However, students who have 13 credits or fewer of needed prerequisites can still complete the MDiv within 96 credits as they may use the elective credits already allowed for in the program. The extended curriculum of 112 credits requires a minimum of eight semesters.

Program Requirements. MDiv students must meet the following requirements in addition to those required of all graduate students:

- Complete the MDiv curriculum of at least 96 credits. (Students lacking adequate undergraduate preparation may have up to 112 credits to complete.)

- Maintain a GPA of 2.50 or above.
- Meet the qualitative standards of the MDiv program (see the Student Assessment section on p. 301 for further details).

Curriculum Requirements

General Seminary 12–15

GSEM510, 530, 534, 539, and 541.

Students lacking an undergraduate course in the Life and Ministry of Ellen G. White must also take GSEM532 prior to taking GSEM534. Students who do not pass or opt not to take the Bible Knowledge Entrance Test must take GSEM525 during their first semester in the MDiv program.

Christian Ministry 29–35

All MDiv students are required to take a minimum of 29 credits in Christian Ministry.

Required courses

All students take the following courses: CHMN517, 518, 519, 527, 534, 555, 614. In addition, students take one of the following preaching courses: CHMN520, 600, 607, 621, 627, 637, 680.

Courses from NADEI

CHMN536 (for students with a deficiency)

CHMN539, 566, 562 (4 credits)

CHMN656

CHMN563 (Required only of on-campus students)

In the semester in which students take CHMN562, the class load is limited to 12 credits. International (non North American) students are exempt from CHMN562 and 563 except as arranged. Other NADEI courses are required of international students unless the substitution of a course offered by the Department of World Mission is approved by the MDiv director. The 6 credits exempted from CHMN562 and 563 must be taken in either the Christian Ministry or World Mission departments.

Church History 7–11

Students without deficiencies in Church History take the following courses:

- CHIS674
- One period course from the following: CHIS600, 609, 634, 640, 650, 655, 660, 665 or 688
- Any other course listed under Church History

Students with a deficiency in General Church History take CHIS501, 502, 503 and 674 instead of the above. Students with a deficiency in History of the SDA Church also take CHIS570.

New Testament 10–17

Students must be careful to attend to the language requirements for each NT course because many of them have Greek language requirements that must be met before enrolling in the class.

Track I

Students with an undergraduate degree in theology/religion should take the following courses:

- A course in the Book of Revelation, either NTST525 or NTST646 when offered as Advanced Revelation.
- One of the following exegesis courses: NTST645, 646, 653, 655, 658 or 678.
- One of the following theology courses: NTST616, 630, 634, 641, 657, 667, 668, 676 or 679.
- One additional 2- or 3-credit course to make up the minimum of 10 credits in New Testament.

Track II

Students without an undergraduate degree in theology/religion should take the following courses:

- NTST509, 510, 515, 525, 543

Old Testament 10–17

Students must be careful to attend to the language requirements for each OT course as many of them have. Hebrew Language requirements that must be met before enrolling in the class.

Track I

Students with an undergraduate degree in theology/religion should take the following courses:

- One of the following Biblical Archaeology/History courses (taken for 2 credits): OTST604, 614, 635, 638, or NTST615.
- One of the following exegesis courses (taken for 3 credits): OTST628, 680, or 639 when offered on any other topic than Advanced Daniel.
- One course in the book of Daniel (taken for 2 credits): OTST639 when offered as Advanced Daniel, or OTST654.
- One of the following Old Testament theology courses (taken for 3 credits): OTST520, 620, or 627.

Track II

Students without an undergraduate degree in theology/religion should take the following courses:

- OTST500, 545, 550, 565
- One of the following Biblical Archaeology/History courses: OTST510, 514

Theology and Christian Philosophy 9–11

Students with an undergraduate degree in theology/religion take the following courses:

- THST540.
- One course in systematic theology: THST520, 530, 539, 555, or 630.
- One course in historical theology: THST624, 625, 626, 627, 628 or 629.
- THST550 or one course in ethics from THST600, 634, 643, 644 or 660.

Students without undergraduate courses in theology take the following courses: THST510, 521, 522 and 550.

World Mission 6

All students must take MSSN525 and an additional 3 credits from any other course listed under World Mission.

General Electives up to 13

Students take electives to complete the total of 96 credits required for the MDiv degree. Up to 9 credits in relevant courses offered by other schools of the university on the graduate level may be included in the general electives, including up to 4 appropriate workshop credits.

Students can earn a maximum of 8 more elective credits by formal assessment and increase this number of elective credits to a maximum of 21 credits. Students can request that some predetermined courses in the basic curriculum be waived after the proper formal assessment has been done. Courses that may be waived by assessment are determined by each department including General Seminary courses, and a student can waive by assessment a maximum of 8 credits. If a student waives more than one course within a department, the second elective course must be taken in that department.

TOTAL CREDITS required for the MDiv Degree—96–112

InMinistry Option

The InMinistry MDiv option allows students to begin work on a Master of Divinity while remaining in ministry. This two-year pre-campus delivery emphasizes a cohort-based, thematic, and contextualized approach to learning and requires having a trained mentor.

The InMinistry course load is delivered through two-week intensives at various NAD sites, plus one internet-based course per year. Students electing the InMinistry delivery complete 24 semester credits prior to their arrival on campus. They can expect their total MDiv program to take about 3½ years.

Application, program cost, and delivery schedule information is available through the InMinistry Center office, (269) 471-3514. Program acceptance must be complete prior to Orientation. Email inministry@andrews.edu or visit www.inministry.info.

Challenge Examinations

MDiv students who can demonstrate adequate preparation gained through study and/or reading prior to entering the MDiv program may petition to challenge the following courses: CHIS570, CHMN545, CHMN550, GSEM530, and GSEM532.

Students requesting to write a challenge exam should meet the department's schedule and requirements for taking the exam. The fee is \$50 (see p. 60).

The challenge examination for each course is prepared, administered, and graded by the faculty member(s) teaching the course(s) in the Seminary. Students who have received permission to sit for (a) challenge examination(s) shall take the individual course examination(s) at prescribed times. The passing grade for a challenge examination is B-. Challenge examinations do not earn credit. Challenge exams may not be repeated. Students who pass shall receive the corresponding number of elective credits.

Areas of Emphasis

Students enrolled in the MDiv program may choose from a number of 12-credit emphases as part of their 96-credit curriculum. More details may be obtained from each department regarding these areas of emphasis. Tuition is charged for courses taken outside of the Seminary. This option may not be available for students who have a number of deficiencies to complete.

Christian Ministry

African American Ministry, Campus Spiritual Leadership, Chaplaincy, Church Growth and Evangelism, Church Leadership, Family Life Education, Pastoral Counseling, Preaching, Youth Ministry.

Church History

Adventist Studies, General Church History, Reformation.

New Testament

Biblical Languages, New Testament, New Testament Issues.

Old Testament

Archaeology and History of Antiquity, Biblical Languages, Jewish Studies, Old Testament.

Theology and Christian Philosophy

Christian Ethics, Historical Theology, Systematic Theology and Christian Philosophy.

World Mission

Mission Studies.

Thesis Option

Students electing the thesis option should plan to take more than seven semesters to complete the program.

The thesis counts as 8 of the general elective credits allowed for the MDiv degree. Students should register for 2 or more thesis credits per term for at least two semesters. Therefore, initial registration for a thesis must be no later than two semesters prior to graduation.

Students electing to write an MDiv thesis must apply to the director of the program and must (1) demonstrate superior scholarship over a minimum of two consecutive semesters, normally with a GPA of 3.50 or above; (2) take Research Methods before the thesis is started; and (3) submit a paper of superior quality before permission is granted by the director to begin writing the thesis.

The student is guided in thesis preparation by a three-member committee appointed by the director in consultation with the student and department chair in which the subject of the thesis is chosen. The chair of this committee serves as the thesis adviser.

The format of the thesis must conform strictly to the *Andrews University Standards for Written Work*. Students are strongly urged to consult the dissertation secretary before formatting and printing a thesis.

At least six weeks before graduation, the committee-approved draft of the thesis should be submitted to the dissertation secretary. After appropriate changes have been made, the corrected copy should be submitted at least four weeks before graduation to the dissertation secretary for approval. Copying on non-acid paper should be completed at least two weeks before graduation. Three copies of the thesis, including a 150-word abstract and an approval sheet, must be submitted to the dissertation secretary. The abstract should contain a short statement of the problem examined, a brief exposition of methods and procedures, and a condensed summary of the findings.

Students obtain a Thesis Completion Form from the dissertation secretary. They must take the form to the Academic Records Office no later than noon on Friday, a week preceding graduation. A fee is charged by the university for binding the three copies of the thesis, two of which are deposited in the library and one in the department in which the student earns the degree.

Students who do not adhere strictly to the deadlines noted above will have their graduation postponed.

Thesis candidates must pass an oral examination no later than two weeks before graduation. The candidate is expected to demonstrate mastery of the thesis topic.

MA: PASTORAL MINISTRY

Walt Williams, *English Track Director*

Ricardo Norton, *Hispanic Track Director*

Trevor O'Reggio, *Non-NAD Track Director*

The Master of Arts in Pastoral Ministry is for experienced pastors and recommended lay leaders whose ministerial functions make it impossible to engage in an extended study program at the Seminary. While admission to the program is similar for all groups of applicants, the curriculum reflects emphases for English or Hispanic ministry tracks (for details, see below).

In areas outside North America, the Master of Arts in Pastoral Ministry curriculum reflects indigenous needs. A minimum of 6 credits is offered in courses specifically adapted to meet local conditions and culture. Adjustments may be made in admissions policy pertaining to the length of ministerial experience.

Admission Requirements

Admission to the MA in Pastoral Ministry is based on the following requirements in addition to the general admission requirements for all graduate students (pp. 44–46) and the general Seminary admission requirements. Applicants must also complete and return the Sixteen Personality Factor Questionnaire as directed.

Ministerial Applicants: English/Hispanic

- Be at least 35 years of age.
- Provide evidence of successful ministerial experience during the past five years.

Lay Leader Applicants

- Demonstrate excellent academic skills,
- Provide evidence of extensive, active, and successful ministry in service areas such as Sabbath school teacher, youth leader, elder, deacon, etc. during the past five years,
- Recommended by their local church pastor and local conference leadership.

Program Requirements

The MA in Pastoral Ministry degree is awarded upon completion of a minimum of 48 credits of formal course work.

1. Course work in North America is offered off campus twice annually in one- and two-week intensives, normally at Adventist educational institutions. Students should expect pre- and post-class assignments as part of the total academic requirements of each course. The intensives generate the equivalent of 6–12 credits.
2. Prospective students may take up to 3 classes (9 credits) before being formally accepted into the MA in Pastoral Ministry program.
3. Course work should be completed within 10 years of beginning the program.
Students failing to maintain a minimum GPA of 2.50 are placed on probation. Any student remaining on probation for the equivalent of two years (maximum of 18 credits) must withdraw from the program.

Transfer Credits. Upon approval by the dean, a maximum of 24 graduate credits may be transferred from approved seminaries or universities, including Andrews University. Approved credits under the Credit Through Learning in Professional Experience provision (see below) are considered part of the maximum.

A maximum of 8 credits may be transferred from another conferred degree upon approval by the dean.

English Track Curriculum

Biblical Studies	12
Old Testament (6)	
One course in Theology	
Choose one: OTST570; OTST607; GSEM530; OTST510	
New Testament (6)	
One course in Theology	
One course in Exegesis	
Theology and Christian Philosophy	9
Two courses in Theology	
One course in Ethics	
Christian Ministry and/or Religious Education	12
Courses selected in at least two areas	
Church History	6
CHIS674	
One elective	

Mission	3
Electives	<u>6</u>
TOTAL CREDITS for the MA Degree	48

Hispanic Ministry Curriculum

Biblical Studies	12
Old Testament (6)	
One course in Theology	
One course in Exegesis	
New Testament (6)	
One course in Theology	
One course in Exegesis	
Theology	9
Two courses in Theology	
One course in Ethics	
Christian Ministry	12
Four courses such as: CHMN505 (Hispanic), 514 (Hispanic), CHMN527 (Hispanic), 544 (Hispanic), 555 (Hispanic), 615 (Hispanic)	
One of the following courses in Culture: CHMN525, 585	
Church History	6
CHIS567, 674	
Mission	3
Electives	<u>6</u>
TOTAL CREDITS for the MA Degree	48

Non–North American Division Curriculum

Biblical Studies	12
Old Testament (6)	
One course in Theology	
Choose one: OTST510; OTST570; OTST607; GSEM530;	
New Testament (6)	
One course in Theology	
One course in Exegesis	
Theology and Christian Philosophy	8
One course in Ethics	
Three additional courses in THST	
Christian Ministry	12
Courses selected in at least two areas: Evangelism and Church Growth Leadership and Administration Pastoral Care and Counseling Preaching and Worship	
Church History	4
CHIS674	
One elective	
Mission	2
Electives	<u>10</u>
TOTAL CREDITS for the MA Degree	48

Credit Through Learning in Professional Experience*

Students may be eligible to receive up to 6 credits for professional experience when approved by the dean, using the following criteria:

- Applicants must have completed at least 18 credits toward the MA degree with a minimum GPA of 2.50
- The applicant must submit a Professional Experience Portfolio, including (1) an up to date curriculum vita, (2) a description of ministerial experiences, (3) a reflection-learning paper in which the applicant analyzes his/her professional skills and ministries and demonstrates how learning based on the reflection-reaction process occurred, and (4) supporting letters from administrative

and pastoral supervisors which identify and document a variety of professional experiences.

- The applicant must submit the completed Professional Experience Portfolio to the Dean of the Theological Seminary not later than the semester prior to graduation. For details, contact the Director of the MA in Pastoral Ministry program.

*Students earning the Master of Arts in Youth Ministry degree also may receive credit by meeting the above criteria and submitting a description of their youth-ministry experiences. These students should contact the Director of the MA in Youth Ministry program for details.

MA: YOUTH MINISTRY

_____, *Director*

The MA in Youth Ministry requires intensive study in the specialized field of youth ministry. The graduate of the MA in Youth Ministry is competent to

- Develop, direct, and evaluate youth ministry programs in the local church and other targeted areas with both professional and theological competency.
- Recruit, nurture, and disciple youth in Christian service and vocation.
- Recruit, nurture, and disciple adult youth leaders.
- Reflect constructively and theologically upon the content and process of youth ministry.
- Serve in a variety of vocations, such as youth pastor, dormitory dean, local church youth leader, conference youth Director, and guidance counselor.

Students who seek ordination or plan to serve in general pastoral or church leadership positions should consider, as an alternative, the Master of Divinity program as stipulated by North American Division policy (L 05 05 and L 05 15). The Master of Divinity program also has an emphasis in Youth Ministry.

Admission Requirements

Applicants to the MA in Youth Ministry program should read the general admission requirements for all graduate students on p. 44 in the Graduate Programs Admission section of this bulletin, and the general seminary admission requirements on p. 301. Applicants to the MAYM program must also meet the qualifications listed below:

- Hold a baccalaureate degree
- Represent high moral integrity with a character, lifestyle, and spiritual commitment reflective of the beliefs and practices of the Seventh-day Adventist Church, and show promise of usefulness for ministry through personal maturity and adequate experience in the Church (Persons of other faiths who are willing to live in harmony with these standards are welcome to apply.)
- Submit an autobiographical history and statement of purpose reflecting the applicant's family, religious development, sense of calling to ministry, experience in church work, and future goals in relationship to MAYM program.
- An interview with a representative of the MAYM program may be required, either by personal contact, telephone, or e-mail.
- Pass the Bible Knowledge Entrance Test with a score of 80% or take the course GSEM525 and pass with a grade of C+ or better.
- Complete and return the Sixteen Personality Factor Questionnaire as directed.

Graduates of the MAYM program receive calls for ministry, however, completion of the program does not guarantee employment in Adventist ministry or any other church employment.

Degree Requirements

The MA in Youth Ministry degree is awarded upon successful completion of a minimum of 48 semester credits with a cumulative GPA of 2.5 or better. A minimum of 24 semester credits are to be taken at the Theological Seminary or at an authorized extension center. The course work for the MA in Youth Ministry normally should be completed within seven years.

Transfer Credits

A maximum of 24 transfer graduate credits, when applicable, may be accepted from approved seminaries or universities upon approval by the dean. Credits approved under the Credit Through Learning in Professional Experience provision (see below) are considered part of the maximum of 24 transfer credits.

MA in Youth Ministry Curriculum

Seminary Core Courses	18
Spiritual Formation (2)	
Biblical Studies (4)	
Two courses in Old Testament and/or New Testament	
Theology (4)	
Two courses in Theology. THST644 recommended.	
Church History (2)	
One course in Church History: CHIS570 recommended.	
Christian Ministry (4)	
CHMN519, and one additional course in Conflict Resolution or Church Leadership.	
World Mission (2)	
One course in World Mission.	
Youth Ministry Emphasis Courses	16
CHMN520 Contextualized Preaching: Youth (2)	
CHMN657 Counseling Youth and Young Adults (2)	
RLED605 Leadership in Religious Education (2)	
CHMN608 Youth in Contemporary Culture (2)	
CHMN534 Youth Ministry Leadership (2)	
CHMN564 Advanced Youth Ministry Leadership (2)	
Choose two of the following: (4)	
CHMN636 (choose no more than two from	
Children's Ministry, Adolescent Ministry, Young Adult Ministry, Youth Evangelism, Visionary Leadership, African-American Youth Ministry, Hispanic Youth Ministry)	
CHMN619 Religious Experience in Adolescence	
CHMN623 Innovative Evangelism	
CHMN546 Marriage and Family	
CHMN616 Spirituality in Ministry	
CHMN626 Ministry to At-Risk Youth	
EDPC515 Psychological Development—the Growth Years	
EDPC516 Psychology of Character Development	
Electives	14
TOTAL CREDITS for the MA Degree	48

It is recommended that students who have no religion or theology in their undergraduate degree use 6–8 credits of their electives in Biblical studies.

Elective Options. Students in the MA in Youth Ministry program can utilize their elective credits to tailor a program to their specific ministry needs through the following four options. Students must take 6 credits in the first option, Field Practicum, or if one qualifies, 6 credits in the second option, Learning in Professional Experience.

Field Practicum

Students may take up to 6 credits in CHMN660. Normally registration is allowed only after the student has earned 24 or more credits.

Credit Through Learning in Professional Experience

Students may be eligible for up to 6 credits approved by the dean for learning in professional experience based on the criteria listed under the MA in Pastoral Ministry program, p. 302.

Elective Courses

Students may select courses approved for academic graduate degrees from any of the Andrews University schools, provided there is a correlation with the chosen field of youth ministry. Students can take up to 6 credits in CHMN690.

Thesis Option

Students may elect to write a Master of Arts thesis (GSEM697) for a total of 6 credits. Under this option, the student must successfully defend the thesis. See instructions under the MDiv Thesis Option, p. 308. Students choosing the thesis option must take GSEM620 before beginning work on the thesis.

Certification for Teaching

Students who plan to teach religion in a Seventh-day Adventist academy or in a secondary school are urged to consult as early in the program as possible with the director of the MA program and the university certification officer regarding qualifying for Adventist teaching credentials. See pp. 268–269 for more information about recommended methods courses in Bible teaching designed to meet the certification requirements.

MSA: Master of Science in Administration

The Seminary offers many of the credits required to complete the following multi-school programs.

MSA: Church Administration

This program is designed for individuals who wish to specialize in church administration at a level of expertise not available in the MDiv program. The MSA program prepares students to serve as presidents, treasurers, and/or institutional administrators. See the School of Business section of this bulletin, p. 241, for program details.

MSA: International Development

This program is administered by the International Development Council at Andrews University. It equips graduates with both a spiritual vision and the technical expertise to work with the poor and oppressed. Community development projects and community

relief and disaster activities are emphasized.

The multi-disciplinary program uses the resources of the Theological Seminary, the School of Business, the School of Education, the College of Arts and Sciences, and the College of Technology. See the International Development section of this bulletin for further details, p. 80.

MA: RELIGION

Trevor O'Reggio, *Director*

The Master of Arts in Religion is an academic program involving one year of specialized study beyond the baccalaureate-degree level. The MA in Religion degree is offered with these orientations: (1) Research Orientation which requires a thesis and a modern language relevant to the student's research, usually French or German; and (2) General Academic Orientation, which requires comprehensive examinations. The program requires a minimum of 32 credits. Only 500- and 600-level courses are accepted. The purpose of this program is to provide specialized training within the broader setting of the various disciplines of the Seminary. Students may choose an area of emphasis from those listed below:

- Archaeology and History of Antiquity
- Biblical-Theological Studies (Affiliation and Extension Programs)
- Biblical and Cognate Languages
- Church History
- Intertestamental (Jewish) Studies
- Jewish and Muslim Faiths
- Mission Studies
- New Testament Studies
- Old Testament Studies
- Theological Studies

The MA in Religion degree with the research orientation is designed to fulfill the needs of students planning further graduate study in biblical studies, religion, or theology. The general academic orientation should fulfill the needs of students who plan to engage in religious or secular endeavors which require a strong background in an emphasis. The MA in Religion is offered both on campus and at affiliation and extension centers outside the United States. When offered at affiliation sites, the program may reflect context-sensitive needs in its curriculum as approved by the seminary faculty.

Admission Requirements

Admission to the MA in Religion program is based on the following requirements in addition to the general admission requirements for all graduate students on p. 44, and the general seminary admission requirements on p. 301.

1. Applicant holds a baccalaureate degree or its equivalent, normally with a major in religion or theology with a minimum undergraduate GPA of 3.00 or above.
2. Applicant demonstrates language proficiency or shows a plan for acquiring language proficiency as determined by the selected area of emphasis. Proficiency is defined as the reading knowledge of a language at the intermediate level. Examinations may be required to demonstrate proficiency. Biblical language proficiency must be demonstrated before registration for exegesis courses. Modern language deficiencies must be made up before registering for the MA thesis. Language proficiency courses do not apply toward the 32 credits of the MA degree requirements.

3. Complete and return the Sixteen Personality Factor Questionnaire as directed.

Prerequisites

Applicants must provide a transcript showing that they have taken the following courses at the undergraduate level with a GPA of 3.00 or better (on a 4.00 system):

Church History	2
New Testament Studies	2
Old Testament Studies	2
Theological Studies	2
E.G. White Writings	2
Electives in religion*	<u>12</u>
Total prerequisite credits	22

*For the emphasis in Jewish and Muslim Faiths, Church History is to be replaced with one of the following courses: Jewish History, Arabic History, Introduction to Modern Hebrew, or Modern Dialectal Arabic. An elective course must be World Religions.

Language Prerequisites. Students meet the language prerequisites for the various areas of emphasis either by completing the courses listed below or by passing a qualifying examination at the intermediate level.

Archaeology and History of Antiquity	
Intermediate Greek or Biblical Hebrew II	
Biblical and Cognate Languages	
Intermediate Greek and Biblical Hebrew II	
Biblical and Theological Studies	
Intermediate Greek or Biblical Hebrew II	
Church History	
Intermediate Greek or Intermediate Latin	
Intertestamental (Jewish) Studies	
Intermediate Greek and Biblical Hebrew II	
Jewish and Muslim Faiths	
Biblical Hebrew II	
Mission Studies	
Intermediate Greek or Biblical Hebrew II	
(or a reading knowledge of a modern foreign language)	
New Testament Studies*	
Intermediate Greek	
Old Testament Studies*	
Biblical Hebrew II	
Theological Studies	
Intermediate Greek or Biblical Hebrew II	

*Students who choose a major or minor in New Testament Studies must demonstrate proficiency in intermediate Greek either by passing the language-proficiency examination or by taking the Intermediate Greek course at Andrews University and earning a grade of B or above.

*Students who choose a major or minor in Old Testament Studies must demonstrate proficiency in intermediate Hebrew either by passing the language-proficiency examination or by taking the Biblical Hebrew II course at Andrews University and earning a grade of B or above.

Transfer Credits. A maximum of 6 semester hours of credit with a B (3.00) or above may be transferred from an approved seminary or university if applicable to the student's program. Transfer courses must have been completed within the six-year time limit.

Degree Requirements. In addition to the scholarship standards in Graduate Programs Academic Information section of this bulletin, students must fulfill the following requirements for both the research and the general academic orientation options:

- A minimum of 32 semester credits with a cumulative GPA of 3.00 or above.
- GSEM620 (to be taken the first time the course is offered after enrolling in the program).
- A major area of emphasis with 16 credits.
- A minor area of emphasis with 6-8 credits chosen from a second area of interest.
- Additional language requirements as listed under the two orientation requirements listed below.

Research Orientation Requirements. A foreign language, usually French or German, must be completed by examination or course work (FREN505, GRMN505) in addition to the minimum 32 semester credits. An MA thesis with a total of 6 credits must be completed and defended. It cannot be started until all language requirements are finished. A student who has completed 32 credits towards the Master's degree but has not finished the thesis (after completing 6 thesis credits) must register for GSEM688 (no credit) until the thesis has been approved.

General Academic Orientation Requirements. Students must take an oral or written comprehensive examination after advancement to candidacy. The comprehensive examination may be retaken only once. A student who has completed 32 credits but has not finished all degree requirements must register for GSEM688 (no credit) until all requirements are met.

Advancement to Candidacy. Upon completion of 50 percent of the course work, a student should apply for advancement to candidacy. Forms are available in the office of the director of the MA program. The forms should be completed by the student and approved by the director of the MA program and the dean of the Seminary.

Time Limits. A student must complete the requirements for the MA in Religion degree and graduate within six years of first enrolling in the program regardless of admission classification.

Academic Advisement. The director of the MA in Religion program, in cooperation with department chairs, assigns academic advisers in the student's area of specialization. The selection of the remaining course requirements is monitored by the director.

Certification for Teaching. Students who plan to teach religion in a Seventh-day Adventist academy or in a secondary school are urged to consult as early in the program as possible with the director of the MA program and the university certification officer regarding qualifying for SDA teaching credentials. See pp. 268–269 for more information about recommended methods courses in Bible teaching designed to meet the certification requirements.

Areas of Emphasis

In the event that a required course is not offered during any given term, another course in the same area can be substituted for the required course in consultation with the chair of the department.

Archaeology and History of Antiquity. OTST510, 604, 614. Remaining courses to complete the 16 credits must be chosen from GSEM670, NTST615, 635, 680, 684, 689, 690, OTST514, 605, 615, 630, 635, 690.

Biblical and Cognate Languages. OTST625 and one of the following: NTST608, 678, or 696. Remaining courses to complete the 16 credits must be chosen from NTST606, 618, 626, 646, 665, 678, 690, 696, OTST545, 550, 565, 612, 626, 639, 654, 658, 659, 660, 680, 685, 690.

Church History. CHIS674 and any three from among 600, 609, 634, 640, 650, 655, 660, 665, 680. Remaining courses to complete the 16 credits may include any other CHIS offerings, or GSEM678, or up to two courses from among THST624, 625, 628, MSSN676.

Intertestamental (Jewish) Studies. NTST525, 635, 684 or 689. Remaining courses to complete the 16 credits must be chosen from NTST615, 618, 626, 680, 690, 696, OTST614, 625, 626, 627, 654, 659, 690.

Jewish and Muslim Faiths. OTST627. A course is to be chosen from each of the following groups: Apologetics/comparative religion—MSSN530, 650, 660, or CHMN587; History—ANTH478, CHIS630, or HIST450; Language/literature—OTST626, 654, 658, or NTST626; Theology/Ethics—HIST450, OTST620, or THST644.

Mission Studies. MSSN610 or 676. Remaining courses to complete the 16 credits must be chosen from MSSN.

New Testament Studies. An advanced course in language chosen from among NTST608, 678, or 696; a course in New Testament theology; a course in New Testament exegesis (in addition to NTST678 if that course is taken to satisfy the language requirement); a course in New Testament backgrounds to be selected from among NTST615, 635, 654, 680, 684, 689. Remaining courses to complete the 16 credits must be chosen from NTST courses or GSEM530, 670.

Old Testament Studies. OTST625; two courses in Exegesis; a course in Archaeology and History of Antiquity. Remaining courses to complete the 16 credits must be chosen from OTST courses or GSEM670 or 530.

Theological Studies. Regardless of which sub-section of theological studies is selected for emphasis—Systematic Theology, Historical Theology, or Philosophy and Ethics—the following courses are required: THST550, 619, and 624 or 628. Remaining courses to complete the 16 credits must be chosen from THST courses or GSEM534 or 530.

Electives. A student may select courses approved for academic graduate degrees provided there is a correlation with the student's chosen area of study.

Programs Offered at Affiliation and Extension Sites

Depending on the availability of adequate research library facilities and qualified teaching staff, an affiliated school may be authorized by the seminary faculty to offer some or all of the areas of emphasis listed above with the research orientation or the general academic orientation. Contact the director of the MA program for details on the Affiliation and Extension Programs.

Biblical-Theological Studies. This area of emphasis is available only with the general academic orientation at Affiliation and Extension Centers. In addition to the degree requirements outlined above, the following are required: two NTST courses, two OTST

courses, two THST courses, a course from either CHIS or MSSN. Remaining courses to complete the 16 credits must be chosen from any of the above disciplines.

An MA Thesis in lieu of Comprehensive Exams is possible with authorization of the Director of the MA in Religion Program.

Adventist Ministry Minor. A minor in Adventist Ministry is available at Affiliation and Extension centers only. Eight credits may be selected from appropriate CHMN courses.

MTH: MASTER OF THEOLOGY

Roy E. Gane, *Director*

The Master of Theology is an academic degree that provides the opportunity for full-time specialized study beyond the Master of Divinity degree. The MTh degree requires a minimum of 32 credits of 500-, 600-, and 800-level courses. The purpose of the MTh degree is to provide specialized training in a major area of study with a cognate area closely related to the major area of emphasis. MTh students are advised by the chair of the department, or his/her appointee, and the director of the MTh Program. The MTh degree is offered in the following areas of emphasis with the required language noted:

Christian Ministry: Greek or Hebrew*

Church History: Greek or Hebrew*

New Testament: Greek

Old Testament: Hebrew

Theology and Christian Philosophy: Greek or Hebrew*

World Mission: Greek or Hebrew*

*If Latin or another ancient language is substituted for Greek or Hebrew, the student must have taken Greek and Hebrew at the MDiv level.

Admission Requirements

Admission to the MTh program is recommended to the program director by the department offering the applicant's desired area of emphasis. To be eligible for admission the student must hold a Master of Divinity degree (or its equivalent) from the Seventh-day Adventist Theological Seminary or another approved seminary or university with a final grade point average above 3.00 (on a 4.00 system), provide evidence of ability to engage in academic postgraduate study by supplying an acceptable research paper in the area in which further work is to be pursued, and demonstrate language proficiency in the following areas:

1. Biblical Languages. Applicants to the MTh degree program must demonstrate advanced-level competence in either Greek or Hebrew as noted in the table above. The required competence may be demonstrated either by examination or by passing an advanced-level course in the chosen language with a grade of B or better.

2. Modern Languages. Applicants to the MTh degree program must demonstrate (either by examination or by class work—FREN505 or GRMN505) a reading ability in either French or German (unless the language is the student's native and regularly used language).

Any language substitutions must be warranted by the student's program. Such substitutions require the approval of both the department chair in the area of emphasis and the MTh Program Director.

Students should complete the language prerequisites before beginning the program. If the prerequisites are not completed before the beginning of the second semester, the student is not permitted to continue his/her work in the program.

Applicants must also complete and return the Sixteen Personality Factor Questionnaire as directed.

Admission Procedure. Applicants must submit those items specified in the Graduate Programs Admission section of this bulletin on p. 44, and the general Seminary admission requirements on p. 301. In addition, they should submit transcripts of MDiv course work.

Degree Requirements

In addition to the scholarship standards in the Graduate Programs Academic Information section of this bulletin (p. 48), students must fulfill the following requirements for the MTh degree program:

- Complete a minimum of 32 credits (including 8 credits for thesis but not including language prerequisites) with a cumulative GPA of 3.00 or above.
- Take GSEM620 (to be done the first time the course is offered after enrollment in the program if the student has not previously taken this course or its equivalent).
- Select a major area of emphasis from among those listed above and complete 16 credits in that area.
- Select a cognate area from those listed above and complete 6–8 credits in this area which supports the area of emphasis.
- Take sufficient electives, if needed, to complete the 32-credit program.
- Take a 5- to 8-hour written comprehensive examination either toward the end of the student's final semester of course work or during the semester immediately following completion of course work. Normally, this examination is prepared by two faculty members from the department offering the area of emphasis (two sections totaling 75% of the examination) and a faculty member from the department offering the cognate area (one section constituting 25% of the examination). These examiners are appointed by the emphasis-area department: notification of the appointment is sent to the Program Director.
- Complete a 8-credit thesis.

If the student fails to pass the comprehensive examination, he/she is allowed to rewrite the section or sections failed (with new questions) after adequate time for preparation as determined by the chair of the department offering the major area of emphasis in consultation with the examiners. A failed examination may be retaken once. If the student fails a second time, he/she is asked to withdraw from the program.

A report of the examination results (and of any retake results) is sent by the department chair in the major area of emphasis to the MTh Program Director who notifies the Dean of the School of Graduate Studies of these results.

Thesis Requirements. All students seeking an MTh degree must

- Complete a 8-credit thesis. The program director, upon recommendation of the department chair in the student's major area of emphasis, appoints an MTh thesis committee consisting of two faculty members, normally from the department in the area of emphasis, to guide the student's preparation of a thesis. One of the two committee members is designated as the student's faculty adviser.
- Give evidence in the preparation of the thesis that he/she is capable of independent research using adequate sources. The thesis should demonstrate the student's skill and maturity of judgment in the discovery, organization, and evaluation of evidence. Procedures for writing a thesis are outlined under

requirements for the MDiv degree in the Thesis Option section (p. 308). However, MTh students should register for 3 or more credits each term for at least two terms.

- Conduct a successful thesis defense. The defense is conducted by an MTh thesis defense committee consisting of the two faculty members who guided the thesis and another faculty member appointed by the Program Director. The director presides without voting at the defense. If the thesis is found unacceptable, the department of the student's major concentration decides whether the student may write another thesis.

The defense of the thesis occurs no later than four weeks before the degree is to be conferred. No defense is scheduled during the final two weeks of a term or when the university is not in session.

Students who have not finished the thesis after completing 8 thesis credits must register each semester for GSEM668 (no credit) until the thesis is defended successfully and final approval is received.

Transfer Credits. A maximum of 6 semester credits of post-MDiv academic work with grades of B (3.00) or above may be transferred from an approved seminary or university if applicable to the student's program. Transfer is authorized by the department offering the student's major area of emphasis with the approval of the MTh Program Director.

Time Limit. A student must complete the requirements for the MTh degree within six years of first enrolling in the program, regardless of admission classification. Transfer credits for which advanced standing is requested must have been taken within this time limit.

DMIN: DOCTOR OF MINISTRY

Skip Bell, *Director*

Purpose

The purpose of the Doctor of Ministry program is to provide structured, rigorous, advanced training in ministry by equipping participants with needed competencies and leadership skills. The program engages qualified people in an active learning environment so that they may reach advanced levels of ministry effectiveness.

Program Description

The Doctor of Ministry program offers a professional degree for people who seek advanced competencies in evangelism, ministry and mission. The program enables people to grow within the framework of a Biblical model of leadership and to develop an Adventist perspective of evangelism, ministry, and mission. The program is normally offered to professionals who are in active ministry.

Course modules include teaching intensives at various North American and international sites. Concentrations are offered in Chaplaincy, Evangelism and Church Growth, Family Ministry, Global Mission Leadership, Leadership, Preaching, Urban Ministries, and Youth Ministry.

Doctor of Ministry modules include intensive sessions taught by faculty teams that include seminary professors with appropriate academic expertise and professionals from the field with experience in evangelism, ministry and mission. Teaching methodology combines appropriate methods and technology with collegial dialogue to encourage a creative learning environment.

Teachers aim to facilitate balanced spiritual, professional, and

theological formation that affects the individual, the family, and the ministry group. The program promotes theological reflection upon ministry and teaches methods of analysis and evaluation of church and community.

Participants will develop a deeper personal experience, which will lead to a strengthening of their family life as well as a greater commitment to ministry. They will learn to evaluate ministerial practices through theological reflection, which will help them establish a Biblical model of servant leadership. Graduates from the program will be able to use appropriate tools to analyze the needs of their churches and communities and develop and implement appropriate and effective ministries.

Admission Requirements

To be considered for admission to the Doctor of Ministry program, applicants must meet the following requirements:

- Hold the Master of Divinity degree or its equivalent.
- Have a GPA of at least 3.25.
- Demonstrate high professional and personal potential for the gospel ministry.
- Have an equivalent of at least three years of experience in ministry subsequent to the first graduate theological degree.
- Supply satisfactory recommendations.
- Submit a paper the student has previously completed during their educational experience which demonstrates the ability to research and write an adequate report related to a ministerial problem or issue.
- Applicants from other faiths may be accepted into the program, provided they meet admissions requirements and represent high moral integrity with a character, lifestyle, and spiritual commitment reflective of the ideals of the Seventh-day Adventist Church.
- Complete and return the Sixteen Personality Factor Questionnaire as directed.

Admission Procedure. Applicants must submit those items specified in the Graduate Program's section of this bulletin on p. 44 and in the Seminary admission requirements on pp. 301–302.

Advanced Standing

Students who have done post-MDiv work in an accredited theological seminary or graduate institution may be eligible to receive advanced standing provided the work is appropriate to the DMin program. The DMin committee determines the appropriateness and relevancy of such credits. Credits accepted for advanced standing may not exceed 25 percent of the total credits required for the DMin degree. Credits earned toward an MA or an MDiv degree are not considered for advanced standing.

Degree Requirements

In addition to the requirements listed in the Academic Policies section on p. 303, students must fulfill the following course requirements for the DMin degree:

General Requirements

GSEM730 (2 cr), GSEM790 (2 cr) and 796 (6 cr);
GSEM706 (6 cr)

Other course modules

TOTAL CREDITS for the DMin Degree

16

16

32

Students must also complete a graduate-level research course prior to GSEM790. This requirement is waived if the student can give evidence of having taken such a course prior to beginning

the DMin program. A research course is available by distance education for DMin students to meet this prerequisite. Participants in the Family Ministry concentration satisfy this requirement with RLED776-01 Topics: Program Evaluation.

Financial Plans

Financial plans are available to assist NAD employees, international students, cohort groups, and others. Contact the DMin office for further information.

Modes of Delivery

In order to make the program accessible to church professionals, the professor contact portions of course modules are offered as intensives on campus and at off-campus sites.

Residency Requirements

In order to fulfill residency requirements, extension students must take GSEM706 (6 cr) and GSEM790 at the Andrews University campus or at any other Andrews ATS-Association of Theological Schools-approved site.

Project Requirements

- Students should take GSEM790 (2 cr) in preparation for their project. A statement explaining the philosophy of a Doctor of Ministry project, including guidelines for its development and preparation, is provided when GSEM790 is taken. A project proposal must be submitted and accepted.
- The project, which should address a problem or issue directly relevant to the ministry of the contemporary church, is developed and implemented in an in-ministry situation. The approach of the project is normally developmental with formative evaluation. The project should be developed in close consultation with the student's adviser. Regulations governing the style and format of project documents are found in *Andrews University Standards for Written Work*.
- During the semesters immediately following the completion of the curricular program, candidates must register for GSEM796 (2–6 credits) until the full six credits are completed. If the project is still in progress after this time, the student must register for GSEM788 DMin Project Continuation (0 cr) and pay the doctoral project continuation fee for each additional semester.
- Students must pass an oral defense of the project designed to test the candidate's ability to integrate learning and the practice of ministry. The defense must be successfully completed no later than four weeks prior to graduation.
- In certain cases, a dissertation may be substituted for a project with permission from the Doctor of Ministry office.

Time Limits. DMin students must complete the course work and successfully defend the project within six years from the time they begin course work. In special circumstances and upon written request, extensions may be granted for no more than an additional year. Tuition for continuation equal to one doctoral credit will be charged per semester in an extension year. When participants are dropped due to time limits course module credits are preserved, but project/dissertation courses must be retaken at cost should readmission be granted.

Project Process. For a detailed outline of the DMin project process, students should see the Guidelines for the Doctor of Ministry Project. A copy of this document is provided to students

during the GSEM790 intensive. It can also be obtained from the Doctor of Ministry web-site, www.doctorofministry.com, or the DMin office.

Academic Supervision. The director of the DMin program acts as curriculum supervisor. The project adviser and a second reader are chosen by the student in consultation with the program director. Students should work closely with these persons to complete the project.

Course Modules (Credits)

See inside front cover for symbol code.

All modules include teaching intensives which are generally two weeks in length.

The Project

GSEM730 (2)

Field Research for Ministry

Develops capacity to utilize information in the practice of ministry—congregational studies, systems analysis, program evaluation, structured experiments, surveys, focus groups, participant observer, action-research and community assessments. Introduces research process, ethics and design applied to practical issues of leading a congregation or faith-based organization.

GSEM788 (0)

DMin Project Continuation

GSEM790 (2)

DMin Project Proposal

This seminar introduces students to the project process. Students receive assistance in forming their project proposal. They learn to apply research techniques and tools as well as develop an effective work plan for completion of their project. Prerequisite: a graduate-level research methods course.

GSEM796 (2–6)

DMin Project

A DMin project is a professional project that integrates theological reflection, scholarly research and practical ministry. The project contributes to the enhancement of ministry in the church.

GSEM789 (0)

DMin Program Continuation

CHMN/MSSN/RLED797 (1–8)

Independent Study

Available to students by permission of the program committee. Repeatable. A minimum of one meeting per month with the supervising professor is generally required. May be graded S/U.

Required Module

GSEM706 (6)

Spiritual and Theological Foundations for Ministry

This is a foundational course required of all DMin students. The course builds the spiritual and theological basis from which the practice of ministry and mission grows and seeks to lead the student into a self reflection and examination of life and belief.

Chaplaincy Concentration

CHMN775 (5)

Foundations of Chaplaincy Ministry

This module examines the biblical and theological foundations for chaplaincy ministry. Participants investigate the history and development of chaplaincy ministry, and its role and function within the mission and life of the church and community. Issues in ethics are explored to advance professional development. Emphasis on personal spiritual formation continues.

CHMN785 (5)

Professional Formation in Chaplaincy Ministry

The primary emphasis in this module is the professional development of the chaplain. Participants examine leadership issues specific to chaplaincy, management, human development, group theory, and organizational theory. Specific modalities of ministry in the chaplaincy context will be examined and developed. Emphasis on personal spiritual formation continues.

Evangelism and Church Growth Concentration

CHMN719 (8)

Perspectives on Mission and Church Growth Strategies

Provides both reflection and practice in the following areas: 1) the core value and centrality of evangelism in the mission and life of the local church; 2) ministry-embedded integration of theory and practice within a biblical theology of mission; 3) creating a culture of year-around evangelism; 4) church growth principles; 5) reaching secular people; and 6) church planting as evangelistic strategy.

CHMN767 (5–8)

Formation of Evangelistic Strategy

Provides reflection and experience in contemporary personal, public and media evangelistic strategies as a basis for effective evangelistic leadership. Biblical and practical foundations for empowering people for ministry as well as factors and strategies for cell church growth are experienced. Prerequisite: CHMN719.

CHMN789 (5)

The Missional Church

This module identifies and examines the characteristics of the missional church. Biblical faithfulness in discipleship and mission priority on the congregational level are further examined. Case studies of successful contemporary models for local church evangelism are explored.

Family Ministry Concentration

Each summer two intensives in the Family Ministry Concentration are offered. Prerequisite: EDPC520 Psychological Development Life Span or equivalent.

RLED720 (1)

Professional Development

Represents student initiatives for developing sustainable habits of scholarship including such things as attendance at special-event lectures, and professional conferences, reading professional or scholarly journals; and maintaining a vibrant spiritual life. DG will be given until experiences are documented in the portfolio. Graded S/U.

RLED755 (3)

Families in Society

Introduces the scope and mission of family life education and

develops teaching methodologies and behavioral change strategies for use within congregations and within training seminars for growing healthy families.

RLED757 (3)
Family Law and Public Policy

Gives strategies for families to manage their resources effectively over the life cycle and identifies social problems affecting families and how family law and public policies relate to social services for children and families. Explains techniques for locating resources and services available for families and how the pastor and the congregation can interface with local community organizations.

RLED758 (3)
Internal Dynamics of Families

A study of family systems theory with applications to issues in internal family dynamics and in congregational dynamics as a family system.

RLED759 (3)
Human Sexuality

An understanding of, and skill development in, interpersonal relationships and a study of human social conduct with emphasis on congregational life. Also studies the physiological, psychological, emotional, and social aspects of human sexuality and the Christian response to this God-given gift. Examines measures for preventing clergy sexual misconduct.

RLED779 (3)
Parenting Education and Guidance

Study of the concepts and challenges in the parent/child relationship including parenting in diverse family types and the changing roles of parents throughout the life cycle. Includes an emphasis on the spiritual nurture of children and a focus on the special challenges of raising pastors' children.

Global Mission Leadership Concentration

MSSN731, 732 (4, 4)
Cultural and Religious Analysis—I, II

Using the tools of cultural, social, anthropological, and religious analysis, the specific context and challenges of mission will be analyzed and described in depth as a basis for ministry. The course content will be shaped to fit the local situation.

MSSN741, 742 (4, 4)
Mission Strategy Development—I, II

Study of contemporary strategies of mission as a framework and foundation for the development and practice of a ministry plan within specific contexts. The role of leadership in this process is highlighted. Prerequisite: MSSN731, 732 Cultural and Religious Analysis.

Leadership Concentration

CHMN747 (6–8)
Christian Leadership

This module investigates principles, challenges, and practices of Christian leadership, emphasizing issues that make leadership in the context of church, education, and non-profit service organizations unique. Participants examine leadership theory and literature, consider a theology of leadership, and build the foundation for leadership development in the context of professional ministry.

CHMN760 (5)
Advanced Leadership Competencies

Participants continue personal and theological reflection with integration of leadership principles. Systems thinking, organizational culture, human development theory, and ecclesiology are investigated in the context of the church and leadership. The module also pursues further development and application of essential leadership practices. Practical focus on administrative skills is initiated. Prerequisite: CHMN747 Leadership and Church Management.

CHMN780 (5)
Leading and Managing the Church Organization

Local churches and denominational organizations present challenges in leadership, management, and administration. This module combines previous requirements of the Doctor of Ministry leadership concentration and an informed foundation of biblical leadership to help participants excel in skills like strategic planning, managing change, team building, resource management, communication, mentoring, and coaching.

Preaching Concentration

CHMN716 (8)
The Preacher, the Audience, and the Message

Participants will develop a personal, biblically-based theology of preaching in the worship context. Use of scripture, communication theory, and cognitive psychology to connect with contemporary audiences, and diverse preaching expressions, including the African-American context, will be examined. Includes advanced work in the area of hermeneutics, exposition, contextualization, and sermon design.

CHMN748 (8)
Preaching the Literary Forms of the Bible

Expository preaching from biblical literature, including historical narrative, NT epistles, and apocalyptic. Special attention will be given to the skill of storytelling and how stories are processed by the human mind. Includes collegial and inductive reflection on the unique challenges and opportunities within epistolary and apocalyptic biblical texts.

Urban Ministries Concentration

CHMN768 (6)
Church Growth and Discipleship in the Urban Church

An examination of principles for expanding the Kingdom of God in the Urban context. The course aspires to help students develop and assess church growth and disciple-making strategies for the urban church from a biblical perspective. A study of effective historical and contemporary models is included.

CHMN769 (5)
Strategic Planning for Urban Community Development

An in-depth study of key biblical, theological and contemporary models of community-based ministry. Includes an emphasis on strategic planning that leads to economic and community development.

CHMN776 (5)
Leadership and Urban Church Management

This course investigates principles, challenges, and practices of Christian leadership with special emphasis on the urban context. It includes theological reflection, exploration of leadership roles, and practical insights.

Youth Ministry Concentration

CHMN720 (8)

Current Issues in Youth Ministry

Students study selected issues in youth ministry, including adolescent development, inter-generational relationships, and the challenges of popular culture. They learn how to build specialized approaches in youth ministry.

CHMN765 (8)

Advanced Youth Ministry

Builds on a knowledge of youth ministry and advances to a greater depth in such areas as: understanding youth culture, youth evangelism, small groups in youth ministry, sexuality, music, camping, short-term mission, writing grant proposals, risk management, contemporary worship, and reclaiming missing youth.

Other Modules

CHMN710 (8)

Worship and Music

A study of theological principles that undergird worship practices, a review and evaluation of worship forms from the traditional to the contemporary, and the integration of theology, preaching, worship, and music in a way that leads to worship renewal.

CHMN717 (8)

Family Counseling

This course offers advanced theoretical and practical knowledge regarding pastoral counseling. Students will learn specialized approaches for church members and their families in various stages of their family life cycle. Participants also examine and construct new family ministries.

CHMN718 (8)

Designing and Delivering Effective Sermons

An advanced course in the theology, theory and practice of contemporary preaching aimed at helping experienced pastors present more effective sermons as part of worship. A “lab” component offers opportunities to try new ideas and approaches under the guidance of skilled practitioners.

CHMN749 (8)

Equipping and Motivating Church Members for Ministry

A study of biblical and practical teachings on the equipping and motivation of church members for ministry. The church becomes a powerful soul-winning agency when the people of God are empowered to minister according to their gifts and calling.

CHMN768 (8)

Evangelism and Church Growth in the African American Church

An examination of how African Americans have historically understood and conducted the task of expanding the kingdom of God on earth. The course aspires to help students develop and assess church growth strategies for the local church from a biblical perspective.

RELIGIOUS EDUCATION

Jane Thayer, *Director*

Mission

The Religious Education Programs prepare men and women to fulfill the teaching and discipling mandates of the gospel commission.

Programs

The Religious Education programs offer studies leading to the Master of Arts: Religious Education degree and the Doctor of Philosophy: Religious Education degree. Each graduate will have a biblical knowledge base, an understanding of Christian spiritual formation and nurture, and pedagogical skills to serve in a specialized area of teaching ministry for either the formal (school) or non-formal (church and family) setting.

Religious Education prepares pastor-teachers for leadership roles in settings where religious, moral, and spiritual nurture and growth are primary concerns. Areas of emphasis in Religious Education include family life education, campus spiritual leadership, denominational certification for secondary religion teaching, and other options customized by the student in consultation with an advisor. The degrees are interdisciplinary and offer students considerable flexibility.

In addition to the area of emphasis, the core requirements focus on facilitating the development of the graduate as a

- Christian Apologist
- Pastor-Teacher
- Servant Leader
- Researcher-Evaluator
- Maturing Christian
- Lifelong Scholar

Each of these roles includes a number of competencies that serve as guides to students in designing their programs of study and choosing their courses. Students generally meet the competencies by satisfactorily completing the core courses and emphasis area electives in the curriculum. A course plan is prepared by each student in consultation with his or her Religious Education advisor. Well-planned choices help to ensure that competencies are met at levels appropriate for the degree pursued.

All course work is campus-based and supported by online resources. Where warranted, students may fulfill program competencies by portfolio presentation.

Graduate Certificates in Religious Education

A graduate certificate program is a focused group of courses with a coherent knowledge base in one field of specialization. Courses in the program are regular graduate courses that are fully transferable into Religious Education graduate degree programs and other graduate programs where these courses are applicable to the curriculum.

Religious Education currently offers two graduate certificate programs: Family Life Education (13 credits) and Campus Spiritual Leadership (12 credits). The successful completion of a graduate certificate program is noted on the student’s transcript.

Admission and Time Limit

The same admission processes and standards are used in graduate certificate programs as are used for master’s degree programs, except that the Graduate Record Exam (GRE) is not required. The

time for completion of a certificate program should not exceed five years from first enrollment.

Delivery System

Courses in the graduate certificate programs of Religious Education are given as one-week intensives on a three-year rotation basis. Each intensive requires pre-campus and post-campus work. Pre-campus syllabi are posted on our website (www.andrews.edu/SEM/reled) in February of each year. At least two courses are offered back-to-back each summer, allowing a student to complete the sequence over a three-summer period.

Graduate Certificate: Family Life Education

The Graduate Certificate in the Family Life Education program is designed for pastors, family ministries directors, and lay leaders who want to help foster or support strong families in the church and in the community through teaching in seminars, classes, small groups, and retreats.

Courses are offered in summer intensives on a rotating basis. At least two courses are offered each summer, allowing a student to complete the sequence over a two-summer period.

Prerequisites

- Bachelor's degree
- EDPC520 Psychological Development: Life Span or equivalent
- Positive character references

Graduate Certificate in Family Life Education Requirements

RLED610, 620, 655, 658. Select one elective from RLED657, 659, 676: CHMN518 or 643

TOTAL credits for Graduate Certificate—12

Graduate Certificate: Campus Spiritual Leadership

The Graduate Certificate in Campus Spiritual Leadership has two tracks for training leaders in campus ministry: Christian campus track and public campus track.

The Christian campus track is designed for professionals with responsibility for some aspect of the spiritual growth of students on Seventh-day Adventist academy or college campuses. Typical applicants would be campus pastors, chaplains, Bible teachers, principals, residence hall deans, and student services directors. The public campus track is designed for those who want to minister to Seventh-day Adventist students and others attending public universities. Typical applicants would be pastors, youth pastors, and lay leaders of youth and young adult ministries in local congregations near public universities. Either track would be appropriate for conference and union youth and education directors.

The curriculum for this graduate certificate was developed with the assistance of the Adventist Chaplaincy Ministries and Education Department of the General Conference of Seventh-day Adventists and the Education and Youth Ministry Departments of the North American Division of Seventh-day Adventists. Courses will be taught by faculty in the Religious Education and Youth Ministry programs of the Seminary and professionals who are currently involved in campus ministry on Christian and public campuses.

Prerequisites

- Bachelor's degree
- 12 undergraduate/graduate credits in religion/theology
- A course in human growth and development that includes adolescent development

Graduate Certificate in Campus Spiritual Leadership Requirements

CHMN657; RLED665 or 667; RLED610, 668, 669, 676

TOTAL credits for Graduate Certificate—12

MA: Religious Education

The Master of Arts: Religious Education is an interdisciplinary academic program that prepares both professional and lay pastor-teachers for leadership roles in settings where religious, moral, and spiritual nurture and growth are primary concerns. Areas of emphasis in Religious Education include family life education, campus spiritual leadership, denominational certification for secondary religion teaching, and other options customized by the student in consultation with an advisor. Students electing to obtain a graduate certificate in family life education or campus spiritual leadership can continue to study and obtain all of the requirements for the MA: Religious Education either by coming to campus full time or by coming to campus for summer intensives that require pre-campus and post-campus academic work. Other options require campus residency throughout the program.

The curriculum is designed with core courses and a selected area of emphasis.

Admission Requirements

Admission to the MA: Religious Education program is based on the student's meeting the general admission requirements for all graduate students as given on p. 44, and the general Seminary admission requirements on p. 301. Official scores from the Graduate Record Examination (GRE) General Test taken within the last five years should be submitted to the Graduate Records Office. Applicants must also complete and return the Sixteen Personality Factor Questionnaire as directed.

Prerequisites

Applicants must have 16 undergraduate or graduate religion credits and 8 undergraduate or graduate education/religious education credits from an accredited college or university. The emphasis in secondary teaching has additional prerequisites. See p. 257.

Degree Requirements

The MA: Religious Education is awarded upon successful completion of 32 credits of interdisciplinary study in the Seminary and the School of Education. To remain in regular standing, students must maintain a minimum GPA of 3.00. Courses with a grade below B- do not count toward the degree.

Advancement to Candidacy. In the semester that students will complete 50 percent of their course work, they must apply for advancement to candidacy. See p. 51 of the Graduate Programs Academic Information section of this bulletin.

Comprehensive Examinations. Candidates for the MA degree must pass comprehensive examinations given at the published times. The one-day exams entail a three-hour morning session and a two-hour afternoon session.

Time Limits. A student must complete the requirements for the MA: Religious Education degree and graduate within six years of first enrolling in the program regardless of admission classification.

Curriculum Requirements

Curriculum Framework and Courses

Christian Apologist—5–7

EDFN500 and one or two electives by advisement

Pastor-Teacher—5

EDCI565 or RLED610; psychology elective

Servant Leader—3

RLED605

Researcher-Evaluator—3–6

EDRM505, plus optional elective EDRM611*

Maturing Christian—2

GSEM541

Lifelong Scholar—0

RLED620

Emphasis Area—12–14

TOTAL credits for MA in Religious Education—32

* For prospective students in the Religious Education doctoral program; this course increases the total credits of the MA degree from 32 to 33 credits.

Denominational Certification for Teaching Religion/Bible on the Secondary Level

SDA Basic Certificate. The Basic Teaching Certificate for denominational certification may be issued to the candidate presenting a Verification of Eligibility form from Andrews University. The certificate is issued by the union conference where the candidate takes his/her first teaching position. Candidates who want to earn a master's level degree and obtain denominational teaching certification may take the MA: Religious Education with an emphasis in secondary teaching.

Prerequisites

- Equivalent of an undergraduate major in religion or another teaching major with a religion minor; as an alternative take extra graduate courses in religion and theology;
- Religion courses in Spirit of Prophecy, Seventh-day Adventist doctrines, and Seventh-day Adventist church history;
- Membership and good standing in the Seventh-day Adventist Church
- Passing score on Michigan test of basic competencies.

Curriculum Requirements for the MA in Religious Education with an Emphasis in Secondary Teaching

Curriculum Framework and Courses

Christian Apologist—3

EDFN500

Pastor-Teacher—10

CHMN547, EDCI565, EDPC514, EDTE459

Servant Leader—3

RLED605

Researcher-Evaluator—3

EDRM505

Maturing Christian—2

GSEM541

Lifelong Scholar—2

EDCI676, RLED620

Emphasis in Religion—9

Electives by advisement

Sub-total of credits for the MA: Religious Education—32

Additional courses for denominational secondary teaching certification:

EDPC525, EDTE417, 424, 480, 487, 588—20 credits

TOTAL for MA: Religious Education & Denominational Secondary Teaching Certification—52

More information about preparing to teach religion on the secondary level is available from the Religious Education Office in the Seminary and the University Certification Office in the School of Education.

PhD: Religious Education

The PhD in Religious Education prepares men and women to be scholars, teachers and researchers in specialized teaching and discipling ministries of the Church. All candidates further develop the core competencies of a religious educator and select an area of specialization for intense study and research using research methodologies of the social sciences.

Areas of Specialization

- Christian formation and discipleship
- Theological curriculum and instruction
- Customized: See Curricula for Concentrations, p. 321.

Graduates with a PhD in Religious Education are prepared to serve the church in teaching and leadership ministries focused on the family, the church, and the school and to investigate contemporary religious education issues using social sciences research methodologies.

Admission Requirements

In addition to meeting the general admission requirements listed in the Graduate Programs Admission section of this bulletin, p. 44, and in the Seminary Admission Requirements, p. 301, applicants must

- Hold an MDiv degree; or an MA in Religion; or an MA degree in education or related area plus have 28 credits in religion (16 of which may be on the undergraduate level).
- Have 16 undergraduate or graduate credits in education.
- Show promise of future usefulness to church and society.
- Demonstrate the ability to handle doctoral-level work in English. See proficiency standards in the Graduate Programs Admission section, p. 45.
- Complete and return the Sixteen Personality Factor Questionnaire as directed.

Time to Apply. While early applications are recommended, the deadlines for application to the PhD in Religious Education program are as follows:

- For North American students: three months prior to the anticipated starting date.
- For non-North American students: four months prior to the anticipated starting date.

Items to Submit. In addition to submitting the items required of all graduate students (see pp. 302–304), applicants to the PhD in Religious Education must also submit

- A 600-word statement of purpose, which includes their mission statement, a description of the journey that created a desire to pursue doctoral studies, and a vision of the professional accomplishments they foresee.
- A 200-300 word description of their area of interest for dissertation research and an explanation of this choice.
- A significant research paper (term paper, thesis, or research report), normally written during the master’s level studies. This paper should give evidence of the applicant’s ability to carry out research and to present the results and conclusions of such work in standard English and in an acceptable style.

Prerequisites. Students entering the PhD in Religious Education program should have a foundation in research methods of education and psychology and in basic statistics as evidenced by EDRM505 and EDRM611 or their equivalents. As part of the conceptual framework for the religious education program, EDFN500 and RLED605 are required.

Curriculum Requirements

Curriculum Framework and Courses

Christian Apologist—5–6

RLED850; elective

Pastor-Teacher—5–6

Electives in psychology, curriculum and instruction

Servant Leader—3

Elective in administration or leadership

Researcher-Evaluator—24

RLED887; two research methodologies;

Dissertation: GSEM854 or EDRM880, RLED995

Maturing Christian—2

RLED830

Lifelong Scholar—3

RLED878, 950

Area of Concentration—21

Electives

TOTAL credits for PhD in Religious Education—64

Research Requirements

Research is a major component of the PhD in Religious Education program.

RLED887 is required.

Students should also select two methodologies from the following list:

EDRM612 (Statistics II)

EDRM613 (Statistics III)

EDRM604 (Survey and scale development)

EDRM605 (Qualitative research) or EDCI636 (Program Evaluation)

HIST650 (Historical methodology) or GSEM850 (Documentary methods)

At the time of their topic approval, students must show competency in the proposed research methodologies of their dissertation research. The research project from the course RLED887 Applied Research is an appropriate way to demonstrate this competency.

Curricula for Concentrations

Courses for the concentrations and, in one case, language prerequisites for a concentration are listed below:

- Christian formation and discipleship: CHIS682, EDPC616, MSSN830, NTST930, OTST620, RLED830, THST814
- Theological curriculum and instruction
Language prerequisite: If your area of study requires a language, complete the course Intermediate Greek or Biblical Hebrew II or pass a qualifying examination at the intermediate level in Greek or Hebrew.
18 credits from one of the following areas or 9 credits from two of the following areas: Biblical archaeology & history of antiquity, Christian ministry, church history, mission, New Testament, Old Testament, theology and Christian philosophy; elective (3 credits).
- Customized: Students may design an individualized course of study if three conditions are met.
 - Academic area must be appropriate to Religious Education
 - Graduate courses on the topic must be available at Andrews University
 - Andrews University faculty with expertise in the topic must be available for advising.

Options for the customized course of study may include such areas as family life education, campus spiritual leadership, education history, church music, worship.

General Requirements

- All course work taken at the Seminary should be at the 600-, 800-, or 900-levels; course work taken at the School of Education should be appropriate for doctoral level study.
- At least 51% of the student’s course work should be designed specifically for doctoral students.
- A minimum of 32 credits in approved on-campus doctoral course work (not including the dissertation) must be completed after acceptance into the doctoral program at Andrews University.
- Students must earn a 3.00 cumulative GPA for all course work in the degree program.
- Students must establish residency by taking a full-time load (8 credits) for two of three consecutive terms (semester or summer).
- Students must pass the comprehensive examination.
- Students must write and defend a dissertation.

Time Limits. All degree requirements must be completed within ten years of first registration for Andrews University doctoral course work. All course work and the comprehensive examination must be completed within six years of first registration. The dissertation must be completed within five years after passing the comprehensive examination. (The student who takes six years to complete course work and pass the comprehensive exam will be allowed four years to complete the dissertation.)

Full-time Status. For students who have not completed all courses for the degree, full-time status requires one of the following options:

- Registering for 8 or more credits of course work and/or dissertation and/or internship.
 - Registering for 4 or more credits of dissertation.
- For students who have completed all requirements for the degree except the dissertation, full-time status requires all of the following:
- Registering for one or more credits of dissertation or dissertation continuation;
 - Doing “full-time” work on the dissertation or internship as defined by at least 24 hours a week or 720 hours per year and confirmation of same by the dissertation chair.

Bulletin Requirements. A student may choose to meet the requirements of any bulletin in force after acceptance into the

doctoral program, as long as he/she maintains active status. If a break of enrollment occurs and the student is placed on inactive status, he/she must meet the requirements of a bulletin in effect after enrollment resumes.

Progression Through the Program

Course Plan. Upon acceptance into the program, the student is assigned an advisor by the director of the program. Normally within the first 16 credits of study the student and advisor prepare a course plan for completing the degree requirements. This course plan must be approved by the Religious Education Office.

Comprehensive Examination. Early in their program, students should obtain a copy of the *Comprehensive Examination Guidelines* from the Religious Education Office.

All prerequisites and regular course requirements of 48 credits or more must be completed before the student sits for the comprehensive examination. The comprehensive examination consists of eight sections, one of which may be given in a take-home format, one of which may be a portfolio presentation, and six of which must be written in a supervised environment. The examination occurs on the dates published in the academic calendar for School of Education doctoral comprehensive examinations. See also the Seminary calendar on p. 298.

Formal application to take the comprehensive examination should be made by the beginning of the semester preceding the semester the student intends to take the examination.

For more detailed information regarding the comprehensive examination, see the *Religious Education Doctoral Handbook*.

Advancement to Candidacy. Students should apply for advancement to degree candidacy when they apply to take comprehensive examinations and after they have

- completed all prerequisites;
- removed any English language deficiency;
- completed all course requirements or are registered for them;
- removed all deferred grades, except in RLED950.

The student is advanced to degree candidacy after passing the comprehensive examination.

Dissertation Committee. Before the student registers for EDRM880 Dissertation Proposal Development, the student—in consultation with his/her advisor—selects a tentative dissertation topic. The program director, in consultation with the student and advisor then appoints a faculty member knowledgeable about the tentative topic to chair the student's dissertation committee. The student and the chair of the student's committee select two additional faculty members to complete the student's committee so that all three members may contribute to the development of the proposal. All three members of this dissertation committee must approve the proposal before it is presented to the Religious Education Doctoral Committee.

Any proposed changes to the dissertation committee are subject to the approval of the Religious Education Doctoral Committee.

At least six weeks before the dissertation defense, the director, in consultation with the dean of the Seminary, appoints an external examiner. This person is normally a scholar from another graduate institution.

Dissertation Proposal. No later than the last semester of course work, students must submit to the Religious Education Doctoral Committee a final proposal that is approved by their dissertation committee. Students defend their proposal before the Religious Education Doctoral Committee.

Two types of proposals are acceptable:

1. A 10–15 page overview of the major elements of the dissertation.

2. The first three chapters in tentative form.

Either format must include a clear statement of the problem, the research question/s, a preliminary survey of relevant literature, and the research methodology.

Dissertation Preparation. The dissertation prepared by the PhD candidate must

- Make an original contribution to scholarship
- Demonstrate the candidate's competence for independent research
- Reveal the candidate's familiarity with and proficiency in handling the relevant literature
- Present a logically organized, methodologically sound, and readable account of the investigation, findings, conclusions, and implications of the study.

See the *Religious Education Doctoral Handbook* for more information on dissertation preparation.

Oral Defense of the Dissertation. The candidate must orally defend his/her dissertation. The defense date is set and announced by the director of the Religious Education Program at least two weeks before the defense. No defenses are scheduled during the final two weeks of a term or during the interim between semesters.

See the *Religious Education Doctoral Handbook* for more information on the oral defense of the dissertation.

Courses (Credits)

See inside front cover for symbol code.

RLED605 (2–3)

Leadership in Religious Education

A survey of the literature of religious education—with a focus on contemporary theoretical approaches to religious education—and an introduction to practical procedures needed to implement, maintain, and evaluate religious/spiritual learning in the church and the school. Identical to the 3-credit CHMN554.

RLED610 (2–3)

Teaching for Discipleship

How to plan learning events that focus on behavior and value changes; includes curriculum development, instructional strategies, and assessment techniques. Same as CHMN610.

RLED615 (2–3)

The Pastor and the Adventist School

From the perspective of the pastor's role, deals with issues related to goals and long range planning, organizational structures, financial resources, church growth, teacher-parent relationships, and promotion and support of Adventist education.

RLED620 (0)

Professional Development

Represents student initiatives for developing sustainable habits of scholarship including such things as attendance at special-event lectures, and professional conferences, reading professional or scholarly journals; and maintaining a vibrant spiritual life. DG will be given until experiences are documented in the portfolio. Graded S/U.

- RLED635** (2) **Theological and Ethical Foundations of Family Life**
Explores theological foundations and ethical responsibilities in marriage and family life, and reviews ethical guidelines for the family life education profession.
- RLED648** (1–3) **Workshop: _____**
Examination and application of principles and strategies in Religious Education. Repeatable. Graded S/U.
- RLED655** (2–3) **Families in Society**
An introduction to family life education, and the mission and methods of family ministry within a leadership perspective.
- RLED657** (2–3) **Family Law and Public Policy**
An introduction which identifies social problems affecting families and how family law and public policies relate to social services for children and families.
- RLED658** (2–3) **Internal Dynamics of Families**
A study of family systems theory and its application to key issues in internal family dynamics.
- RLED659** (2–3) **Human Sexuality**
An understanding of the development and maintenance of interpersonal relationships, and a study of the character and quality of human social conduct. Also examines human sexuality, and studies the physiological, psychological, emotional, and social aspects of sexual development and the Christian's response to this God-given gift.
- RLED665** (2) **Ministry on the Christian Campus**
Examines the vision and goals of campus ministry on a Christian campus and explores ways to accomplish these goals through development of student leadership and through organization, activities, and relationships.
- RLED667** (2) **Ministry on the Public Campus**
Examines the vision and goals of campus ministry on a public campus and explores ways to accomplish these goals by creating an active network of Christian students, enlisting the support of local SDA members and the conference in building a ministry on area campuses, and by working within university policies.
- RLED668** (2) **Mobilizing Student Leaders**
Deals with selecting and training students to be campus leaders for peer ministry and for organizing service and evangelistic activities. Utilizes small group methodologies.
- RLED669** (2) **Reaching the Secular Mind**
Describes popular world views found on college and university campuses and explores strategies for Christian young adults to maintain their own faith and to present the gospel in terms understandable to the unchurched.
- RLED676** (1–3) **Topics: _____**
Repeatable with different topics in Religious Education. Themes to be covered are announced in the current class schedule.
- RLED678** (3) **Spiritual Nurture of Children**
Examines the spiritual needs of children and young adolescents in light of their physical, social, emotional, and mental development. Considers the nurturing roles of parents and teachers in the church and day school. Practicum activity required.
- RLED680** (1–6) **Field Practicum: _____**
Supervised religious education experience in a chosen area of specialty, such as family life, children's ministry, youth ministry, academy or college teaching, editorial work, etc. Permission of advisor and practicum supervisor required. Graded S/U.
- RLED690** (1–3) **Independent Study: _____**
Repeatable to 6 credits. Permission of advisor and instructor required.
- RLED699** (1–3) **Thesis**
Master's thesis. Must be repeated to 3 credits.
- RLED830** (2–3) **Fostering Spiritual Growth**
Examines the contributions of theology and the social sciences to a theoretical understanding of spiritual formation and considers strategies to foster spiritual growth.
- RLED840** (2–3) **Nonformal Learning**
A philosophical and practical approach toward teaching strategies in diverse cultural, non-formal settings, with consideration given to literacy issues in the developing world.
- RLED850** (2–3) **Theological Foundations of Christian Teaching**
Theistic assumptions and biblical models that identify the goals of Christian education and undergird a theology of Christian teaching applicable to discipling and teaching ministries.
- RLED870** (1–4) **Advanced Studies: _____**
Individual or group studies in a specific area of Religious Education designed to meet program competencies. Repeatable. By permission of advisor and teacher.
- RLED878** (0) **Advanced Professional Development**
Represents student initiatives for developing sustainable habits of scholarship and includes such things as attendance at colloquia, special-event lectures, and professional conferences; presentation of scholarly papers; and teaching experiences. DG will be given until experiences are documented in the portfolio. Graded S/U.
- RLED885** (1–5) **Field Practicum: _____**
Supervised religious education experience for the advanced student's chosen area of specialty such as family life, children's ministry, youth ministry, academy or college teaching, editorial work, etc. Permission of advisor and practicum supervisor required. Graded S/U.

RLED887 (1–3)***Applied Research***

A planned research experience dealing with a research question in the area of religious education. The student identifies a faculty member or members with whom to engage in collaborative research study leading to joint publication. Project to support competency for dissertation research.

RLED888 (0)***Dissertation Continuation***

Reduced tuition rate applies.

RLED930 (3)***Seminar: _____***

Group study in specified areas of Religious Education. Repeatable. Permission of advisor and instructor required.

RLED950 (3)***Synthesis in Religious Education***

A capstone course in which students synthesize their learning experiences by examining the structure of the discipline, discussing its major issues, and reviewing its basic literature. Students make portfolio presentations to demonstrate program competencies. Preferably taken in the last semester of course work.

RLED995 (1–14)***Doctoral Dissertation***

To be repeated to 14 credits. Doctoral candidates may not register for a cumulative total of more than 4 dissertation credits until they have successfully completed EDRM880 or GSEM854, and their dissertation proposal has been approved.

PHD: RELIGION

Roy E. Gane, *Director*

The primary purpose of advanced academic studies leading to the Doctor of Philosophy (PhD): Religion is to provide teacher-scholars for church-operated colleges, seminaries, and universities around the world.

Areas of Specialization

When students apply to the PhD program in religion, they select one of the five areas of study listed below.

Adventist Studies

- Development of Adventist lifestyle
- Development of Adventist theology
- General Adventist history

Mission and Ministry Studies

- Analysis of the biblical, theological, and theoretical basis for mission
- Evangelization of unreached people groups and urban population clusters
- Leadership development for effective church growth, ministry, and evangelistic strategies
- Study of world religions and secularism as a missionary challenge

New Testament Studies

- Development of the Christian community in the first and second centuries
- History and praxis of New Testament exegesis and theology
- Intertestamental and New Testament backgrounds, both Jewish and Graeco-Roman
- Language and literature: text, canon, critical introduction, and cognate literature

Old Testament Studies

- Archaeology (periods, sites, methodology, and field work) and history of antiquity (Israel and the Ancient Near Eastern languages)
- Exegesis and theology (Pentateuch, Former Prophets, Latter Prophets, and Writings)
- Language and literature (Biblical Hebrew and Aramaic, other Ancient Near Eastern languages); LXX and other ancient versions; and Old Testament textual criticism

Theological Studies

- Christian ethics, comprising ethical theory and professional, personal, and social ethics
- Historical theology, examining the origin and development of theological concepts and trends
- Philosophical theology
- Systematic theology, embracing the biblical and doctrinal aspects of theological thought

Each area of study is to be supplemented with one of the cognate areas listed below. The cognate should be taken in a department other than the one which offers the major area of study

- Biblical Archaeology and History of Antiquity
- Christian Ministry
- Church History
- Mission
- New Testament
- Old Testament
- Religious Education
- Theology

- Area selected from approved graduate-level studies

The PhD: Religion program builds on expertise and training developed in approved master's programs. It provides individuals equipped with skills and methods appropriate to genuine scholarship to do original and responsible research, and it promotes the proficient application of sound and valid principles of biblical interpretation and historic research. It seeks to acquaint students with the Judeo-Christian heritage and the findings of various branches of biblical scholarship and communicates the religious and ethical values of that heritage as found in Scripture and as understood by conservative Christians, in general, and the Seventh-day Adventist Church, in particular.

This degree is not earned by the mere accumulation of credits. It is conferred on those who demonstrate clearly and capably, in written and oral form, mature and independent research marked by discriminating analysis, careful evaluation of evidence and theories, and sound interpretation of available data. The PhD degree in religion is granted only to those who give evidence that they have attained a distinctly superior level of expertise in their principal area of study and the supplementary cognate area.

Admission Requirements

All applicants must meet the general admission requirements listed in the Graduate Programs Admission section of this bulletin, p. 44, and in the Seminary Admission Requirements, p. 301. Admission

to the PhD: Religion program is granted by the PhD-ThD Committee to applicants who

- Hold either an MDiv degree (or its equivalent), or an MA in Religion (or its equivalent) from an approved seminary or university.
- Show high promise of future usefulness to church and society.
- Read proficiently in ancient and/or modern languages as noted in the Language Requirements.
- Demonstrate the ability to handle doctoral-level work in English. (Standardized proficiency examinations are required of all PhD Religion program applicants whose native language is other than English.
- Complete and return the Sixteen Personality Factor Questionnaire as directed.
- Have 16 prerequisite credits in the chosen area of concentration.
- Depending upon the applicant's academic background, the PhD-ThD Committee may also require proficiency examination(s) before granting admission to the doctoral program.
- GSEM620 Research Methods

Time to Apply. Students who desire to enter the program in the autumn semester (the normal entry point) must submit all application materials to the Graduate Admissions Office by the preceding January 15. A few students may be allowed to enter the program in the summer, in which case the application materials must reach the Graduate Admissions Office by the preceding November 30.

The number of students who may enter the program in any given year is limited. Rarely is one accepted who applies late. Students whose applications are late may request consideration for admission in the following year.

Items to Submit. In addition to submitting the items required of all graduate students (see pp. 302–304), applicants to the PhD-ThD programs must also submit

- A 600-word personal statement including their philosophical perspective, the relationship of their religious concerns and ethical values to their responsibilities as a teacher-scholar and leader in the church; an indication of what they hope to accomplish professionally in the future, and a topic for the dissertation if one has already been selected.
- A significant research paper (term paper or thesis), normally written during MA, MDiv, or MTh studies. This paper should show the applicant's ability to carry out research and to present the results and conclusions of such work with correct English and acceptable style. The topic of this paper should coincide with the area of concentration.

Language Requirements. Applicants must demonstrate proficiency in specified foreign languages either by passing language proficiency examinations or by taking specified graduate level language courses at Andrews University and earning a grade of B or above. The foreign language requirements in the different areas of study are listed below.

Adventist Studies and Mission and Ministry Studies

Intermediate OT Hebrew, Intermediate NT Greek, and a relevant modern language other than English (approved by the student's adviser and by the director of the PhD-ThD Programs)

New Testament Studies

Advanced NT Greek (may be satisfied with NTST696, NTST678, NTST608), Hebrew, French, and German

Old Testament Studies

Advanced OT Hebrew, Intermediate NT Greek, and two of the following languages: German, French, and Modern Hebrew

(Additional language requirements for OT Concentration are listed below under **Residence and Course Requirements**).

Theological Studies

Intermediate OT Hebrew, Intermediate NT Greek, German, and French

In addition to these prerequisite language requirements, students in any of the five areas may be asked to study other languages. When warranted by the student's program, a language substitution may be made with the approval of the student's adviser and the director of the PhD and ThD Programs.

Schedule of Meeting Language Proficiency Requirements. All language prerequisites should be completed before entrance. If that is not possible, a student may be required to take a reduced load in order to meet these prerequisites.

Language prerequisites should be met by the end of the third consecutive semester (including summer). Students who fail to meet this schedule take no further regular course work until all the language prerequisites are met.

Because of the amount of study and the length of time usually required in developing prerequisite-level skill in languages, the PhD-ThD Committee may require applicants to clear all the language prerequisites prior to admission.

Residence and Course Requirements

In order to fulfill the requirements for the PhD degree, students must

- Register for 64 credits by completing 48 or more credits of formal course work in lecture, seminars, directed-study, and reading courses, and 16 credits for the dissertation:

Area of Concentration	33
Old Testament concentration also includes OTST654 Biblical Aramaic and OTST660 Reading in Septuagint, for all specialties other than Archaeology.	
Area of Cognate	9
Required Courses	6
GSEM854 (3), GSEM860 (3)	
Dissertation	16
GSEM995 (1-12)	

(Students with recognized teaching experience at the college/graduate level may substitute a course in either the emphasis or cognate area for GSEM860.)

- Take all course work at the Seminary on the 600-, 800-, and 900-levels; some non-seminary graduate courses may be approved by the student's doctoral committee in consultation with the director of the PhD-ThD Programs.
- Take a minimum of 24 credits on the 800- and 900-levels.
- Take at least two semesters of formal full-time study consecutively and in residence, registering each semester for no fewer than 8 credits. At least 33 credits (of the minimum 48) must be taken in residence.
- Attend doctoral colloquia and chapels.
- Achieve grades of B (3.00) or better and/or S. Only such grades are credited toward the degree requirements. No more than 15 credits in courses with an S grade may be applied to the program requirements. If the student falls below this minimum GPA, he/she is placed on probation and can regain regular standing only after having again reached the B (3.00) level. The matriculation of a student with grades below B may be terminated after review by the PhD-ThD Committee. A student who accumulates more than three grades of C or below (2.00 or below) is not allowed to continue in the doctoral program.

Full Course Load. The full-time load for regular course work is 8 to 12 credits per semester. Sponsored students are expected to take a full load of 12 credits per semester. On-campus students who are registered for GSEM880, GSEM888 (non-credit courses) are counted as full-time students. Students who register for GSEM995 are also counted as full-time students if the work is done on campus and they register for 16 credits in a maximum of six semesters.

Advanced Standing. Advanced standing may be considered for students having done post-MA or post-MDiv work in an approved institution if the work is appropriate to the program, carries grades of B or above, and was taken within six years of the students' first enrollment in the PhD Program. Credits earned towards the MA and MDiv degrees are not considered for advanced standing. The director of the PhD and ThD Programs determines the appropriateness, relevance, and currency of the work considered for advanced standing and authorizes such standing. In no case is the minimum residence requirement reduced.

Time Limits. The student is required to finish all regular course work and take the comprehensive examinations within 5 years of his/her registration in the program, and to complete all degree requirements within ten years of initial registration. Also, students must complete the dissertation including a formal defense and subsequent revisions in five years or less from the time the comprehensive examinations are passed. The two 5-year time limits apply independently, so that shortening one does not lengthen the other.

Comprehensive Examinations and Doctoral Dissertation Student Advisory Committees

- The director of the PhD-ThD Program may designate the chair of the department offering the student's major area of emphasis to advise the student on the selection of appropriate course work.
- Not later than the student's registration for GSEM854 Dissertation Proposal Seminar, the student, in consultation with the chair of the department offering the student's area of emphasis, selects a tentative dissertation topic. Then the program director, in consultation with the student and the chair of the department, appoints as the chair of the student's dissertation committee, a faculty member in agreement with the tentative topic. Within the first four weeks of the Dissertation Proposal Seminar, the student and the chair of the student's committee collaborate on the selection of two additional faculty members to complete the student's committee, so that, where possible, all three members may contribute to the development of the proposal. All three members of the student's dissertation committee must approve the proposal before it is presented to the PhD-ThD Committee.
- Normally, the student's advisory committee continues as the student's dissertation committee. Any proposed changes to the advisory or dissertation committee are subject to the approval of the PhD-ThD Committee.
- At least six weeks before the time of the dissertation defense, the director, in consultation with the dean of the Seminary, appoints two additional members to the dissertation committee. One of these persons, the "external examiner," is normally a scholar from another graduate institution.

Comprehensive Examinations

- Students are required to pass five comprehensive examinations within a four-week period designated by the PhD-ThD Committee. Four of these examinations are set in the principal area of study and one in the cognate area. At least three of these

examinations must be in the regular written format, each lasting between four and six hours. Upon the agreement of the chair of the student's committee, the student, and the examiner, and with the concurrence of the student's committee and the director of the PhD-ThD Programs, up to two of the five examinations may be given in the oral and/or take-home formats. The oral format requires the participation of a three-member examination committee and lasts one to two hours. The take-home format requires the writing of a research paper on an assigned topic in a maximum of a week, and in accordance with the style required in Andrews University Standards for Written Work. Use of the take-home examination option is the prerogative of the examiner.

- The regular course requirements of 48 credits or more must be completed before the student can sit for comprehensive examinations.
- The student registers for GSEM880 (0 credit) for one semester immediately after completing all regular course work. This course is considered full-time. A small fee is charged (see the Financial Information section of the bulletin).
- The comprehensive examinations determine a student's proficiency in the major area of emphasis and in the cognate area of study, familiarity with pertinent literature, and skills in criticism and analysis.
- The PhD-ThD Committee, in consultation with the student's advisory committee, appoints the faculty members who are to prepare the comprehensive examinations.
- Each comprehensive examination is evaluated by the faculty member who prepares it, normally within seven days after each examination is administered.
- When all examination results are received, the director informs the student of the results.
- Each student may be required to sit for an oral examination (not to exceed two hours) at the request of the respective examiner(s) as part of the comprehensive examination. The program director, or designee, arranges for and chairs the oral-examination session which is normally conducted within 14 days of the last written examination. The program director informs the student of the results of the oral examination.
- Students who fail two comprehensive examinations may sit for them again no sooner than three months and no later than nine months after the initial examination was taken. Students who fail three or more comprehensive examinations must repeat all five after an interval of 6 to 12 months from the time the examinations were initially taken.
- Examinations may be retaken once. If students fail a second time, they are required to withdraw from the doctoral program.
- Students are expected to demonstrate greater proficiency in the major area of emphasis than in their cognate area.
- When students make formal application to take the comprehensive examinations (by the beginning of the semester preceding the examinations), they are thereby also applying for advancement to candidacy, which is granted subject to passing all comprehensive examinations. A form for making this double application is available at the PhD-ThD office.

Dissertation Proposal

Students are expected to receive approval from their advisers for a dissertation topic by the end of their second semester (or by the time they have earned 24 credits). At this point, they are required to register for GSEM854 (3 credits), and, under the guidance of the instructor and the chair of their advisory committee, write a tentative proposal (or pre-proposal). During the following semesters, but normally not later than the last semester of course work, students must submit a final proposal that is approved by

their advisory committee and prepared for submission to the PhD-ThD Committee.

When a student's proposal is evaluated by the PhD-ThD Committee, both the student and the adviser must be present. Proposals should be no longer than 16 pages (6–12 is preferred). The proposal must contain the preliminary bibliography, a clear statement of the problem, a description of the methodology to be employed, a basic survey of pertinent literature, and a list of tentative chapter and subsection titles.

After the dissertation proposal is approved and the student has passed the comprehensive examinations, he/she registers in GSEM995 for 1-12 dissertation credits for up to six semesters. If the dissertation is not completed after all 16 dissertation credits have been taken, the candidate must register for GSEM888 every semester, and pay a continuation fee (\$80.00) until the dissertation is completed and the defense held, or until the time limit has expired.

Dissertation Preparation

- The dissertation prepared by the PhD candidate must
 1. Make an original contribution to scholarship.
 2. Demonstrate the candidate's competence to do independent research.
 3. Reveal the candidate's familiarity with and proficiency in handling the pertinent literature.
 4. Present a logically organized, methodologically sound, and readable account of the investigation, findings, conclusions, and implications of the study.
- The chair of the student's dissertation committee or, in special cases, a committee member designated by the PhD-ThD Committee, guides the candidate in the research.
- The other members of the student's dissertation committee are available for consultation, and the chair of that committee (the dissertation adviser) involves them in the dissertation progress on a chapter-by-chapter and/or section-by-section basis. As a rule, a calendar year or more is needed for dissertation preparation.
- The dissertation is normally written in SBL style and is typically between 250 and 300 pages in length.
- When the dissertation is complete, but prior to submitting it to the dissertation secretary for checking, a 350-word abstract is to be prepared. It should contain a statement of the problem, the nature of the research (or procedure used), and a very brief chapter-by-chapter summary of the work done and conclusions reached. A statement (in a sentence or two) giving an appraisal of the overall contribution of the dissertation is also appropriate. This abstract must be succinct, clear, cohesive, logical, and sufficiently informative to give an overview of the dissertation to scholars in the field and readers somewhat unfamiliar with the topic.
- The candidate must submit six copies of the dissertation and the 350-word abstract to the director of the PhD-ThD Programs for distribution to the examiners and the presiding chair of the oral dissertation defense. These six copies must be in the hands of the director at least six weeks prior to the defense and at least 10 weeks prior to conferral of the degree.

Oral Defense of Dissertation

Candidates' oral defense of their dissertations normally cannot be made earlier than 12 months after passing the comprehensive examinations. The date is set and announced by the director of the PhD-ThD programs at least two weeks before the defense. No defenses are scheduled during the final two weeks of a term or during the interim between regular semesters.

The defense date is announced publicly. Upon prior notification to the chair of the examining committee, any member of the faculty of the university may attend the defense as an observer. Candidates, upon a request to the director of the PhD-ThD Programs, may invite guests to attend the oral defense as observers. The oral defense is conducted by the dissertation defense committee and is held no later than four weeks before the degree is conferred.

The director of the PhD-ThD Programs or designee presides at the defense and the executive session without voting. Questions at the oral defense concentrate on the dissertation and its area of investigation. The questions are designed to test the candidate's ability to defend the concepts and data of the dissertation and to examine significant related material. The candidate should demonstrate an understanding of the larger context in which his/her dissertation lies. Normally, two hours are scheduled for the oral defense. Committee members read the dissertation and bring written questions to the examination. As the examination process progresses, other questions may arise.

To pass the oral defense, candidates must receive a vote of approval from at least four of the five examiners. The committee votes in one of the following ways:

1. Acceptance of the dissertation as presented
2. Acceptance of the dissertation subject to minor revisions
3. Acceptance of the dissertation subject to major revisions
4. Rejection of the dissertation.

After a successful defense, the director of the PhD-ThD Programs recommends to the dean of the Theological Seminary and the dean of the School of Graduate Studies that the PhD degree be conferred on the candidate. The Seminary dean in turn presents the candidate's name to the Seminary faculty for approval.

When a dissertation is accepted with the proviso that minor or major revisions be made, the student's adviser supervises the revision. As soon as the chair finds revision to be satisfactory, he/she recommends the candidate to the director of the PhD-ThD Programs for the conferral of the degree. Then the steps prescribed in the paragraph above are followed. Normally, rejection of a dissertation terminates the student's doctoral candidacy, but the PhD-ThD Committee may consider whether to allow him/her to prepare and submit another dissertation and what specific requirements would apply (including possible further course work and additional comprehensive examinations).

After the defense. After the defense

- The student makes all corrections.
- As soon as possible, but no later than two weeks before graduation, the student submits a complete corrected copy of the dissertation 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. At this point, the dissertation secretary submits the *Notification of Dissertation Completion* form to the Records Office and the student's dissertation process is complete.
 - Option 2.** The student personally arranges for duplicating the dissertation. Doctoral students must have three unbound copies made to show to the dissertation secretary (and to receive a *Completion* form) and to deliver to the Library Director's office. An additional unbound copy must be given to the dissertation secretary to be processed for microfilming.
- The deadline for dissertations to be turned in to the Library is no later than Wednesday, a week and a half before graduation. Strict adherence to this deadline is essential or graduation is postponed.

THD: DOCTOR OF THEOLOGY

Roy E. Gane, *Director*

The primary purpose of advanced academic studies leading to the Doctor of Theology (ThD) degree is to provide teacher-scholars in the fields of biblical and theological studies for the Seventh-day Adventist Church—primarily its institutions of higher learning (colleges, seminaries, universities) around the world. This academic degree meets the need of individuals in areas of the world where a ThD is the preferred academic degree. The normal doctorate in religion is the PhD.

The ThD program is offered in two fields of study with areas of emphasis as listed below.

Biblical Studies

Archaeology and History
Exegesis and Theology
Languages and Literature

Theological Studies

Historical Theology
Systematic Theology

A minimum of two academic years of formal course work or not fewer than four semesters of full-time study at 12 credits per semester is required. This ordinarily amounts to a minimum of 48 credits of formal course work, 24 credits of which must consist of seminars, directed study, and reading courses. The student chooses a field of study and within that field an area of emphasis to which at least one-half (24 credits) of the course work is devoted. The student also chooses a supporting area, normally in another field, to which at least one-fourth (12 credits) of the course work is devoted. Of the remaining 12 credits of course work, 3 are used in GSEM854, 3 in GSEM920, and 3 in GSEM860. Students with recognized experience as college/graduate-level teachers may devote the latter 3 credits (together with the other remaining 3 credits) to the area of emphasis or to the supporting area.

Admission Requirements

All applicants must meet the general admission requirements listed in the Graduate Programs Admission section of the bulletin, p. 44, and in the Seminary Admission Requirements, p. 301. Admission to the ThD in religion program is granted by the PhD-ThD Committee to applicants who also have the following qualifications:

- Applicants must hold an MDiv degree or its equivalent from an approved seminary or university. For students holding the MTh degree, the minimum requirement of course work may be lowered, subject to the discretion of the PhD-ThD Committee.
- Applicants must show high promise of future usefulness to church and society.
- Applicants must have a reading proficiency in ancient and modern languages as noted in the Language Requirements section below.

Depending upon the applicant's academic background, the PhD-ThD Committee may also require proficiency examination(s) before granting admission to the doctoral program.

Admission Procedure. The admission procedure for the ThD degree program is the same as for the PhD degree program. See p. 324. Complete and return the Sixteen Personality Factor Questionnaire as directed.

Language Requirements. Applicants must demonstrate proficiency in specified foreign languages in one of these ways:

- By passing language proficiency examinations.
- By taking specified language courses (e.g., advanced courses in Hebrew and Greek and FREN502 and GRMN502) at Andrews University and earning a grade of B or above.

If French or German (or a substitute modern language) is the student's native language and he/she has been using it regularly, no special demonstration of competency is required for that language.

Foreign language requirements for the ThD program are listed below.

Biblical Languages: Advanced Level Hebrew and Greek

Modern Languages: Reading knowledge of French and German

Language Substitution. Another foreign language may be substituted for either French or German (but not for both) if the substitution is warranted by the student's program. The student must submit a petition requesting the substitution and indicating a rationale for the request. The student's adviser and the program director must approve the petition before the substitution is allowed.

Because of the amount of study and the length of time usually required in developing prerequisite-level skill in languages, the PhD-ThD Committee may require applicants to clear all the language prerequisites prior to admission.

Advanced Standing. A limited amount of post-MDiv work may be accepted by transfer from an accredited institution (including Andrews University), giving the student an advanced standing in the ThD program. The credits must be applicable to the ThD requirements and have been earned within a six-year period before the student's enrollment in the program. All transfer courses must carry a grade of B or better. An Andrews University MTh student whose credits have been earned within this time frame may yield up to 16 credits of advanced standing in the ThD program. The work must be applicable and not have been taken as an entrance requirement because of deficiency in GPA and/or course work). Transfer credit is granted at the discretion of the director of PhD-ThD Programs, and a transcript must be on file at the Academic Records Office.

Information on Residence and Course Requirements, Comprehensive Examinations, and the Doctoral Dissertation Information is the same as for the PhD program (see above).

General Seminary Courses (Credits)

See inside front cover for symbol code.

Course numbers used in this bulletin are the following:

- 500-599 Master's level courses for professional programs
- 600-699 Master's and doctoral level courses
- 700-799 Professional doctoral courses
- 800-999 Academic doctoral courses

Whenever an alternative number of credits is designated for a given course, a hyphen (e.g., "2–3 credits") indicates that the student may choose the number of credits within the designated amount (corresponding work is assigned by the teacher); the word "or" (e.g., "2 or 3 credits") indicates that in any given term the course is available for one of the amounts of credit (but not both). Courses may be increased or decreased by 1 credit in extension schools at the discretion of the dean.

GSEM510 <i>Revelation, Inspiration and Hermeneutics</i> An interdisciplinary study of the process by which God communicates with human beings and of sound methods for interpreting and understanding the Scripture and applying its message.	(3)	GSEM625 <i>Religious Liberty Issues and Advocacy</i> A survey of religious liberty principles and cases from an Adventist perspective with an emphasis on the contemporary U.S. setting, including a review of major historical developments and a look at trends shaping the future.	(3–4)
GSEM525 <i>The Bible and Biblical History</i> Surveys the Bible's content and history as reflected in the requirements for the Bible Knowledge Entrance Test and equips the student to improve the biblical literacy of the local parish.	(1)	GSEM648 <i>Workshop</i>	(variable)
GSEM528 <i>Nutrition and Health Promotion</i> Health promotion and Adventist lifestyle, with primary focus on the influence of diet on the development of chronic diseases such as heart disease, hypertension, diabetes, and cancer.	(2–3)	GSEM670 <i>Guided Study Tour of the Bible Lands</i> The principal sites of historical and archaeological interest in the countries of the Bible surrounding the eastern Mediterranean, including Egypt, Sinai, Lebanon, Syria, Iraq, and Jordan. Weekly: 2 or 3 lectures.	(1–12)
GSEM530 <i>Doctrine of the Sanctuary</i> A study of the earthly and heavenly sanctuaries with special emphasis on the books of Leviticus, Daniel, Hebrews, and Revelation. Team taught by members of various departments.	(2–3)	GSEM678 <i>Church History Study Tour</i> Provides a variety of guided study tours to places of interest in general Christian and denominational history. Repeatable with different sites or eras.	(1–8)
GSEM532 <i>The Life and Ministry of Ellen G. White</i> Designed for students who have not had a similar course on the college level. It is a prerequisite for GSEM534, not a substitute for it.	(2)	GSEM688 <i>Master's Degree Continuation</i>	(0)
GSEM534 <i>The Writings of Ellen G. White</i> Orientation in methods of research in and interpretation of the writings of E. G. White. Based on personal research in her published and unpublished works. A core requirement. Prerequisite: GSEM532 or its equivalent.	(2–3)	GSEM695 <i>Research Project</i>	(2–3)
GSEM539 <i>Issues in Origins</i> A study of current creation and evolutionary models regarding the origin, age, and change of the earth and its life. Specific topics include the historical development of these models; their biblical, philosophical, and scientific foundations; and theological implications.	(2–3)	GSEM697 <i>Thesis for MA Degree</i>	(3–9)
GSEM541 <i>Spiritual Formation</i> Study and practice of spiritual formation designed to lead students to growth in their personal spiritual lives.	(2–3)	GSEM698 <i>Thesis for Master of Divinity Degree</i>	(2–8)
GSEM542 <i>Advanced Spiritual Formation</i> In-depth study and practice of specific issues and activities of the spiritual life. Repeatable. Prerequisite: GSEM541.	(2–3)	GSEM699 <i>Thesis for Master of Theology Degree</i>	(2–8)
GSEM588 <i>InMinistry MDiv Continuation</i>	(0)	GSEM850 <i>Research Seminar</i> An introduction to research methods and tools.	(2)
GSEM620 <i>Research Methods</i> An introduction to research techniques and tools. A research paper is required.	(2–3)	GSEM854 <i>PhD-ThD Dissertation Proposal Seminar</i> Advanced research techniques and tools, with preparation of a tentative proposal, or pre-proposal, for a dissertation in the field of religion.	(3)
		GSEM860 <i>Teaching Religion in College</i> Furnishes PhD and ThD students with insights into the practice of using basic techniques, tools, and procedures for meaningful instruction in the field of religion.	(3)
		GSEM880 <i>Preparation for PhD-ThD Comprehensive Examinations</i> Qualifies for full-time status.	(0)
		GSEM888 <i>PhD-ThD Dissertation Continuation</i> Qualifies for full-time status.	(0)
		GSEM995 <i>PhD-ThD Dissertation</i> May take 1–12 credits to qualify for full-time status.	(1–12)

CHRISTIAN MINISTRY

Seminary S220
(269) 471-6371

Faculty

H. Peter Swanson, *Chair*
Skip Bell
Donald C. James
R. Clifford Jones
S. Joseph Kidder
Mel Lemke
Lyle L. Litzenger
A. Allan Martin
John V. G. Matthews
Kenneth Mulzac
James J. North
Ricardo Norton
Eduard E. Schmidt
Kenneth B. Stout
Jane Thayer
Ronald H. Whitehead
Walt Williams

Courses

See inside front cover for symbol code.

CHMN508 (2-3) *Tools for the Pastor's Spouse*

This course is designed to equip the pastor's spouse for life in the pastorate. Some of the areas explored are: components needed for success, devotional life, enhancing marriage, hospitality, preacher's kids, discovering mission, team ministry, challenges in the parsonage, women's/men's ministry, and available resources.

CHMN517 (2) *Topics in Ministry*

This course introduces students to selected church ministry areas of great importance. Topics include finances, church planting, teaching, Christian education and chaplaincy, urban ministry, and health evangelism.

CHMN533 (0.34) *Colloquium*

Required topics are: Health Ministry; Church and Personal Finance (Stewardship), Teaching Ministry, Church Planting, Institutional/Educational Ministry, Urban Ministry. Elective colloquia on other topics may be offered periodically.

CHMN568 (1-8) *Learning in Professional Experience*

Used to record credits granted for previous professional experience based on a learning portfolio and reflection paper in degree programs that provide for this option. Guidelines are available from the respective program directors.

CHMN585 (2-3) *Cross-Cultural Communication*

A study of the impact of culture on communication and the ways cultures influence values and perceptions. Attention given to

developing sensitivity when communicating with people of other cultures.

CHMN660 (1-6) *Field Practicum*

Practical training in a variety of field activities. An individual contract is developed between the student and a seminary faculty member that includes field supervision of that work, and the writing of a final product or report. Guidelines are available. Repeatable to 6 credits.

CHMN905 (2-3) *Seminar in Theory and Praxis*

The interfacing of theory and praxis and their informing each other from a variety of theological, philosophical, sociological, functional, and related aspects.

Preaching

CHMN505 (2-3) *Biblical Preaching*

A study of the basic theological, theoretical, and procedural principles required for the construction and delivery of effective biblical/expository sermons. Opportunity for students to do supervised preaching in class and receive constructive feedback. Required for students with no previous formal training in preaching.

CHMN520 (2-3) *Contextualized Preaching*

The history and dynamics of preaching to a particular cultural group, such as African Americans, Hispanics, Youth, and Koreans, with an emphasis on the distinctive homiletical, rhetorical, and cultural qualities required for the effective proclamation of the Gospel to each group.

CHMN600 (2-3) *Preaching from the New Testament*

An advanced preaching course focusing on how to work with the various types of New Testament literature, including gospel narrative, parable, and epistle.

CHMN605 (2-3) *Theology and Preaching*

Examines the interrelationship of preaching and theology, with emphasis on the theology of preaching.

CHMN607 (2-3) *Preaching from the Old Testament*

An advanced preaching course focusing on the analysis of the various types of Old Testament literature and special themes found in selected passages. Identical to OTST607.

CHMN614 (2-3) *Preaching from Daniel or Revelation*

A specialized preaching course taught in a lab setting and designed to complement courses offered in Daniel and Revelation.

CHMN621 (2-3) *Evangelistic Preaching*

The preparation and delivery of gospel-based doctrinal and revival sermons for outreach and renewal. Includes a survey of various evangelistic preaching methods of the past and present. May be substituted for CHMN614 with permission of instructor.

- CHMN627** (2–3)
Black Preaching
An advanced preaching course which seeks to refine and further develop the preaching skills of those called to preach among African Americans. Includes a survey and analysis of great Black preachers.
- CHMN637** (2–3)
Seminar in Preaching
An advanced preaching course emphasizing such topics as homiletical theory, history of preaching, persuasion, current preaching trends and models, and experimental preaching techniques. Repeatable.
- CHMN680** (2–3)
Preaching from Selected Books of the Bible
An advanced preaching course emphasizing the preaching challenges and opportunities of working with targeted books of scripture. Repeatable.
- ## Church Leadership
- CHMN518** (2–3)
Interpersonal Relationship Skills
This course leads students to examine the patterns of their own interpersonal relationships including the marital and family setting and beyond, and challenges them to emulate Christ's example as they interact with persons from all segments of society.
- CHMN526** (2–3)
Conflict Management in the Church
This course offers biblical resources and contemporary research informing creative management of human conflict. Included is examination of the causes and dynamics of conflict in churches. Participants develop skills in resolution and mediation. A variety of instructional methods, including lectures, case studies, role-plays, media, and personal style instruments are employed.
- CHMN527** (2–3)
Church Leadership and Administration
Students will examine models of leadership within a theological understanding of the church. Character formation of the leader is emphasized. The course seeks to develop non-profit leadership competencies, understanding of leadership in a pluralistic and multi-cultural world, as well as the important administrative skills one needs to lead effectively.
- CHMN529** (2–3)
Church and Personal Finance
Financial structure of the Seventh-day Adventist Church. Also personal finance of the minister.
- CHMN535** (2–3)
Issues in Black Church Leadership
Consideration of issues such as urbanization, nationalistic and separatist movements, changing family patterns, youth culture, Black/White relations, role and function of regional conferences, factors in church growth, Black theology.
- CHMN575** (2–3)
Principles of Stewardship
Explores the foundations for stewardship as a Christian lifestyle and the principles which are needed in a stewardship ministry for the local church.
- CHMN630** (2–3)
Leadership Development
A study of leadership emergence, selection, and training in missionary churches with particular attention paid to strategic issues of various training models and the relationship between formal, informal, and non-formal leadership development. Identical to MSSN630.
- CHMN638** (2–3)
Seminar in Leadership
Emphases from topics such as social psychology of leadership, theological foundations of leadership and pastoral care, management and leadership, leadership styles, conflict management, and church polity and finance. Repeatable.
- CHMN643** (2–3)
Christian Professional Ethics
An inquiry into the field of professional relations, dilemmas, and decision making within the context of Christian ethics. Emphasis on the identity, activity, and influence (witness) of a Christian professional, primarily in the caring professions. Identical to THST643.
- ## Pastoral Care
- CHMN540** (2–3)
Church and Urban Community
Analysis of essential characteristics of urban life—diversity, secularity, anonymity, mobility. Study of specific urban issues such as racial conflict, inner-city poverty, middle-class alienation, and changing family patterns.
- CHMN544** (2–3)
The Church and Social Problems
Subject areas: aging, divorce, delinquency, adoption, mental health and illness, drug addiction, crime, mental retardation, contemporary sex mores.
- CHMN545** (1–3)
Pastoral Ministries and Church Policy
Selected topics in the ministries of the pastor, (i.e., hospital visitation, funeral, wedding, dedication of children, baptismal service, etc.), and the duties of the pastor in committee meetings. The practices and policies of the church as represented in *The Ministers Manual* and *The Church Manual*.
- CHMN546** (2–3)
Marriage and Family
Examination and development of pastoral tools for pre-marriage and marriage counseling. Includes study of theological, psychological, and sociological principles and applications for the life cycle of the family.
- CHMN547** (2–3)
The Ministry of Healing
An interdisciplinary study of the nature and function of ministry and medicine as they relate to the integration of the work of the healing agencies of the church and community with the traditional forms of pastoral ministry.
- CHMN548** (2–3)
Religion and the Black Experience
An analysis of the psychological and sociological foundations of the Black religious experience, emerging patterns of change, and a consideration of models and strategies for responding to that change.

- CHMN550** (2–3)
Pastoral Psychology
A specialized study of the psychological realm of human nature as manifested by science and written Divine revelation. Strongly recommended for all students planning a counseling sequence. A prerequisite for CHMN555 for all who have not had General or Introductory Psychology.
- CHMN555** (2–3)
Pastoral Counseling
Introduction to the processes and function of counseling as practiced by the helping professions, particularly of the pastor actively engaged in ministry to a congregation. A weekly lab experience for skills practice is required. Prerequisite: An undergraduate course in general psychology or CHMN550.
- CHMN557** (2–8)
Practicum in Clinical Pastoral Education
Clinical experience in the pastoral care of persons in crisis at an approved CPE center. Prerequisite: CHMN555. Note: Crisis healthcare ministry experience for credit is also available in a Pastoral Care Residency. See CHMN659.
- CHMN567** (2–3)
Health Ministry
A study of the Adventist health message in its contemporary expression and application in pastoral work and outreach.
- CHMN569** (2–3)
Chaplaincy Formation
An introduction to the basics of institutional pastoral ministry with a practicum in a local institution under chaplain supervision and in-class reflection on the practicum using discussion, verbatims, and small group principles. Experience in work site visitation on campus and in health-care institutions, emergency ministries, ministry to the sick and dying and their families, ministry to the staff.
- CHMN616** (2–3)
Spirituality in Ministry
Explores topics such as spiritual values in the Adventist faith, the ministry of prayer, and spiritual direction, and others. Repeatable with different topics.
- CHMN618** (1)
The Practice of Spirituality
Nurturing a personal relationship with God through involvement with various spiritual disciplines such as prayer, meditation, devotional reading, and journaling under the guidance of an instructor. Repeatable to 3 credits.
- CHMN620** (2–3)
Supervision in Ministry
Training in the supervision of seminary students and ministerial interns in the practice of ministry. Emphasis on formation as well as education. Action-reflection methods utilized in instruction as models for supervision in person-to-person or small group settings.
- CHMN640** (2–3)
Seminar in Pastoral Counseling
Application of principles and techniques to specific problem areas in pastoral care. Prerequisite: CHMN665 or its equivalent, or permission of instructor.
- CHMN641** (5–8)
Practicum in Military Chaplaincy
Air Force, Army, or Navy Chaplain School courses, such as the Chaplain Candidate Course or Basic Chaplain Course and subsequent Seminary approved military chaplaincy training events.
- CHMN644** (2–3)
Seminar in Chaplaincy Ministries
Studies in the nature of institutional chaplain ministries such as military, health-care, prison, and campus chaplaincies. Repeatable.
- CHMN645** (2–3)
Seminar in Marriage and Family Problems
Open to advanced students in pastoral care. Individual research for seminar presentations and analysis of more complex and difficult problems faced by the pastor in the family context. A consideration of special techniques and counseling strategies in handling such problems in the pastoral role.
- CHMN646** (2–3)
Seminar in Specialized Ministries
Principles of ministering to people in particular circumstances, such as aging, physical disability, single parenting, delinquency, adoption, substance abuse, and dependency. Repeatable.
- CHMN647** (2–3)
Christian Education in the African-American Church
Explores the way African-Americans historically have conducted the task of grounding themselves and growing in the Word of God. The critical role church schools have played in the African-American community is examined.
- CHMN655** (2–3)
Dynamic Group Strategies
An examination of group-leadership interventions and techniques for specialized ministry in grief support, divorce support, smoking cessation, stress management, and other support groups within church, community, and campus settings.
- CHMN659** (1–4)
Practicum in Pastoral Care and Counseling
A skills course in techniques of pastoral visitation, counseling, and appraisal. Opportunity given for students to have direct counseling experience, with preparation and supervised examination of case reports and studies. Supervised experience at an approved Pastoral Care Residency site. Prerequisite: CHMN555.
- CHMN665** (2–3)
Advanced Pastoral Counseling
An intensive study of potential contributions of counseling to some of the more disturbing problems brought by members of a congregation to their pastors. Designed to enlarge the pastor's acquaintance with the therapeutic approaches of various referral agencies. Prerequisite: CHMN555 or its equivalent.
- Evangelism**
- CHMN536** (2–3)
Personal Evangelism
Creating the most effective bible studies that facilitate the process of conversion. Practical suggestions for new member assimilation will be considered.

- CHMN539** (2–3)
Church Growth and the Equipping Pastor
An examination of church growth principles with a special emphasis on the role of the pastor as an equipper. A prerequisite for all NADEI courses. 3 credits required for the MDiv program.
- CHMN561** (2–3)
Preparation for Public Evangelism
Introduces principles and practices of public evangelism, including the task of planning the details of a public meeting. This is an optional course for those conducting their own meeting.
- CHMN562** (4–6)
Field Evangelism
Conducting a public evangelistic event with guidance, or participating in a field school of evangelism under the direction of an approved evangelist. Required: 4 credits in the NADEI program.
- CHMN563** (2–3)
General Field Work
Evangelistic and/or pastoral work done in the area churches and surrounding communities. Repeatable. Offered in conjunction with NADEI. 2 credits required for the MDiv program.
- CHMN565** (2–3)
Contemporary Denominations and Religious Groups
History, practices, and distinctive beliefs of denominations and religious groups with whom the Seventh-day Adventist evangelist comes in contact.
- CHMN566** (2–3)
Mobilizing Laity for the Ministry of Evangelism
Examination of how an equipping pastor practically mobilizes the church for evangelistic ministry. This course builds on the foundation laid in the prerequisite course, CHMN539.
- CHMN586** (1–3)
Specialized Approaches to Evangelism
A study of one or more particular evangelistic strategies, such as small-group evangelism, felt-need ministries, and youth and university-campus evangelism. Repeatable.
- CHMN587** (2–3)
Apologetics in Evangelism
Designed to enhance one's skill in defending the claims of the Christian faith as it relates to various world religions and other systems of beliefs and philosophies including giving reasons for one's faith in order to persuade others to accept Christ.
- CHMN606** (2–3)
Techniques in Church Planting
Development of an awareness of the importance of church planting. Basic models and procedures for successful church-planting programs.
- CHMN612** (2–3)
Urban Mission
Explores the nature of cities, noting their history, development, and relationship to the mission of God and the church. Students are exposed to various ministries dealing with the hungry, homeless, battered, addicted, and the alienated. Identical to MSSN612.
- CHMN622** (2–3)
Seminar in Personal Evangelism
Research and presentations on various aspects of soul-winning in one-to-one or small-group encounters, including the development of new methods. This may involve formats, materials, audio-visuals, spiritual and psychological principles, decision seeking, problem solving, etc. Admission of non-doctoral students by permission of instructor.
- CHMN623** (2–3)
Innovative Evangelism
Seeks to stimulate new ideas for evangelizing population groups that may be difficult to reach with more traditional methods, as well as broadening the means by which people might be attracted to the gospel. This may involve a review of unique approaches that have been tried by others as well as the development of original plans by students.
- CHMN625** (2–3)
Demographics and Urban Studies
Methods of determining the characteristics of a particular community or target population, with a unique focus on large urban centers, for the purpose of selecting the most effective evangelistic approaches. Includes the use of needs assessments and marketing surveys.
- CHMN635** (2–3)
Broadcast Evangelism
Studies church-evangelism strategy involving a locally produced radio program. Planning, preparation, production, and follow-up of short daily programs and spots are emphasized, applying biblical principles of persuasion; includes actual production experience in the studios of WAUS-FM, the university station.
- CHMN639** (2–3)
Seminar in Evangelism
Emphases from topics such as theology and history of evangelism and church growth, theory and research in church growth and member retention, evangelism and social alternative strategies for evangelism. Repeatable.
- CHMN656** (2–3)
Holistic Small Groups
Explores key principles of cell vision, values, dynamics, and structure of the fastest growing churches in the world. Includes discipling of new believers for ministry and leadership.
- CHMN667** (2–3)
Health Evangelism
The use of health and temperance programming in outreach to meet people's felt needs; to arouse interest in the broader physical, mental, and spiritual aspects of better living; and to assist those pursuing Adventist ideology to make appropriate lifestyle adjustments.
- CHMN669** (2–3)
Advanced Cell Church & Planting
Emphasizes penetrating your community through cell church evangelism, incorporating intergenerational, youth, and college cells. Attention given to developing leaders of leaders. Cell church planting through story boarding and time lines is included. Prerequisite: CHMN649 or permission of instructor.

Communication

- CHMN570** (2–3)
Perspectives in Communication
A survey of communication principles and processes used in the accomplishment of the church's mission, including public relations, print media, news writing, advertising, community relations, exhibits, writing and recording for radio and television, audio-visual, and other communication tools.

Sacred Music and Worship

- CHMN519** (2–3)
Worship and Church Music
An overview of key issues involved in the pastor's responsibilities and opportunities pertaining to the corporate worship of the church. The role of hymns and music in Christian worship.

- CHMN537** (2–3)
Hymnology and Sacred Music
The understanding and appreciation of the heritage and development of Christian hymn singing and church music repertoire, in their respective liturgical and theological contexts.

- CHMN578** (0.5–1)
Voice and Hymn Singing
Fundamental understanding of the voice as it relates to singing—includes breathing, tone quality, placement, and aspects of keeping the voice healthy. Seminary chorus participation required. Maximum 3 credits.

- CHMN588** (0.5)
Seminary Chorus
Choral studies and participation as a demonstration of evangelistic and church music values. Membership open to the public by the consent of the instructor. Maximum 3 credits.

- CHMN590** (2–3)
Ministry of Music
Selected topics in music ministry include church-music practicum: the administration and planning of a church-music program, the creation of liturgies, working with choirs, conducting, leading congregational singing; hymnology: the study of the historical, theological, and musical background and development of the Christian hymn.

- CHMN629** (2–3)
Sacred Music in the African-American Tradition
An examination of the historical role of music in African-American worship, and of the distinctive contributions African-American sacred music has made to Christian worship.

- CHMN654** (2–3)
History and Theology in Adventist Worship
A study of Adventist corporate worship in terms of the theological and historical issues that inform it. Principles for designing and leading Adventist worship are emphasized.

Youth Studies and Ministry

- CHMN534** (2–3)
Youth Ministry Leadership
Designed to acquaint students with the opportunities for ministry to and with young people in the church, school and home. The biblical principles of youth ministry leadership, within the context of the church community, are given primary emphasis.

- CHMN608** (2–3)
Youth in Contemporary Culture
A study of current developments in youth culture and the influence of youth culture on young people both in the church and the community. Students formulate a strategic response relevant to Seventh-day Adventist ministry to youth.

- CHMN619** (2–3)
Religious Experience in Adolescence
A survey of the literature on the tasks of adolescence with particular emphasis on how this developmental stage impacts acceptance of or alienation from religion. An investigation into how adolescents develop and experience faith and the various influences—such as parents, peers, church, school, and media.

- CHMN626** (2–3)
Ministry to At-Risk Youth
This course addresses the theory, practice and application of helping skills to at-risk youth. Emphasis is placed on biblical solutions to real life secular problems. Students will experience and develop effective social skills to work with at-risk youth, focusing on prevention, redirection and restoration skills.

- CHMN636** (2–3)
Seminar in Youth Ministry
Formulation of a comprehensive ministry for a specific age group, culture, situation or approach (e.g. childhood, adolescence, young adult, African American, Hispanic, youth evangelism, visionary leadership). Repeatable. Prerequisite: CHMN534 or permission of professor.

- CHMN657** (2–3)
Counseling Youth and Young Adults
Application of counseling theories and techniques to counselees in their teens and twenties. Students engage in actual counseling experiences and submit reports for self and instructor critiques. Prerequisite: CHMN550 recommended for MDiv students.

- CHMN668** (2–3)
Advanced Youth Ministry Leadership
Application of biblical principles of youth ministry leadership to the concrete issues and settings of contemporary youth ministry. Treats topics such as: small groups for youth; sexuality and dating; music; programming. Prerequisite: CHMN534.

Hispanic Ministries

- CHMN514** (2–3)
Public Evangelism (Hispanic)
Evangelistic leadership. A study of basic principles underlying public evangelistic endeavor, and basic evangelistic procedures focused on the Hispanic-American population.

- CHMN525** (2–3)
Hispanic-American Culture and Its Expressions
Studies into the nature of the multifaceted North American Hispanic culture and its expressions.

- CHMN738** (2–3)
Bilingual Ministry
A study of the contextual needs of Hispanics born in the U.S., with emphasis on principles for retaining church members and reaching those not in the church.

Individual Studies

CHMN690

Independent Study

See general guidelines under Academic Information.

CHMN890

Directed Reading

Repeatable.

CHURCH HISTORY

(1–3)

Seminary N327

(269) 471-3541

chis@andrews.edu

(1–6)

Faculty

Jerry Moon, *Chair*

Merlin D. Burt

P. Gerard Damsteegt

Denis Fortin

John Reeve

Trevor O'Reggio

Courses

(Credits)

See inside front cover for symbol code.

CHIS501

(2)

Church History I

Early church; rise of the papacy; great schism; crusades; medieval church to 1500. Intended for students without a college course in church history. CHIS501, 502, and 503 should be taken sequentially.

CHIS502

(2)

Church History II

Continental Reformation and Counter Reformation; English Reformation; Elizabethan Settlement; English Puritanism.

Intended for student without a college course in church history.

CHIS503

(2)

Church History III

Enlightenment; pietism; Methodism; American denominationalism; Eastern Orthodoxy; and recent developments. Intended for students without a college course in church history.

CHIS567

(2, 3)

Hispanic-American Church History

The Christian Church in Hispanic North America, in the wider context of Spanish and Latin American church history since the 16th century.

CHIS570

(2)

History of the Seventh-day Adventist Church

A topical approach with emphasis on source documents. Intended for students who did not take a college course in denominational history. Prerequisite: does not apply to MDiv requirement.

CHIS600

(2–3)

The Early Church to A.D. 604

The message and mission of the church; experiences, attitudes, and practices of early Christians, selected for their usefulness to a modern pastor.

CHIS609

(2–3)

The Church in the Middle Ages

Rise of the papacy; the evangelization of Europe; the great schism, investiture controversy, crusades, and conciliarism; religious authority, predestination, justification, church and state, church and sacrament, faith and reason.

- CHIS620** (2-3)
*Seminar in Christian Biography**
A study of the lives and contributions of selected preachers and other church leaders from ancient times to the present.
- CHIS625** (2-3)
Seminar in Church-State Thought
A seminar that examines religious toleration and freedom and the relationship of church and state through the reading of primary sources. Includes classic writers such as Augustine, Aquinas, Calvin, Williams, Bayler, Locke, Jefferson, and Mill, and contemporary authors such as Neuhaus and Carter.
- CHIS628** (3)
Historical Research Methodologies
An examination of the methods of historical investigation and presentation.
- CHIS630** (2-3)
History of Jewish Experience
The history of the Jewish people, religion, literature, and culture since biblical times, with emphasis on relationships to Christianity.
- CHIS635** (2-3)
History of the African American Churches
An investigation of the African-American experience within the Christian church, with particular focus given to the Seventh-day Adventist Church. Study is given to such critical issues as Regional Conferences.
- CHIS638** (2-3)
History of Covenant, Law, and Sabbath
The historical development of the doctrines of covenant, law, and Sabbath and their interrelationships since the early church, with particular attention to aspects that have influenced the Seventh-day Adventist Church.
- CHIS640** (2-3)
Reformation: _____
Careers and contributions of selected major reformers and the course of their movements. Repeatable with different reformers or movements.
- CHIS650** (2-3)
English Reformation and Rise of Puritanism
Developments in the 16th and 17th centuries; the Elizabethan Settlement; the Puritan movement and its relation to authority, the kingdom of God, preaching, and the Sabbath; leading Reformers and Puritans and their legacy for today.
- CHIS655** (2-3)
Wesley and Methodism
Topics in the historical development of Methodism and Wesleyan theology. Repeatable.
- CHIS660** (2-3)
History of Religion in America
The development of religion in America from colonial times to the present. Emphasis on the role of religion in American culture and on such issues as revivalism, the social concerns of the churches, and the evolution of major denominational families.
- CHIS664** (2-3)
History of American Religious Thought
Special attention given to the evolution of Calvinistic and
- Arminian thought, millennial schemes in the 19th and early 20th centuries, and the fundamentalist-modernist controversy. Intellectual developments that influenced the development of Seventh-day Adventism are emphasized.
- CHIS665** (2-3)
Modern Church History
The Pietistic movement, evangelical awakenings, the Enlightenment, the rise of the modern missionary impulse, the Oxford Movement, the Vatican Councils, and related phenomena, in the context of their times. Factors that influenced the rise of Seventh-day Adventism are emphasized.
- CHIS668** (2-3)
History of Religious Liberty
Religious oppression and freedom in the history of Western civilization with special attention to developments in British Colonial America and the United States; Sunday closing laws and labor unionism as threats to religious freedom; government aid to education; current developments as they occur.
- CHIS670** (2-3)
*Seminar in History of the Seventh-day Adventist Church**
Research into specific areas of denominational history employing source materials in the Adventist Heritage Center and Ellen G. White Research Center. Repeatable. Prerequisite: CHIS570 or CHIS674.
- CHIS673** (2-3)
Development of Seventh-day Adventist Lifestyle
The historical development of Seventh-day Adventist practice and attitude in such areas as healthful living, military service, Sabbath observance, literature evangelism, labor unions, recreation, dress, political activity, marriage, minorities, and education. Repeatable.
- CHIS675** (2-3)
*Seminar in the Development of Seventh-day Adventist Lifestyle**
The historical development of Seventh-day Adventist practices and attitudes in relation to such matters as healthful living, military service, Sabbath observance, worship, labor unions, recreation, amusement, entertainment, sports, dress and adornment, music, theater, drama, marriage, divorce, minorities, education, reform, and the nearness of the second advent. Repeatable.
- CHIS680** (2-3)
History of Sabbath and Sunday
A historical and theological study of the extensive primary sources and issues concerning Sabbath and Sunday, with due attention to related matters.
- CHIS682** (3)
*Seminar in Church History**
Research into special topics in Christian history from the Early-church period through post-Reformation times. Repeatable with different topics.
- CHIS684** (3)
*Seminar in History of Sabbath and Sunday**
Analysis of documents and issues not covered in CHIS680. Repeatable.
- CHIS685** (2-3)
Studies in Church History
Topics announced in advance. Repeatable with different topics.

CHIS688 (2–3)
Contemporary Trends
 Selected topics involving recent developments in such areas as church and state relations, tensions between science and religion, challenge and opportunity in a technological society, the appeal of non-Christian religions, dialogue and debate in the ecumenical movement, and Christian versus non-Christian secularism.

CHIS689 (2–3)
History of Liturgical Movements
 Liturgical movements in the medieval, Reformation, and post-Reformation periods; the Book of Common Prayer; liturgical developments in the Reform tradition; the contemporary liturgical revival in the context of ecumenism and Vatican II.

Theology

CHIS634 (2–3)
Reformation Theology
 Teachings of the leading Reformers on justification, predestination, law and grace, the church, the sacraments, church-state relationships, and other topics; a comparison of these positions with Seventh-day Adventist teachings.

CHIS654 (3)
Seminar in English Reformation and Puritan Theology*
 Theological documents of the English Reformation and Puritanism, with particular attention to those aspects which influenced Seventh-day Adventist doctrine.

CHIS657 (3)
Seminar in Reformation Theology
 Selected topics from Lutheran, Reformed, Swiss, Radical, and Counter-Reformation theologies. Repeatable.

CHIS659 (3)
Seminar in the History of Selected Christian Doctrines
 The history of concepts characteristic of Seventh-day Adventism, such as the Sabbath, sanctuary, conditional immortality, and pre-millennial historicist eschatology, as taught through the centuries, with principal emphasis on their development outside of Seventh-day Adventism. Repeatable.

CHIS674 (2, 3)
Development of Seventh-day Adventist Theology
 Origin and subsequent modification of characteristic Seventh-day Adventist teachings in such areas as the Sabbath, sanctuary, atonement, covenants, creation, conditional immortality, worship, typology, eschatology, Christology, and righteousness by faith. Prerequisite: CHIS570 or equivalent.

CHIS686 (2–3)
Development of Prophetic Interpretation
 The historical development of the understanding of apocalyptic prophecies in Daniel, Revelation, the Gospels, and the Epistles, since the first century. The origin, development and impact of historicism, preterism, futurism, dispensationalism, and millennialism.

CHIS687 (2–3)
Seminar in Development of Prophetic Interpretation*
 A study of topics in the history of prophetic interpretation, with attention to aspects which have influenced Seventh-day Adventists. Repeatable.

CHIS974 (3)
Seminar in Development of Seventh-day Adventist Doctrines
 The development of such doctrines as the Sabbath, sanctuary, atonement, righteousness by faith, conditionalism, and premillennialism within the Seventh-day Adventist Church. Repeatable.

CHIS940 (3)
Seminar
 Selected issues in Church History or Adventist Studies. Repeatable.

Individual Studies

CHIS690 (1–3)
Independent Study
 Restricted to advanced students. Selected problems in the field of church history. See general guidelines under Academic Policies Applying to All Programs (p. 303).

CHIS890 (1–6)
Directed Reading in Church History
 Repeatable. May be graded S/U.

CHIS895 (1–6)
Directed Reading in Adventist Studies
 Repeatable. May be graded S/U.

*Entrance to 600-level seminars normally requires completion of a related course with superior grade and in some instances (e.g., when enrollment is restricted) may also require the professor's permission.

NEW TESTAMENT

Seminary N125
(269) 471-3219
ntst@andrews.edu

Faculty
P. Richard Choi
Teresa Reeve

Courses (Credits)

See inside front cover for symbol code.

NTST606 (2-3)
Formation and History of the New Testament
Development and history of the New Testament canon and/or its text, English translation, and publication. Topic announced in advance. Repeatable.

NTST677 (2-3)
Seminar in New Testament Issues
Topics announced in the Class Schedule. Repeatable. Admission for non-doctoral students by permission of professor.

NTST930 (3)
Seminar in New Testament Spirituality
Designed for cohorts in the PhD in Religious Education program. Explores how the study of the New Testament produces spiritual transformation in the lives of its readers.

Exegesis
Language prerequisites for courses in this section should be noted carefully.

NTST509 (3)
Pauline Writings
Interpretation and theology of the writings of the Apostle Paul, with detailed exegesis of selected passages. Prerequisite: Must have met the intermediate Greek requirement.

NTST510 (3)
Gospels
Interpretation and theology of the four Gospels, with detailed exegesis of selected passages. Prerequisite: Must have met the intermediate Greek requirement or be enrolled in NTST552.

NTST525 (2)
Revelation
An exegetical approach to the book of Revelation, with special emphasis on selected passages. Prerequisite: Must have met the beginning Greek requirement or be enrolled in NTST551.

NTST543 (2)
Acts and General Epistles
Interpretation of the book of Acts and the General Epistles of the New Testament, with detailed exegesis of selected passages. Prerequisite: Must have met the beginning Greek requirement or be enrolled in NTST551.

NTST550 (2-3)
Exegesis of the English New Testament:
Topics identical to NTST500-level exegesis courses. The same subject cannot be repeated with the other 500-level course num-

ber. Does not presuppose Greek proficiency nor count toward MDiv core requirements or emphases, nor the MA major or minor in New Testament. Repeatable with a different subject area.

NTST645 (2-3)
Hebrews
Prerequisite: Must have met the Intermediate Greek requirement.

NTST646 (2-3)
Studies in New Testament Exegesis
Studies in hermeneutical principles and procedures requisite to New Testament interpretation and/or in various sections of the New Testament. Repeatable. Prerequisite: Must have met the Intermediate Greek requirement.

NTST653 (2-3)
Advanced Studies in the General Epistles
The epistle(s) chosen from among James, 1 Peter, 2 Peter, Jude, and 1-3 John announced in advance. Repeatable. Prerequisite: Must have met the Intermediate Greek requirement.

NTST655 (2-3)
Advanced Studies in the Gospels
The Gospel(s) to be studied are announced in advance. Repeatable. Prerequisite: Must have met the Intermediate Greek requirement.

NTST658 (2-3)
Advanced Studies in the Pauline Writings
The letter(s) of Paul to be studied are announced in advance. Repeatable. Prerequisite: Must have met the Intermediate Greek requirement.

NTST678 (2-3)
Seminar in Greek Exegesis
Particular books or passages to be exegeted are announced in advance. Repeatable. Admission for non-doctoral students by permission of professor. Prerequisite: Must have met the Intermediate Greek requirement.

NTST940 (3)
Seminar in New Testament Exegesis and Hermeneutics:
Exegesis in New Testament books or passages and/or studies in particular topics such as the history of New Testament exegesis and hermeneutics. Repeatable.

Theology

NTST616 (2-3)
Theology of Luke-Acts

NTST630 (2-3)
Theology of the Synoptic Gospels

NTST634 (2-3)
Theology of the Pauline Epistles

NTST641 (2-3)
Theology of the Johannine Writings

NTST657 (2-3)
Theology of Hebrews

NTST667 (2-3)
Studies in New Testament Theology
A study of selected themes in New Testament theology or of

the structure of New Testament theology as a whole. Topics announced in advance. Repeatable.

NTST668 (2–3)
New Testament Ethics

A study of the ethical teachings of the New Testament, their relation to New Testament theology, and their implications for contemporary Christian living.

NTST676 (2–3)
Jesus in Recent Scholarship

Advanced studies in the person and proclamation of Jesus and the ways Jesus has been understood in various, significant 'lives' of Jesus, including current Jewish assessments. Seeks to give a biblical answer to Jesus' question, "Who do you say that I am?"

NTST679 (2–3)
Seminar in New Testament Theology and Ethics

An examination of one or more major theological or ethical themes of the New Testament. Particular themes announced in advance. Repeatable. Admission for non-doctoral students by permission of professor.

NTST945 (2–3)
Seminar in Biblical Theology

Major theological themes and thought patterns of the Bible with special attention to such subjects as the unity of the Bible, the relation between the testaments, and biblical authority. Identical to OTST945. Repeatable.

Historical Background and Christian Origin

NTST515 (2–3)
New Testament Backgrounds

The political, cultural, and religious situation in the New Testament world, with an introduction to the major primary sources.

NTST615 (2–3)
New Testament Archaeology

A study of the archaeological evidence that contributes to a better understanding of the political, religious, and cultural context in which the New Testament was written.

NTST626 (2–3)
Seminar in Classical Jewish Literature

Reading in classical religious texts of Judaism. Sources include liturgical, Hellenistic, Rabbinic, and medieval texts. Required languages vary according to the subject matter. Repeatable. Identical to OTST626.

NTST635 (2–3)
Intertestamental Period

The political, cultural, and religious history of the Near East as it relates to the Jews from Alexander the Great to the destruction of Jerusalem.

NTST654 (2–3)
Second Century Christianity

A study of the line of development from the writings and communities of the New Testament to the literature and movements of the post-apostolic period.

NTST680 (2–3)
Greco-Roman World

Aspects of the culture, history, and religion of the Greco-Roman world bearing on New Testament interpretation.

NTST684 (2–3)

Judaism and the New Testament

A study of the Jewish background of the New Testament, including the contemporary history, culture, religion, and literature.

NTST689 (2–3)

Seminar in New Testament Backgrounds and Christian Origins

Particular topics announced in advance. Repeatable. Admission for non-doctoral students by permission of professor.

Languages

NTST551 (2)

Beginning Greek

An introduction to the grammar and syntax of New Testament Greek for students without a working knowledge of the language. Not credited toward the MDiv degree, but must be counted as 3 credits in course load.

NTST552 (3)

Intermediate Greek

Completes the coverage of grammar and syntax and includes extensive reading in the Greek New Testament. Prerequisite: NTST551 or equivalent.

NTST608 (2–3)

Advanced Greek Grammar and Syntax

An intense and rigorous course to give students high proficiency in the Koine Greek of the New Testament and cognate literature. It presupposes a knowledge of vocabulary and paradigms equivalent to that attained by successfully completing NTST552.

NTST618 (2–3)

Syriac

Basic elements of grammar and syntax with a practical vocabulary; attaining proficiency in reading to enable continued independent study; comparisons with Hebrew for a better understanding of biblical Hebrew in its Semitic setting. Repeatable.

NTST665 (2–3)

Coptic

Basic elements of Coptic grammar and syntax, readings in the Coptic New Testament and other Coptic literature.

NTST696 (2–3)

Seminar in Hellenistic Greek

Selected readings in and analysis of various sources such as the Greek New Testament, Septuagint, papyri, Josephus, Philo, Apostolic Fathers, or related texts. Admission for non-doctoral students by permission of professor.

Individual Studies

NTST690 (1–4)

Independent Study

Research on an individual basis dealing with problems in the field of the New Testament. Open only to students who have completed basic courses in New Testament. Repeatable. See general guidelines under Academic Information.

NTST890 (1–8)

Directed Reading in New Testament Studies

Repeatable. May be graded S/U.

OLD TESTAMENT

Seminary N111
(269) 471-2861

Faculty

Richard M. Davidson, *Chair*
Jacques B. Doukhan
Constance E. C. Gane
Roy E. Gane
Jiri Moskala
Kenneth D. Mulzac
Randall W. Younker

Courses

(Credits)

See inside front cover for symbol code.

OTST500 (2-3) *Survey of the Old Testament*

An introductory survey of the history, literature, and backgrounds of the Old Testament for students who have not had such a course on the college level.

OTST515 (2-3) *Introduction to Middle Eastern Languages, Culture and History*

An introduction to the languages and/or culture and history of the Middle East, this course is designed to provide a practical general background for students who plan to conduct work or research on or in selected Middle Eastern countries. Repeatable.

OTST570 (2-3) *Readings in the Old Testament (English)*

Covers selected books/passages of the Old Testament, based primarily on the English text with reference to the Hebrew/Aramaic original, normally offered off campus for the MA Min. students and others who have not taken Hebrew. Not applicable for MDiv credit. Repeatable.

OTST607 (2-3) *Preaching from the Old Testament*

An advanced preaching course focusing on the analysis of the types of Old Testament literature and special themes found in selected passages. Identical to CHMN607.

OTST640 (2-3) *The Old Testament and Its Translations*

A non-technical survey of the text transmission from antiquity to the present. The terminology and particularities of recent Hebrew Bible editions. Examination in various modern translations of Old Testament passages of textual and theological interest.

OTST659 (2-3) *Studies in Old Testament Issues*

A study of selected issues such as the formation of the Old Testament canon, questions of introduction, historicity of Genesis 1-11, Messianism, and Old Testament eschatology. Repeatable.

OTST820 (3) *Textual Criticism*

Detailed comparative textual examination of challenging Old Testament passages involving the ancient versions and Qumran, using both text editions and manuscripts. Repeatable.

Prerequisites: OTST654, OTST660, additional languages as needed. Admission by permission of instructor.

Theology

OTST520 (2-3) *Theology of the Old Testament*

Introduction of Old Testament theology. Distinctive theological concepts of selected books and major theological themes of the whole Old Testament from the perspective of Christian faith.

OTST620 (2-3) *Seminar in Old Testament Theology*

Selected aspects of Old Testament theology, such as the nature and function of Old Testament theology, the method of Old Testament theology, and the development of major theological themes. Repeatable.

OTST627 (2-3) *Jewish Life and Thought*

An introduction to Jewish beliefs and theology, liturgy and festivals, and thinking and philosophy as they illuminate approaches to the Bible and Hebrew customs.

OTST835 (3) *Theology of the Hebrew Scriptures*

The theology of an individual book or block of books in 1 of the 3 divisions of the Hebrew canon: Torah (Pentateuch), Prophets, and Writings. Content announced in advance. Repeatable.

OTST845 (3) *Methodology in Biblical Theology*

The development of biblical theology from the Reformation to the present with special attention to current methodologies.

OTST945 (3) *Seminar in Biblical Theology*

Major theological themes and thought patterns of the Bible with special attention to such subjects as the unity of the Bible, the relation between the Testaments, and Biblical authority. Identical to NTST945.

History and Archaeology

OTST510 (2-3) *Archaeology and the Bible*

The assembling of archaeological and ancient textual material which, interpreted from the philosophical viewpoint of the Bible, emphasizes the accuracy and authenticity of the Scriptures. A study of cultures, customs, languages, and rituals that throw light on the statements of God's Word.

OTST514 (2-3) *Bible Lands and Their Explorations*

Countries of the Bible and archaeological explorations carried out in them during the past 150 years; the geographical setting of Bible history; the background, rise, and progress of biblical archaeology; methods employed by archaeologists in using material excavated and found in the Near East.

OTST604 (2-3) *History of the Ancient Near East*

An introduction to the history of the Ancient Near East up to the time of Alexander the Great. Topics alternate between the history of Egypt and the history of Mesopotamia. Emphasis on the intersection with biblical history. Students may take each topic once.

OTST605 (2–3)
Seminar in Old Testament History
 Individual research on specific problems for advanced students in Old Testament history. Prerequisite: OTST635 or OTST604 or equivalent. Repeatable.

OTST614 (2–3)
Archaeology of Palestine
 An introduction to the principles, methods, and results of archaeological research in Palestine, especially in how they impact biblical studies.

OTST615 (2–3)
Seminar in Archaeology and History of Antiquity
 The archaeology and historical discoveries and problems related to the Old Testament. Repeatable. Prerequisite: OTST510 or 514 or equivalent and OTST614 or equivalent.

OTST630 (1–8)
Archaeological Field Work
 In connection with the Andrews-sponsored archaeological expeditions, qualified students obtain practical training in archaeological field work by assisting in the supervising of excavations, drawing, registering, reading of pottery, and kindred work. Repeatable to 12 credits.

OTST635 (2–3)
History of Israel
 An introduction to the history of Israel in the pre-monarchial, monarchial, and post-monarchial periods.

OTST638 (2–3)
Archaeology in Evangelism
 An introduction to the use of archaeology in evangelistic settings. Field projects are observed and presented by students. Prerequisites: OTST510 or equivalent.

OTST810 (3)
Near Eastern Archaeology
 Covers such periods of antiquity as the Bronze Age, Iron Age, Early Christian period, and Byzantine times. A study of ancient artifacts, architecture, and other mainly non-written materials. Repeatable. Prerequisite: OTST614 or equivalent.

Language and Literature

OTST551 (3)
Biblical Hebrew I
 The fundamentals of biblical Hebrew: a small but practical vocabulary, an understanding of the grammatical structure of the language, and practice in the use of lexicons and commentaries. Aims to provide the minister with a practical study tool.

OTST552 (2–3)
Biblical Hebrew II
 Development of reading ability in narrative portions of the Hebrew Bible for the student who has OTST551 or its equivalent.

OTST612 (2–3)
Ancient Near Eastern Languages
 Basic elements of grammar and syntax, with a practical vocabulary, for one of the following languages: Sumerian, Akkadian, Egyptian, Ugaritic, Hittite, Syriac, and Coptic. Language announced in advance. Prerequisite: OTST552 or its equivalent. Repeatable.

OTST625 (3)
Biblical Hebrew III
 The reading of substantial portions of various types of prose and poetry in the Hebrew Bible, with attention to matters of syntax. Prerequisite: OTST551 and 552 or their equivalent. Repeatable.

OTST654 (2–3)
Biblical Aramaic
 Study of the essentials of grammar and syntax (with some reference to biblical Hebrew) coordinated with reading and analysis of a substantial part of the Aramaic portions of the Bible. Prerequisite: OTST552 or its equivalent.

OTST658 (2–3)
Seminar in Ancient Near Eastern Languages
 A study of Ancient Near Eastern languages and/or texts not offered in other courses. Prerequisite: OTST552 or its equivalent. Repeatable.

OTST660 (2–3)
Readings in the Septuagint
 Reading of selected texts in the Septuagint and learning how to use the apparatus in the standard editions of the Septuagint. Prerequisite: NTST552 and OTST552 or their equivalent.

Hebrew/Aramaic Exegesis

Language prerequisites for courses in this section should be noted carefully.

OTST545 (2–3)
Daniel
 Exegetical study in selected portions of Daniel. Prerequisite: Must have met the intermediate Hebrew requirement.

OTST550 (3)
Prophets/Writings
 Interpretation of the Nevi'im (Prophets, except Daniel) and Ketubim (Writings) and exegetical study in selected portions of their divisions/books. Prerequisite: Must have met the intermediate Hebrew requirement or be enrolled in OTST552. Repeatable.

OTST565 (3)
Pentateuch
 Interpretation of the Torah (Pentateuch) and exegetical study in selected portions of its books (Genesis, Exodus, Leviticus, Numbers, or Deuteronomy). Prerequisite: Must have met the beginning Hebrew requirement or be enrolled in OTST551.

OTST626 (2–3)
Seminar in Classical Jewish Literature
 Readings in classical religious texts of Judaism. Sources include liturgical, Hellenistic, Rabbinic, and Medieval texts. Required languages vary according to the subject matter. Repeatable. Identical to NTST626.

OTST628 (2–3)
Principles and Methods of OT Exegesis
 Introduction to the Masoretic text (Masora, accents, apparatus) and to the various methods and tools of exegesis; provides basic training in applying the exegetical work to selected passages of the Hebrew Bible. Must have met the intermediate Hebrew requirement.

OTST639 (2–3)
Studies in Old Testament Exegesis
 Exegetical studies in selected sections or themes of the Old Testament. Prerequisite: Must have met the intermediate Hebrew requirement. Repeatable.

OTST680 (2–3)
Seminar in Old Testament Exegesis
 Exegesis of selected passages in the Old Testament. Content announced in advance. Repeatable. Prerequisite: Biblical Hebrew III and at least one Hebrew exegesis course with a grade of A.

OTST685 (2–3)
Principles of Hermeneutics
 An examination of hermeneutical presuppositions and formulation of sound principles of biblical interpretation with application to selected texts.

OTST940 (3)
Seminar in Advanced Old Testament Exegesis
 Advanced work on selected passages of the Old Testament; building on the other exegesis courses in Old Testament. Content announced in advance. Repeatable. Prerequisite: A thorough knowledge of basic biblical languages.

Individual Studies

OTST690 (1–3)
Independent Study
 Individual research work on specific problems for students who have completed basic courses in Old Testament. Repeatable. See general guidelines under Academic Information.

OTST890 (1–6)
Directed Reading in Old Testament Studies
 Repeatable. May be graded S/U.

THEOLOGY AND CHRISTIAN PHILOSOPHY

Seminary N311
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 thst@andrews.edu

Faculty

Miroslav M. Kiš, *Chair*
 John T. Baldwin
 Fernando L. Canale
 Jo Ann Davidson
 Denis Fortin
 Martin Hanna

Courses

(Credits)

See inside front cover for symbol code.

Written consent of the professor is required for registration in seminars. Seminars are not substitutes for core requirements.

Systematic Theology

THST520 (2–3)
The Works of God
 An in-depth study of such doctrines as creation, law and covenant, and Sabbath. Can be repeated for credit.

THST521 (3)
Christian Theology I
 Study of the interdisciplinary nature, sources, and methods of theology; the doctrines of God (the Trinity, foreknowledge, predestination), His works (creation, providence, the covenant, law and Sabbath), the Holy Spirit, and human beings (nature, image of God, and sin). For students without a prior degree in Theology.

THST522 (3)
Christian Theology II
 Study of the doctrines of Christ (nature and works of atonement), salvation, the church (marks, ministry, and mission) and eschatology (Adventist, Christ-centered exploration of end-time prophecies and events). For students without a prior degree in Theology.

THST530 (2–3)
Biblical Eschatology
 Adventist approach to a Christ-centered interpretation of the end-time prophecies regarding the judgment, the second coming of Christ, the kingdom of God, and the millennium in the Old and New Testaments on the basis of biblical principles of interpretation.

THST539 (2–3)
Doctrine of the Holy Spirit
 The person and work of the Holy Spirit in the plan of redemption and the divine economy.

THST540 (2–3)
Doctrine of Salvation
 A broad study of the Christian doctrine of Salvation: The author,

object, need, agent, process, and result of salvation. Biblical, historical and systematic considerations are intrinsic to this course. While the Seventh-day Adventist understanding of this doctrine constitutes the central focus of the study, other views are also acknowledged.

THST555 (2–3)
Ecclesiology and the Practice of Ministry
Selected issues in ecclesiology related to the practice of ministry.

THST608 (2–3)
Doctrine of the Sabbath
Significance of the Seventh-day rest in the Old Testament, in the teachings of Christ and the apostles, and in Christian theology.

THST615 (2–3)
Doctrine of the Church
The nature, attributes, marks, and government of the Christian Church. Its relation to Christ, to the Scriptures, and to the Holy Spirit. The ordinances and the ministry.

THST616 (2–3)
Doctrine of God
A study of the nature and attributes of God and His relation to the world. Consideration of divine foreknowledge, predestination, and providence; the Trinity; God as person.

THST618 (2–3)
The Works of Christ
An in-depth study of such doctrines as atonement, salvation, and righteousness by faith. Can be repeated for credit.

THST619 (2–3)
Principles and Methods of Theology
The nature, function, and practice of constructive theological activity. Doing theology: What? Why? How? For advanced students.

THST630 (2–3)
Doctrine of Christ
The unique person of Christ: His pre-existence, virgin birth, and incarnation. The incarnate relation of His divinity and humanity. The meaning and implications of His death.

THST647 (2–3)
Human Nature and Destiny
Origin of humanity, the fall, and sin—its nature and effect. The nature of man, the doctrine of immortality. Man and woman as the image of God.

THST649 (2–3)
Seminar in Theological Issues
Study of issues such as Christology, anthropology, ecclesiology, contemporary theology, and Christian ethics. Repeatable. Available for PhD/ThD, MA, and select MDiv students.

THST940 (3)
Seminar in Systematic Theology
Selected issues in systematic theology. Can be repeated for credit.

Historical Theology

THST510 (3)
Understanding the Christian World
Reaching Roman Catholic, Protestant, Ecumenical, and post-

denominational minds. Addressing the post-modern worldview, as well as other challenges to the task of theology in general, and to the Seventh-day Adventist faith in particular. For students without a prior degree in Theology.

THST624 (2–3)
Protestant Theological Heritage
The most important positions of the great shapers of the Protestant tradition from the earliest times to the present.

THST625 (2–3)
Early Christian Theology
Study of the doctrinal development of the Church from the close of the apostolic age to Augustine in such themes as heresy, ethics, salvation, authority, and ecclesiology.

THST626 (2–3)
Modern Christian Theology
Study of the major doctrinal trends of the Church from Anselm to Wesley. Particular attention given to such themes as atonement, salvation, ecclesiology, and eschatology.

THST627 (2–3)
Roman Catholic Life & Thought
An introduction to Roman Catholic theology. Attention given to major doctrinal formulations, dogmas, and practices from the patristic period to the present in dialogue with Scripture.

THST628 (2–3)
Contemporary Theology
Study of major trends in 19th- and 20th-century theology, including liberalism and neo-orthodoxy, and such shapers of religious thought as Schleiermacher, Barth, and Bultmann viewed over the rise and development of Adventist theology.

THST629 (2–3)
Interchurch Dialogue
Analytical and critical study of the development, structures, problems, and theological implications of ecumenical and post-denominational movements. Evaluation and response from a Seventh-day Adventist perspective.

THST656 (2–3)
Seminar in Historical Theology
Development of theological tradition, movement, doctrine, or theme throughout the history of Judeo-Christian thought. Repeatable. Available for PhD/ThD, MA, and select MDiv students.

THST809 (3)
The Theology of Ellen G. White
Analytical study of major theological themes in the writings of E. G. White and their influence on Adventist theology. Repeatable.

THST830 (3)
Methods in Historical Theology
An orientation of a theological tradition, movement, doctrine, or theme throughout the history of Judeo-Christian thought. Repeatable.

THST964 (3)
Seminar in Historical Theology
Study of selected doctrinal and historical issues and systems. Repeatable.

Philosophy and Ethics**THST550 (2–3)*****Principles of Christian Ethics***

Study of the basic moral guidelines and ethical principles contained in the Bible. Application of these guidelines and principles to contemporary moral issues of special interest for Seventh-day Adventists.

THST600 (2–3)***Christian Personal Ethics***

An application of Christian moral teachings to various personal issues and dilemmas with special emphasis on the moral habits and Christian character.

THST634 (2–3)***Christian Social Ethics***

An exploration of selected issues currently confronting the church, such as ethnic relations, the role of women, nationalism and liberation theology, poverty and hunger, and relations with civil governments.

THST643 (2–3)***Christian Professional Ethics***

An inquiry into the field of professional relations, dilemmas, and decision making within the context of Christian ethics. Emphasis on the identity, activity, and influence (witness) of a Christian professional, primarily in the caring professions. Identical to CHMN643.

THST644 (2–3)***Theological Ethics***

Discussion and application of biblical teachings and normative models to decision making and standards of Christian behavior in the context of praxis of ministry. THST550 strongly recommended (expected for MDiv students) prior to this course.

THST659 (2–3)***Seminar in Philosophy, Theology, and Ethics***

The interrelation between philosophical, theological, and ethical thought-forms and issues considered in the light of the biblical perspective. Available for PhD/ThD, MA, and select MDiv students.

THST660 (2–3)***Church and Society***

Interdisciplinary analysis of the interrelatedness of church, its theology and task with the society as potential recipient of the Gospel; examination of structures and dynamics in church and society from biblical, theological, ethical, and sociological perspectives; formulation of a biblical word view vis-a-vis modern philosophies and ideologies.

THST667 (2–3)***Postmodernism and the Church***

A critical study of the nature and ideological origins of the postmodern mind as it relates to both the theology and the mission of the Seventh-day Adventist Church.

THST676 (2–3)***History of Philosophy***

An overview of classical, medieval, modern, and contemporary philosophy: an introduction to key figures such as Plato, Aristotle, Augustine, Thomas Aquinas, Descartes, Hume, and Kant; and a survey of recent developments such as process, existentialist, and analytical philosophy.

THST678 (2–3)***Science and Religion***

The relation of scientific information and theory to Christian doctrines; theories of origin, geologic time, uniformity, and organic evolution as developed in the fields of historical geology and biology.

THST814 (3)***Seminar in Philosophy, Theology and Ethics***

The interrelation between philosophical, theological and ethical thought-forms and issues considered in the light of the biblical perspective. Available for PhD/ThD, MA, and select MDiv students.

THST935 (3)***Seminar in Philosophical Theology*****THST966 (3)*****Seminar in Ethics***

Selected issues in ethics from a Christian perspective. Repeatable.

Individual Studies**THST690 (1–3)*****Independent Study***

Restricted to advanced students. Selected problems in the field of theology. See general guidelines under Academic Information.

THST890 (1–6)***Directed Reading in Systematic Theology***

Repeatable. May be graded S/U.

THST895 (1–6)***Directed Reading in Historical Theology***

Repeatable. May be graded S/U.

THST896 (1–6)***Directed Reading in Christian Ethics***

Repeatable. May be graded S/U.

WORLD MISSION

Seminary S203
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Faculty

Bruce L. Bauer, *Chair*
Cheryl Doss
Gorden Doss
Wagner Kuhn
Rudolf Maier
Lester P. Merklin, Jr.

Courses (Credits)

See inside front cover for symbol code.

MSSN525 (2-3)

Mission to the World

A broad introduction to Christian world missions. Includes aspects of mission history, the theological foundations of mission, inter-cultural perspectives of mission service, contemporary theoretical thought about missions, and basic relationships to other faiths. Required of all MDiv students.

MSSN530 (2-3)

Theology and Witness for Other Faiths

Fosters an understanding of and an approach to other faiths as found in North America. Includes Buddhism, Hinduism, Islam, New Age, Bahai, etc. Prerequisite: MSSN525.

MSSN535 (2-3)

Applied Missiology for Pastors

Uses the insights of missiology and the social sciences for the analysis of congregations and society. Forms the base for informed witness and cultural and ethnic understanding and cooperation. Prerequisite: MSSN525. Required for all MDiv students.

MSSN584 (2-4)

Preparation for Mission Service

A general orientation for missionary candidates that aims to (1) create an awareness of the actual missionary situation today; (2) prepare mission appointees to meet this situation; and (3) shape attitudes that are indispensable to a fruitful mission service.

MSSN610 (2-3)

Theology of Mission

The biblical foundation of mission—its essence, goals, motives, and the role of the church in mission.

MSSN615 (2-3)

Anthropology for Mission and Ministry

The fundamentals of culture, social structure, group organization, and social change studied as a basis for intercultural understanding and communication. Attention given to issues which constitute challenges and opportunities to cross-cultural workers.

MSSN618 (2-4)

International Urban Mission

Explores the nature of cities worldwide, noting their history,

development, and relationship to the mission of God and the church. Students are exposed to various ministries.

MSSN627 (2-3)

Development, Community, and Ministry

A study of biblical models, historical examples, and development paradigms illustrating ways that Christian mission has been involved in social change.

MSSN630 (2-3)

Cross-Cultural Leadership Development

A study of leadership emergence, selection, and training in missionary churches with particular attention paid to strategic issues of various training models and the relationship between formal, informal, and non-formal leadership development. Identical to CHMN630.

MSSN635 (2-3)

Contemporary Issues in Mission

Current issues in mission and the way they affect the church's outreach in the world. Repeatable.

MSSN650 (2-3)

Introduction to a World Religion

An introduction to the history, beliefs, writings, personalities and current developments in religions such as Islam, Judaism, Hinduism and Buddhism. Repeatable.

MSSN660 (2-3)

Witnessing to People of Another Religion

Development and evaluation of various forms of Christian witness among the peoples of other religions such as Muslims, Jews, Hindus, and Buddhists. Repeatable.

MSSN676 (2-3)

History of Christian Mission

History of the expansion of the Christian church, from the first century until the present. At the discretion of the Department of Church History, this course may fulfill a Church History elective requirement.

MSSN685 (2-3)

Strategies for World Mission

A concentrated study of mission theory and strategy, cultural perspectives of mission service, and basic principles of church growth.

Individual and Seminar Studies

MSSN690 (1-3)

Independent Study

Individual research on a selected problem in the theory, history, or practice of mission. See general guidelines under Academic Information.

MSSN826 (3)

Seminar in Theology of Mission

MSSN827 (3)

Seminar in History of Mission

MSSN828 (3)

Seminar in Social Sciences and Mission

MSSN829 (3)
Seminar in Other Religions

MSSN830 (3)
Seminar in Strategies and Development in Mission

MSSN890 (2-12)
Directed Reading in Mission Studies
Repeatable. May be graded S/U.

UNIVERSITY PERSONNEL

Presidents, 1874–Present

Battle Creek College, 1874–1901

Sidney Brownsberger	1874–1881
Alexander McLearn	1881–1882
Willcott H. Littlejohn	1883–1885
William W. Prescott	1885–1894
George W. Caviness	1894–1897
Edward A. Sutherland	1897–1901

Emmanuel Missionary College, 1901–1959

Edward A. Sutherland	1901–1904
Nelson W. Kauble	1904–1908
Otto J. Graf	1908–1917
Clement L. Benson	1917–1918
Frederick Griggs	1918–1924
Guy F. Wolfkill	1924–1930
Lynn H. Wood	1930–1934
Thomas W. Steen	1934–1937
Henry J. Klooster	1937–1943
Alvin W. Johnson	1943–1950
Percy W. Christian	1950–1955
Floyd O. Rittenhouse	1955–1960

Advanced Bible School, 1934–1937

Milton E. Kern, Dean	1934–1937
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Seventh-day Adventist Theological Seminary, 1937–1957

Milton E. Kern	1937–1943
Denton E. Rebok	1943–1951
V. E. Hendershot	1951–1952
Ernest D. Dick	1952–1957

Potomac University, 1957–1960

Ernest D. Dick	1957–1959
Floyd O. Rittenhouse	1959–1960

Andrews University, 1960–

Floyd O. Rittenhouse	1960–1963
Richard Hammill	1963–1976
Joseph G. Smoot	1976–1983
W. Richard Leshner	1984–1994
Niels-Erik A. Andreasen	1994–

Members of the Andrews University Board of Trustees

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Slikkers, Paul A. Stokstad, Gary Thurber, Max A. Trevino, Dale E.
 Twomley, Lynne K. Waihee, Bertil Wiklander, E. Edward Zinke
Advisors: Lowell Cooper, Daniel Jackson, Donald King, Thomas
 J. Mostert, Jr., Gordon L. Retzer, Charles Sandefur

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(As of March 22, 2007)

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 Knoll, Catherine Lang Titus, Michael Lawson, Raymond Mayor,
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 Waern, Dana Wales, Rebekah Wang Cheng, Donald Weaver, John
 Wuchenich, Richard Yukl, Edward Zinke

University Administration

(As of March 22, 2007)

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 Frances Faehner, MA, Vice President for Student Services
 Barbara K. Friesen, PhD, Assistant in Administration
 Emilio Garcia-Marenko, EdD, Registrar; Associate Vice-President
 for Academic Administration
 Brent G. T. Geraty, JD, General Counsel
 Heather J. Knight, PhD, Provost
 Glenn A. Meekma, BS, CPA, Contoller
 Stephen Payne, BA, Vice President for Enrollment Management
 Larry Schalk, MBA, Vice President for Financial Administration
 Aimee Vitangcol, MBA, Assistant Registrar
 Ronald Whitehead, MA, Assistant to the President for Spiritual
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Academic Deans and Directors

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 Denis Fortin, PhD, Dean, SDA Theological Seminary
 Lyndon G. Furst, EdD, Dean, School of Graduate Studies
 James R. Jeffery, PhD, Dean, School of Education
 R. Clifford Jones, PhD, Associate Dean, SDA Theological Seminary
 Ronald A. Knott, BA, Director of the University Press
 Sunimal Kulasekera, PhD, Principal, Ruth Murdoch Elementary
 School
 Keith E. Mattingly, PhD, Dean, College of Arts and Sciences
 Donald L. May, MA, Director of General Education and Student
 Retention; Assistant Dean, College of Arts and Sciences
 Lawrence W. Onsager, ML, MA, Dean of Libraries
 Allen F. Stembridge, EdD, Dean, School of Business

John F. Stout, PhD, Dean, Scholarly Research
 Charles H. Tidwell, Jr., PhD, Director, Affiliation and Extension Programs
 Alice C. Williams, PhD, Director of University Assessment;
 Assistant Dean for Graduate Programs, College of Arts and Sciences

Administrative Directors

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 Elynda Bedney, MSA, Director of Student Financial Services
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 Spencer Carter, MA, Director of the Men's Residence Halls
 Bennett D. Chilson, MS, RD, Director of Food Services
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 Loren B. Hamel, MD, Director of Medical Services
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 Nadine A. Nelson, MBA, Director of Strategic Marketing
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 Tari Popp, BS, Director of Planned Giving and Trust Services
 Richard L. Scott, BA, Director of Facilities Management
 Sharyl R. Turon, BBA, Director of Financial Records
 Carletta J. Witzel, MA, Director of Student Success

Managers of Service Departments and Auxiliary Enterprises

Martin D. Bradfield, BBA, Manager of Transportation Services
 Thomas N. Chittick, EdD, Manager of Farm and Dairy
 Rodrick Church, BS, Manager of Lithotech
 Sharon J. Dudgeon, MMus, Manager of WAUS
 Dan Hansen, BBA, Manager of Custodial and Plant Services
 Beverly K. Jenkins, MA, Manager of Bookstore
 Alfredo Ruiz, MA/MDiv, Director of University Apartment Life

Administrators Emeriti

Dyre Dyresen, MA, Director of Admissions and Records, Emeritus
 Merlene A. Ogden, PhD, Dean and Professor of English, Emerita
 Gottfried Oosterwal, DLitt, Director of the Center for Intercultural Relations, Emeritus
 Werner K. Vyhmeister, PhD, Dean of the SDA Theological Seminary and Professor of Mission, Emeritus

Alumni Association Officers

Members

Michael Lawson, Class of '87, President, Ada, MI
 Tami Condon, Class of '91, Executive Secretary, Berrien Springs, MI
 Julian Anderson-Martin, Class of '96 & '01, Niles, MI
 Michele Bunker, Class of '87, Berrien Springs, MI
 Debbie Busch, Class of '92, Eau Claire, MI
 Dan Hansen, Staff, Berrien Springs, MI
 Ronald Herr, Class of '72, Berrien Center, MI
 Gennelia Laluna, Class of '92, St. Joseph, MI
 Nadine Nelson, Class of '99 & '01, Berrien Springs, MI
 Birgit Trubey, Class of '90, Berrien Springs, MI
 Guillermo Magana, Student Representative, AUSA President

Ex-Officio Members

Niels-Erik A. Andreasen, President of Andrews University
 David A. Faehner, Vice President for University Advancement
 Ivan Davis, *FOCUS* Editor
 Rebecca May, Director of University Relations
 2007–08 Graduate Student Association President
 2007–08 Undergraduate Senior Class President

Alumni Representatives, University Board of Trustees

Margaret McFarland, Class of '71
 Lynne Waihee, Class of '68

Recipients of Andrews University Faculty Awards for Excellence in Teaching

1976–77—Bill Chobotar, Patricia M. Silver
 1977–78—Merlene A. Ogden, M. Lillian Moore
 1978–79—Daniel A. Augsburger, Ivan L. Warden
 1979–80—Robert R. Ludeman, F. Estella Greig
 1980–81—Ruth R. Murdoch, Malcolm B. Russell
 1981–82—Robert A. Wilkins, Leonard K. Gashugi
 1982–83—Carl Coffman, Jr, Neville H. Clouten
 1983–84—Asa C. Thoresen, Des Cummings, Jr.
 1984–85—Lawrence T. Geraty, Robert U. Kalua
 1985–86—C. Warren Becker, Øystein S. LaBianca
 1986–87—Ivan T. Blazen, Janice Y. Watson
 1987–88—William W. Davidson, Duane C. McBride
 1988–89—Ralph M. Scorpio, Bruce A. Closser
 1989–90—Dwain L. Ford, Meredith J. Jones
 1990–91—Øystein S. LaBianca, Georgina P. Hill
 1991–92—Stanley M. Bell, Leonard K. Gashugi, A. Josef Greig, F. Estella Greig, William E. Richardson, Russell L. Staples, John B. Youngberg
 1992–93—Paul S. Brantley, Arthur N. Brown
 1993–94—Dennis W. Woodland, Edwin I. Hernandez
 1994–95—James L. Hayward, Annetta M. Gibson
 1995–96—Kenneth E. Thomas, Carole L. Kilcher
 1996–97—Jon L. Dybdahl, James A. Tucker
 1997–98—Richard M. Davidson, Beverly J. Matiko
 1998–99—Curtis J. VanderWaal, Katherine A. Koudele
 1999–00—David A. Steen, April R. Summitt
 2000–01—Bill Chobotar, Stephen P. Zork
 2001–02—Shelley Bradfield, James L. Hayward

Recipients of The Daniel A. Augsburger Excellence in Teaching Award

(Teaching award name changed in 2002–03 school year)

2002–03—Ranko Stefanovic (CAS), Sharon Prest (COT), Phillip H. Bess (ARCH), David A. Vlosak (SBA), Candice C. Hollingshead (SED), George R. Knight (SEM)
 2003–04—Kathleen A. Berglund (CAS), Delyse E. Steyn (CAS), Laun L. Reinholtz (COT), Thomas B. Lowing (ARCH), Mary Ann Hofmann (SBA), Hinsdale Bernard (SED), Jon K. Paulien (SEM)
 2004–05—Mickey D. Kutzner (CAS), Delmer I. Davis (CAS), Gary A. Marsh (COT), Kristin S. von Maur (ARCH), Robert C. Schwab (SBA), Frederick A. Kosinski (SED), Roy E. Gane (SEM)
 2005–06—L. Monique Pittman (CAS), Shandelle M. Henson (CAS), Ronald L. Johnson (COT), Andrew C. von Maur (ARCH), Betty Lou S. Gibson (SBA), Jimmy Kijai (SED), Denis Fortin (SEM)

2006–07—Arlene M. Saliba (CAS), Janice F. Wrenn (CAS), Stanley H. Beikmann (COT), Rhonda G. Root (ARCH), Leonard K. Gashugi (SBA), Shirley A. Freed (SED), Jacques B. Doukhan (SEM)

Recipients of Andrews University Faculty Awards for Excellence in Research and Creative Activity

1991–92—Gregory J. Constantine, Donna Habenicht, Gerhard Hasel, Gary Land, Margarita Mattingly, Duane McBride, Raymond Paden, Abraham Terian
1992–93—Gordon Atkins, Roger Dudley, Edwin Hernandez, Mickey Kutzner, Jonathan Paulien, Brian Strayer

1993–94—Bill Chobotar, Gregory J. Constantine, Jacques Doukhan, Lyndon Furst, George Knight
1994–95—Roger Dudley, Shirley Freed, Scott Moncrieff, William Proulx, Jim Wolfer
1995–96—Gregory J. Constantine, George Knight, Margarita Mattingly, Janet Mulcare, John Stout
1996–97—Philip Bess, Mickey Kutzner, Jonathan Paulien, Douglas Singh, James Tucker
1997–98—Paul Brantley, Russell Burrill, Larry Richards
1998–99—Gordon J. Atkins, Lenore S. Brantley, Gregory J. Constantine, George R. Knight, P. David Merling
1999–2000—Shirley A. Freed, Mickey D. Kutzner, Janet A. Mulcare, Jon K. Paulien, Carla L. Trynchuk
2000–01—Philip H. Bess, Gary W. Burdick, Roger L. Dudley, Gary G. Land, Jiri Moskala
2001–07—No awards given these years.

2007–08 FACULTY (as of March 22, 2007)

COLLEGE OF ARTS & SCIENCES

Emeriti

Luanne J. Bauer, PhD	Professor of Communication, Emerita
Fonda L. Chaffee, PhD	Professor of Food Service Administration, Emerita
Gregory J. Constantine, MFA	Research Professor of Art and Artist-in-Residence, Emeritus
Wilma S. Darby, MSW	Associate Professor of Social Work, Emerita
Delmer I. Davis, PhD	Professor of English, Emeritus
Edith C. Davis, MA	Assistant Professor of Education, Emerita
Elly H. Economou, DresScRel	Professor of Religion, Emerita
Robert C. Fadeley, MEd	Associate Professor of Psychology, Emeritus
Dwain L. Ford, PhD	Professor of Chemistry, Emeritus
Kenneth L. Franz, MA	Associate Professor of Developmental and General Mathematics, Emeritus
A. Josef Greig, PhD	Professor of Philosophy, Emeritus
C. William Habenicht, MPH	Professor of Physical Therapy, Emeritus
Zerita J. Hagerman, DNSc	Professor of Nursing, Emerita
Paul E. Hamel, DMusEd	Professor of Music, Emeritus
Bonnie Jean Hannah, MA	Professor of Business Education, Emerita
Leonard N. Hare, PhD	Professor of Biology, Emeritus
Theodore R. Hatcher, PhD	Professor of Mathematics, Emeritus
Harold E. Heidtke, MA	Professor of Biology, Emeritus
Ingrid C. Johnson, MA	Professor of Physical Education, Emerita
Robert Kingman, PhD	Professor of Physics, Emeritus
Robert C. Kistler, PhD	Professor of Sociology, Emeritus
Wolfgang F. P. Kunze	Professor of German, Emeritus
Bruce E. Lee, DSc	Professor of Physics, Emeritus
Martha K. Lorenz, PhD	Professor of Home Economics, Emerita
Merlene A. Ogden, PhD	Dean & Professor of English, Emerita
Donald H. Rhoads, PhD	Associate Professor of Mathematics, Emeritus
William E. Richardson	Professor of Religion and Dean, College of Arts and Sciences, Emeritus
S. Clark Rowland, PhD	Professor of Physics, Emeritus
Richard W. Schwarz, PhD	Professor of History, Emeritus
Roger C. Smith, PhD	Professor of Social Work, Emeritus
Edward J. Specht, PhD	Professor of Mathematics, Emeritus
Morris L. Taylor, DMusA	Professor of Music, Emeritus
Rilla D. Taylor, MSN	Professor of Nursing, Emerita
Constance H. Tiffany, PhD	Professor of Nursing, Emerita
S. Douglas Waterhouse, PhD	Professor of Religion, Emeritus
Robert A. Wilkins, PhD	Professor of Chemistry, Emeritus

Figures at the right margin indicate (1) beginning date of employment and (2) date of appointment to the College of Arts and Sciences.

Regular Faculty

Ruth D. Abbott, Associate Professor of Nursing	1991
BS, Wayne State University; MS, University of Alabama, Birmingham; PhD, Andrews University	
Sallie J. Alger, Assistant Professor of Library Science	2003
BS, MS, Andrews University; MLS, Indiana University	

Karen A. Allen, Professor of Nursing	1998
BSN, MSN, Andrews University; PhD, University of Illinois	
David E. Alonso, Associate Professor of Chemistry	1992
BS, Andrews University; PhD, University of Notre Dame	
Gordon J. Atkins, Professor of Biology	1989
BSc, MS, Andrews University; PhD, McGill University	
Karl G. D. Bailey, Assistant Professor of Psychology	2004
BSc, Andrews University; MA, PhD, Michigan State University	
John C. Banks, Professor of Physical Therapy	1983
BA, MA, Andrews University; PhD, Loma Linda University	
John M. Berecz, Professor of Psychology	1971
BA, Columbia Union College; MA, The American University; PhD, Indiana University	
Kathleen A. Berglund, Director of Post Professional Physical Therapy Program and Associate Professor of Physical Therapy	1994
BS, MA, University of North Carolina	
Jeanette W. Bryson, Assistant Professor of English	2001
BS, Pacific Union College; MA, San Diego State University	
Gary W. Burdick, Research Professor of Physics	1999
BS, Southern Adventist University; PhD, The University of Texas at Austin	
Lael O. Caesar, Professor of Religion	1996
BTh, Caribbean Union College; MA, Andrews University; MA, PhD University of Wisconsin, Madison	
Lena G. Caesar, Assistant Professor of Speech-Language Pathology and Audiology	1996
BS, Andrews University; MS, University of Wisconsin, Madison	
EdD, Western Michigan University	
Keith G. Calkins, Lecturer of Mathematics	1978, 1993
BS, MS, MS, MAT, Andrews University	
MS, PhD, University of Notre Dame	
John Carlos, Jr., Professor of Physical Therapy	1995
BS, Loma Linda University; MS Boston University; PhD, Florida State University	
Nancy A. Carter, Assistant Professor of Nursing	1983-91, 1993
BS, Andrews University; MSc, University of Michigan	
Bennett D. Chilson, Assistant Professor of Dietetics	1981
BS, Union College; MS, University of Nebraska; RD	
Bill Chobotar, Professor of Biology	1968
BA, MA, Walla Walla College; PhD, Utah State University	
Bruce A. Closser, Associate Professor of English	1978
BA, Southern Adventist University; MA, Andrews University; PhD, University of Pennsylvania	
Kimberly W. Coleman, Associate Professor of Physical Therapy	2006
BS, MS, Andrews University	
Winston J. Craig, Professor of Nutrition	1987
BSc, Honors, University of Newcastle; MPH, Loma Linda University; PhD, University of Queensland; RD	
Brynja K. Davis, Assistant Professor of Speech Pathology	2006
BS, Andrews University; MS, Loma Linda University	
D. Ivan Davis, Assistant Professor of English	1997
BA, BS, Atlantic Union College; MA, Andrews University; PhD, Ball State University	
Oliver J. Davis, Assistant Professor of Social Work	2002
BSW, Oakwood College; MSW, Ohio State University	
Kathleen M. Demsky, Assistant Professor in Library Science	1995
BA, MLS, Indiana University at Bloomington	

- Lilianne U. Doukhan, Associate Professor of Music and French 1992
MA, University of Strasbourg; MA, Andrews University; PhD, Michigan State University
- Daniel J. Drazen, Assistant Professor of Library Science 1992
BA, Andrews University; MA, Rosary College
- Dawn L. Dulhunty, Instructor of International Development 2001
BN, Monash University, Melbourne; MSA, Andrews University
- Stefanie P. Elkins, Assistant Professor of Art History 2005
BA, Andrews University; MA, Georgia State University
- Carlos A. Flores, Professor of Music 1998
BM, MM, Andrews University; PhD, University of North Texas
- James B. Ford, Associate Professor of Library Science 1991
BA, Andrews University; MLS, MA, University of Maryland
- Barbara K. Friesen, Associate Professor of Physical Education 1972
BS, Southern Adventist University; MS, University of Colorado; PhD, University of Utah
- Sarah Fusté, Instructor of French 2002
BA, MAT, Andrews University
- John T. Gavin, Assistant Professor of Social Work 2004
Associate Director of Social Work Program for Columbia Union College Off-campus Site
BSW, Walla Walla College; MSW, Catholic University of America
- Brent G. T. Geraty, Assistant Professor of Legal Studies 2001
BA, Atlantic Union College; MA, Andrews University; JD, Yale University
- Claudio M. Gonzalez, Assistant Professor of Music 2004
DMA, MMP, Michigan State University; ARCM, The Royal College of Music, London
- H. Thomas Goodwin, Professor of Paleobiology 1994
BA, Southern Adventist University; MA, Loma Linda University; PhD, University of Kansas
- Gary R. Gray, Assistant Professor of English 1990
BA, Atlantic Union College; MDiv, Andrews University; MA, University of Massachusetts, Boston
- F. Estella Greig, Professor of English 1973
BA, Union College; MA, Andrews University; PhD, Georgetown University
- Henrietta H. Hanna, Assistant Professor of Nursing 2004
BA, Northern Caribbean University; MS, Andrews University
PhD, Barry University
- Steven L. Hansen, Professor of Art 1987
BFA, Andrews University; MFA, University of Notre Dame
- Pamela M. Harris, Professor of Communication 2004
BA, Southern College; MLS, George Peabody College of Vanderbilt University; PhD, University of Tennessee
- James L. Hayward, Research Professor of Biology 1986
BS, Walla Walla College; MA, Andrews University; PhD, Washington State University
- Herbert W. Helm Jr., Professor of Psychology 1987
BS, BA, MA, MAT, Andrews University; PhD, University of Southern Mississippi
- Bernard Helms, Assistant Professor of Library Science 2006
BS, Walla Walla College; MIS, Andrews University; MLS, Indiana University
- Cynthia Mae Helms, Associate Professor of Library Science 1987
BS, Philippine Union College; MLS, University of the Philippines
- Shandelle M. Henson, Professor of Mathematics 2001
BS, Southern Adventist University; MA, Duke University; PhD, University of Tennessee
- Magaly R. Hernandez, Assistant Professor of Nutrition 1992–96, 2002
BS, Andrews University; MPH, Loma Linda University; RD
- Dwight E. Huslin, Assistant Professor of Nursing 2006
AS, Olive-Harvey College; BS, Chicago State University; MS, Governors State University
- Ante Jeroncic, Assistant Professor of Theology 2006
BA, Andrews University; MA, Stellenbosch University, South Africa
- Ann-Marie Jones, Assistant Professor of Social Work 2006
BS, Oakwood College; MSW, University of Central Florida
- Douglas A. Jones, Professor of English and Teaching and Learning 1980–1995, 2002
BA, Walla Walla College; MA, Andrews University; PhD, Michigan State University
- Meredith Jones Gray, Professor of English 1982
BA, MA, Andrews University; PhD, University of Michigan
- Joon Hyuk Kang, Associate Professor of Mathematics 2000
BA, Sung Kyun Kwan University; PhD, Michigan State University
- Marcia A. Kilsby, Associate Professor of Clinical Laboratory Sciences 1984
BS, MS, PhD, Andrews University; MT(ASCP)SBB, CLS(NCA)
- Heather J. Knight, Professor of English; Provost 2006
BA, Oakwood College; MA, Loma Linda University; PhD, Stanford University
- Mickey D. Kutzner, Research Professor of Physics 1989
BS, Loma Linda University; MS, University of California at Los Angeles; PhD, University of Virginia
- Øystein S. LaBianca, Professor of Anthropology 1980
BA, Andrews University; MA, Loma Linda University; PhD, Brandeis University
- Gary G. Land, Professor of History 1970
BA, Pacific Union College; MA, PhD, University of California, Santa Barbara
- Julia S. Lindsay, Assistant Professor of Music 1988
BS, Columbia Union College; MMus, Andrews University
- Kenneth D. Logan, Associate Professor of Music 1996
BMus, MMus, Andrews University; AMusD, University of Michigan
- Linda J. Mack, Associate Professor of Library Science 1987
BMus, MMus, Andrews University; MLS, Brigham Young University
- Brian Manley, Assistant Professor of Art 2006
BFA, Andrews University; MFA, Western Michigan University
- John J. Markovic, Associate Professor of History 1990
BA, Andrews University; MA, PhD, Bowling Green State University
- Tami K. Martinez, Instructor of Communication 2004
AS, BA, Andrews University
- Robert N. Mason, Assistant Professor of Art 1999
BFA, Andrews University; MFA, University of Notre Dame
- Lauren R. Matacio, Associate Professor of Instructional Library Science 1991
BA, MA, Andrews University; MLS, Western Michigan University
- Beverly J. Matiko, Associate Professor of Communication and English 1992
BA, MA, Andrews University; PhD, University of Alberta
- Lionel N. A. Matthews, Associate Professor of Sociology 1996
BSocSc, University of Guyana; MSc, Indiana State University; PhD, Wayne State University

Keith E. Mattingly, Professor of Old Testament BA, MDiv, PhD, Andrews University	1984	Lawrence W. Onsager, Associate Professor of Library Science	2001
Margarita C. K. Mattingly, Professor of Physics BA, Andrews University; MA, University of Arkansas; PhD, University of Notre Dame	1979	BS, University of Wisconsin; ML, University of Washington; MA, Loma Linda University	
David N. Mbugu, Associate Professor of Biology BS, Andrews University (UEAB campus); MS, Andrews University; PhD, University of California Riverside	2001	Ruben A. Perez-Schulz, Instructor of Spanish BA, Universidad de La Frontera, Chile MEd, University of Lethbridge, Canada	2006
Duane C. McBride, Research Professor of Sociology BA, Andrews University; MA, University of Maryland; PhD, University of Kentucky	1986	Shelly J. Perry, Associate Professor of Social Work BSW, Loma Linda University; MSW, State University of New York	1996
Albert W. McMullen, Associate Professor of Clinical Laboratory Sciences BA, Columbia Union College; MA, Walla Walla College; MT(ASCP)	1989	Wayne L. Perry, Associate Professor of Physical Therapy BS, Loma Linda University; MBA, California State University; PhD, Andrews University	1994
Getahun P. Merga, Associate Professor of Chemistry BSc, Addis Ababa University MSc, PhD, University of Pune, India	2002	L. Monique Pittman, Assistant Professor of English BA, Andrews University; MA, College of William and Mary; PhD, Purdue University	1999
A. Lynn Millar, Professor of Physical Therapy BS, University of Utah; MS, PhD, Arizona State University; MSPT, Andrews University	1992	Melchizedek M. Ponniah, Assistant Professor of Communication BLA, Spicer Memorial College; MA, PhD, Andrews University	2003
Alan F. Mitchell, Assistant Professor of Music BA, MA, California State University;	1987	Peter Pribis, Assistant Professor of Nutrition & Wellness MD, Charles University, School of Medicine, Prague; DPH, Loma Linda University	2004
Scott E. Moncrieff, Professor of English BA, Pacific Union College; MA, Andrews University; PhD, University of California (Riverside)	1988	Derrick L. Proctor, Professor of Psychology BA, Columbia Union College; MA, American University; PhD, Purdue University	1969
Robert C. Moore, Professor of Mathematics BA, Southern Adventist University; MS, University of North Carolina; EdD, University of Georgia	2006	Darah J. Regal, Assistant Professor of Audiology BS, Andrews University; MA, Ball State University AuD, Arizona School of Health Sciences	2000
Ruben Munoz-Larrondo, Assistant Professor of Biblical Studies BT, Universidad Adventista de las Antillas, Mayaguez; MA, Northern Baptist Theological Seminary; MDiv, Andrews University	2006	Karen A. Reiner, Associate Professor of Clinical Laboratory Science BS, Columbia Union College; MS, Andrews University; MT(ASCP)	2004
Desmond H. Murray, Assistant Professor of Chemistry BS, Andrews University; PhD, Wayne State University	1994	Terry D. Robertson, Associate Professor of Library Science; Seminary Librarian BA, MA, Andrews University; MLS, Indiana University	1999
Marlene N. Murray, Assistant Professor of Biology BS, Oakwood College; MS, PhD, Wayne State University	2001	Glenn E. Russell, Assistant Professor of Religion BA, Columbia Union College; MDiv, Andrews University	1985, 2000
Susan E. Murray, Assistant Professor of Social Work and Family Studies BS, Atlantic Union College; MA, Andrews University	1981–91, 1996	Jane Sabes, Professor of Political Science BS, Columbia Union College; MPH, Loma Linda University; MPA, University of Wyoming; PhD, Auburn University	1999
G. William Mutch, Professor of Chemistry BS, Andrews University; PhD, University of California, Davis	1973	Arlene M. Saliba, Assistant Professor of Nursing BS, MS, Andrews University	1993
Patricia B. Mutch, Professor of Nutrition BA, Andrews University; PhD, University of California, Davis	1972	Brian Kirk Schafer, Instructor of Nutrition and Wellness BS, MS, Andrews University	2005
Pedro A. Navia, Associate Professor of Spanish BA, Antillian College; MA, Andrews University; MA, University of Notre Dame; PhD, University of Puerto Rico	1996	Gisela E. Schmidt, Assistant Professor of Nursing RN, River Plate Adventist University; BSN, University of Rosario; MS, River Plate Adventist University	2004
D. David Nowack, Professor of Biochemistry BA, Union College; MS, PhD, Purdue University	1979–84, 1998	Richard D. Show, Associate Professor of Clinical Laboratory Science BS, MS, Andrews University; MT(ASCP)SC, DLM	1988
Elizabeth T. Oakley, Associate Professor of Physical Therapy BS, MSPT, Andrews University; DHSc, University of St. Augustine	1994	Cynthia C. Small, Assistant Professor of Nursing BSN, Andrews University; MSN, Michigan State University	1997
Yun Myung Oh, Associate Professor of Mathematics BS, MS, Ewha Womens University; PhD, Michigan State University	2006	Erling B. Snorrason, Assistant Professor of Religious Education BA, Newbold College; MA, PhD, Andrews University	1996
Lee E. Olson, Associate Professor of Physical Therapy DC, Western States Chiropractic College MPT, Andrews University	2002	Steve Sowder, Assistant Professor of Library Science BS, Southern Adventist University; MS, University of North Texas (Holds joint appointment in the School of Business)	1998
		Dianne L. Staples, Associate Professor of English BA, MAT, Andrews University; MA, University of Arizona	1976–81, 1997
		David A. Steen, Professor of Biology BA, Southern Adventist University; MA, PhD, Loma Linda University	1986

Ranko Stefanovic, Professor of New Testament BTh, MA, Adventist International Institute of Advanced Studies; PhD, Andrews University	1999
Delyse E. Steyn, Professor of Communication BA, DTE, MEd, DEd, University of South Africa	2001
John F. Stout, Research Professor of Biology BA, Columbia Union College; PhD, University of Maryland	1969
Brian E. Strayer, Professor of History BA, Southern Adventist University; MA, Andrews University; PhD, University of Iowa	1983
Tiffany Z. K. Summerscales, Assistant Professor of Physics BS, Andrews University; PhD, Pennsylvania State University	2006
Felipe E. Tan, Assistant Professor of Library Science AB, Adventist University of the Philippines MDiv, MA, SDA Theological Seminary, Far East MLS, University of the Philippines	2006
Carla L. Trynchuk, Professor of Music BMus, MMus, The Julliard School of Music	1991
Larry S. Ulery, Assistant Professor of Community Services Programming BS, Western Michigan University; MA, Andrews University; MSA, University of Notre Dame	1991
Curtis J. VanderWaal, Research Professor of Social Work BS, Andrews University; MSW, University of Michigan; PhD, Case Western Reserve University	1990
Desrene L. Vernon, Assistant Professor of Communication BA, Brooklyn College; MA, Andrews University	2006
David P. Village, Associate Professor of Physical Therapy BS, MSPT, Andrews University; DHS, University of St. Augustine	1995
Joseph W. Warren, Associate Professor of English BA, Oakwood College; MA, PhD, Ohio State University	1976
Lynelle L. Weldon, Assistant Professor of Mathematics BS, Pacific Union College; MA, PhD, University of California, Davis	1997
Alice C. Williams, Associate Professor of Nutrition BA, Andrews University; MS, Loma Linda University; PhD, University of Tennessee, Knoxville	1983–88, 1993
Cherie M. Wilson, Assistant Professor of Nursing BS, Pacific Union College; MS, Southern Adventist University	2006
Peter A. Wong, Professor of Chemistry BS, Pacific Union College; PhD, Rensselaer Polytechnic Institute	1969
Gary V. Wood, Assistant Professor of Political Science BA, Newbold College; MA, California State University, San Bernardino; PhD, Claremont Graduate University	2006
Dennis W. Woodland, Professor of Botany BA, MA, Walla Walla College; PhD, Iowa State University	1979
Janice F. Wrenn, Associate Professor of Social Work BS Andrews University; MSW, University of Michigan	1996
Michael A. Wright, Assistant Professor of Social Work BSW, MSW, Andrews University; PhD, University of South Carolina	1999
Robert E. Zdor, Professor of Biology BS, Pacific Union College; MS, Walla Walla College; PhD, University of Missouri	1991
Stephen P. Zork, Associate Professor of Music BMus, Atlantic Union College; MMus, Pacific Lutheran University	1991
Susan P. Zork, Assistant Professor of Religion BA, Atlantic Union College; MA, Andrews University	2001

Joint Appointments

Rhonda G. Root, Professor of Architecture BA, MAT, Andrews University; MFA, University of Notre Dame (Holds joint appointment in the Division of Architecture)	1995
Stephen Thorman, Professor of Computer Science and Professor of Physics BS, Pacific Union College; MS, California State University Northridge; PhD, University of Massachusetts Amherst (Holds joint appointment in the College of Technology)	1999–2002, 2003
Charles H. Tidwell, Jr., Professor of English, Director of Affiliations and Extensions BA, Atlantic Union College; MA, Andrews University; PhD, University of Calgary (Holds joint appointment in the School of Business)	1996

Adjunct Professors

Barbara Bailey-Etta	Social Work
Alina Baltazar, MSW	Social Work
Kesslyn Brade	Social Work
Virletta Bryant	Social Work
Lisa Bubar, BM	Music
Karen Buranskas, MMus	Music
Aurora Burdick, MS	Mathematics
Laurence G. Burn, MDiv	Religion
Jose G. Delgado-Guevara, BMus	Music
Leon DeLorme, MA	Communication
Dixie Detgen, MA	Music
Sean Downey, MMus	Music
Eunice Dupertuis, MA	International Languages
Deborah Durham, BM	Music
Joe Engelkemier, MA	Religion
Tamara Flick, MMus	Music
Mary-Catherin (Kiti) Freier, PhD	Behavioral Sciences
Jonathan Gunn, MMus	Music
Edwin I. Hernandez, PhD	Behavioral Sciences
Stanley D. Hickerson, MDiv	Religion
Anthony Hill	Social Work
Gary L. Hopkins, MD, MPH, DrPH, CHES	Behavioral Sciences
Ronald Hull, BS, Mus Ed	Music
Harold James, PhD	Behavioral Sciences
Elaine Jubanski-Navia, MA	International Languages
Sheldon Kurtzweil, MMus	Music
Daniel McCarthy, MA	Music
Dewey Murdick, MS	Chemistry
Timothy P. Nixon, MDiv	Religion
Sharon W. Pittman, PhD	Social Work
Emely Poloche, MA	International Languages
Sean Sinnett, BMus	Music
Vladimir Slavujevic, MMus	Music
Timothy Standish, PhD	Biology
Carrie VanDenburgh, MMus	Music
Neal J. VanderWaal, MA	Social Work
Judy Wheeler, MA	Mathematics Education
Christy Zinke	Social Work
Nicholas Zork, BA	Music

Centre universitaire et pedagogique du Saleve

Pierre de Luca	Sevda Da Costa
Annick Cuniah	Mariane Tribes
Claude Villeneuve (Director)	

Colegio Adventista de Sagunto

Luis Amorós José Anierte
 Patricia Berhardt Alvaro Calvo
 Francisco José Camacho Chelo Castro
 Ana Fernández Juan Antonio López (Director)
 José Alvaro Martín

Universidad Adventista del Plata

Silvana Araya Haroldo Brouchy
 Nelly Finuchi Juan Carlos Fontana
 Raul Perez Susana Schulz (Director)

Home Study Institute

Robert Albright Maurice Bascom
 Richard Blondo Geri Ann Fuller
 Gladstone P. Gurubatham James Hammond
 Grant Leitma Bertram Melbourne
 Timothy Poirier Alayne Thorpe
 Robert Young

Adjunct Clinical Professors of Dietetics

Gayle Brazzi-Smith, MS, RD, LD/N Orlando Regional
 Healthcare System
 Diane Eady, MS, RD Huguley Memorial Medical Center
 Debra G. Ham, MS, RD, LD/N Florida Hospital Waterman
 Lenore Hodges, PhD, RD, LD Florida Hospital
 Jodie Hardesty Lakeland Medical Center
 Mara Melbards Bronson Hospital
 Peggy Nickola, MS, RD, LD Adventist Hinsdale Hospital
 Cecilia A. Pius, BS, RD Spectrum Health-Downtown
 Susan Wilson, MS, RD, LD, CDE Kettering Medical Center

Adjunct Clinical Instructors in Dietetics**Adventist Hinsdale Hospital**

Linda Bandy, RD, LDN, CDE Laura Beckley, MS, RD, LDN
 Lea Lin, MS, RD, LDN Lisa Murray, MS, RD, LDN
 Irene M. Simatic, MBA, RD, LDN, CDE

Bronson Hospital, Kalamazoo

Sally Bonnema, RD Jan Cox, RD
 Diane Delhey, RD Aimee Deryke, RD
 Mara Melbradis, RD Evgeniia Morley, RD
 Arden Rickert, RD Ann Thomas, RD
 Susan Van Duine, RD Sue Walsh, RD
 Alice Yankoviak, RD

Florida Hospital, Orlando

Ashley Allen RD Isabelle Breedlove, RD, CDE
 Susan Devine, RD/N Sheri Horning RD/N
 Jennifer McDonald RD/N Christa Wachsmuch RD
 Michele Jachim, RD/N, CDE June Flowers, RD/N, CDE
 Erica Hechler, MS, RD, CDE, LDN
 Frances Smith, BS, RD, CNSD, LD
 Jim Raymond, BS, RD, LD Joan Phelps, MBA, RD, LD
 Nicole Dutcher, BS, RD Rebecca Simmons, BS, RD, LD
 Ruth Hanson, BS, CDE, CNSD, RD, LD
 Ruth Melendez, BS, RD, LD Shawn Noseworthy, MSA, RD, LD

Florida Hospital, Waterman

Debra G. Ham, MS, RD, LD/N Allison Harris, RD, LD/N
 Mary Ann Kalonick, MS, RD, LD/N
 Valerie Schulz, MS, RD, LD/N, DCE

Huguley Memorial Medical Center, Fort Worth

Xina Armstrong RD, LD Ann Greenwich RD, LD
 April Johnson MS, RD, LD Deborah Lindsey RD, LD
 Kristina McAlister MS, RD, LD Beverly Millison RD, LD
 Susan Tanner MS, RD, LD Teresa Wagner MS, RD, LD
 Jennifer Wallach RD, LD

Kettering Medical Center, Kettering

Tina Banning, MS, RD, LD Missy Bizzarro, RD, LD
 Kristin Flohre, RD, LD Sarah Harris, RD, LD
 Dyanne Johnson, RD, LD Tamara Johnson, RD, LD, CDE
 Nancy Kunkel, RD, LD, CDE
 Mary Lucius, MA, RD, LD, CDE
 Dawn Noe, RD, LD Kelly Rindler, RD, LD
 Ellen Shaffer, RD, LD Cheryl Shimmin, MBA, RD, LD
 Susan Wise Wilson, MS, RD, LD Nicole Wimsatt, RD, LD
 Heather Wright, RD, LD

Lakeland Medical Center

Abby Black, RD, CDE Lisa Dagleish, RD
 Thomas Grove, RD Karen Knauss, RD
 Pamela Kurtz, MS, RD, CDE Julie Lischer, RD
 Amy Lockwood, RD Diane Reinhold, RD
 Kimberly Simpson, RD
 Marcia Torres, Registry-Eligible Dietitian
 Birgit Trubey, RD Erin Verhage, RD

Orlando Regional Healthcare System, Orlando

Maria Ali, RD Linda Ammon, MS, RD, LD/N
 Janice Bader, RD, LD/N Sarah Bailey, RD, LD/N
 Jerri Carpenter, RD, LD/N Sue Danaye, MPH, RD, LD/N
 Gilda Easter, BS, RD, LD, CNSD Karen Heher, BS, RD, LD/N
 Lenore Hodges, Ph.D., RD, LD/N
 Stephanie Holmes, MS, RD, LD/N, CNSD
 Denise Janssen, RD Linda Lopez-Matias, BS, RD, LD/N
 Navneet Mahal, RD, LD/N Laura Maibauer, RD, LD/N
 Nadia Marzella, MS, RD, LD/N Jill McCann, MS, RD, LD/N
 Araceli Montes, BS, RD, LD/N Dawn Napoli, MS, RD, LD/N
 Tejal Parekh, MS, RD, LD/N Melissa Payne, MS, RD, LD/N
 Suzanne Schaefer Henaff, RD, LD
 Maria Suarez Butler, MS, RD, LD/N
 Abigail Thomas, RD, LD/N Kristin Tran, RD, LD/N
 Nancy Ulm, RD Kelly Urbanik, RD, LD/N
 Edith Welch, MS, RD, LD/N

Spectrum Health, Grand Rapids

Kris Bergman, BS, RD Peri Bianchi, PhD, RD, CNSD
 Molly Bigford, BS, RD Sandra Blackwell, BS, RD
 Cathy Cimbalik, BS, RD, CNSD
 Karen Ferguson, BS, RD, CNSD
 Jennifer Ford, BS, RD Irene Franowicz, BS, RD, CDE
 Tracy Gast, BS, RD, CPN Sue Gunnink, MS, RD
 Kristen Heinbeck, BS, RD Jane Jordan, BS, RD
 Ruth Kaufman, MS, RD, CNSD
 Kateri Kozak, BS, RD, CNSD
 Cathy Laarman, BS, RD Krista May, BS, RD
 Cathy Monsma, MS, RD, CNSD Crystal Nayback, BS, RD
 Stephanie Patterson, BS, RD Travis Peck, BS, RD
 Beth Robinson-Wolfe, BS, RD, CDE
 Keo Sanavongsay, BS, RD Sally Schultz, BS, RD, CDE
 Kristen Stache, MS, RD Pamela Sutton, BS, RD, CPN
 Kathy Talis, MBA, RD Jackie Tutt, MS, RD, CDE
 Leigh Tweddle, BS, RD Krista Vakertzis, MS, RD
 Julie Welsh, BS, RD

Adjunct Clinical Professors of Clinical Laboratory Sciences

Adventist Health System, Midwest Region—Hinsdale Hospital

Jason Maldonado, BS, MT(ASCP)
 Gale Meyer, BS, MT(ASCP)
 Vahab Montazery, MS, MT(ASCP)
 Zenaïda Tojino, MS, MT(ASCP)SC
 Dino Vallera, MD

Eliza Coffee Memorial Hospital

Mary A. Carton, BS, MT (ASCP)BB
 James R. Hurley, BS, MT(ASCP)
 Matthew L. Lovell, BS, MT(ASCP)
 James R. Martin, BS, MT(ASCP)
 Randy L. Roden, BS, MT(ASCP)
 Kenneth Smith, BS, MT(ASCP)
 Charlotte C. Walker, BS, MT(ASCP)
 Kathy J. Young, BS, MT(ASCP)

Florida Hospital East Orlando

Sauvi Chan-Fong, MS, MT(ASCP)SBB
 Carla Kritzer, CIsup(NCA), HEW
 Shirley Munz, BS, MT(ASCP)
 Karen Talley, MS, CIsup(NCA), MT(AMT)

Grandview Hospital and Medical Center

Alicia Barlan Lu, BS, MT(ASCP)
 Jennifer Cummings, BS, MT(ASCP)
 George Eaton, BS, MT(ASCP)
 Lena Guilfoil, BS, MT(ASCP)
 Lois Rudzienski, MS, National Registry of Microbiology
 D'Anna Stekli, BS, MT(ASCP)
 Dianne Strickling, MSA, MT(ASCP)

Huguley Memorial Medical Center

Rick Bailey, BS, MT(ASCP)
 Yan-Lee Chan, BS, MT(ASCP)
 Itsia Gonzalez, BS, MT(ASCP)
 Nikki Haberstroh, BS, MT(ASCP)
 Kevin Homer, MD
 Ron Kimbrow, BS, MT(ASCP)
 Gloria Mathur, BS, MT(ASCP)SBB
 Douglas Toler, MD

Lakeland Regional Health System: St. Joseph

Judy Bertsch, BS, MT(ASCP)
 Linda Cox, BS, MT(ASCP)SBB
 Sharon Gauthier, BS, MT(ASCP)SM
 Elizabeth Lutz, BS, MT(ASCP)
 E. Arthur Robertson, MD
 Jamie Starbuck, BS, MT(ASCP)

LaPorte Hospital

Pamela Arvesen, BS, MT(ASCP)
 Patricia Cardin, BS, MT(ASCP)
 David Mattingly, MLT(ASCP)
 Robert Nelson, MHA, MT(ASCP)
 Victoria Parrett, BS, MT(ASCP)SM
 Kim Shaw, MLT(ASCP)
 Cynthia Whitacre, BS, MT(ASCP)

Leesburg Regional Medical Center

Candy Davis, BS, MT(ASCP) CLS State of Florida DOH MDQA
 Clifford Sutherland, MS, MT(ASCP)

Alice Szunyog, BS, MT(ASCP) CLS State of Florida DOH MDQA
 Orlando Uson, BS, CLT State of Florida DOH MDQA
 Howard Vandewater, BS, MT(ASCP), M.S.M. CLS State of
 Florida DOH MDQA
 Carol Westerhoff, MLT(ASCP) CLT State of Florida DOH MDQA

Memorial Health Care Systems

Vickie Burger, MBA, MT(ASCP)
 Ross Moore, BS, MT(ASCP)
 Bunterng Nethin, BS, MT(ASCP)
 Kristi Parson, BS, MT(ASCP)
 Gail Roberson, BS, MT(ASCP)
 Beverly Smith, BS, MT(ASCP)

Porter Adventist Hospital

Louise Bath, AAS, MLT(ASCP)
 Kristi Blazek, BS, MT(ASCP)
 Deborah Cattani, (SAC) AS, CLA(ASCP), HEW
 Burdella Edson, AS, MLT(ASCP)HEW
 Patricia Hammond, BSMT, MT(ASCP)
 Lynn Hofer, AAS, MLT(ASCP)
 Dianne Johnston, (SAC) BS, MT(ASCP)
 Dianne Martin, (SAC) BS, MT(ASCP)
 Tom Porter, BS, MT(ASCP)
 Alicia Reese, BS, MT(ASCP)
 Joy Rutenbeck, BS, MT(ASCP)
 Gail Shannon, BS, MT(ASCP)
 Judy Wendling, BS, MT(ASCP)
 Doris Zink, (SAC) BS, MT(ASCP)

St. John's Health Systems

Rosie Beard, BS, MT(ASCP)
 Rhonda Canady, BS, MT(ASCP)
 Gregory Ellis, MD
 Shannon Frazee, BS, MT(ASCP)
 Janette Holtzleiter, BS, MT(ASCP)
 Tina Kelly, BS, MT (ASCP)SH
 Kelly Myers, BS, MT(ASCP)
 Amy Seeko, BS, MT(ASCP)
 John Sparkman, BS, MT(ASCP)

St. Joseph Regional Medical Center—Mishawaka

Michelle Bon Durant, BS, MT(ASCP)
 Ron Lewis, MT(ASCP), MBA
 Alison Rasmussen, BS, MT(ASCP)
 Pat Tungett, BS, MT(ASCP)
 Connie Wallace, BS, MT(ASCP)

South Bend Medical Foundation

Lynn Annis, BS, MT(ASCP)
 Nan Boston, BS, MT(ASCP)
 Carol Bowman, BS, MT(ASCP)
 Sally Cornwall, CLS(HEW)
 Teresa McIntyre, BS, MLT(ASCP)
 Cheryl Metzger, BS, MT(ASCP)
 Bonnie Morgan, MLT(ASCP), CLS(HEW)
 Joyce Munsey, BS, MT(ASCP)
 Trudy Phleps, CLS(HEW)
 Jones Prentiss, Jr., MS, TC(NRCC)
 Chris Saitz, MLT(ASCP)
 Lori Schuck, BS, MT(ASCP)
 Julie Sommers, BS, MT(ASCP)
 Jeff Stern-Gilbert, BS, MT(ASCP)
 Jill Stitt, CLS(HEW)
 Sherrie White, BS, MT(ASCP)
 Marty Wright, CLS(HEW)

Professorial Lecturers

Chemistry Program, Andrews University

Dewey A. Murdick, MS

Physical Therapy, Andrews University

Greg Almeter, PT, MSPT	Sharon Dreese, OTR
Ken Edwards, MD	C. William Habenicht, PT
Andrea Holland, PT, MSPT	Sandra Hutchinson, PT
Tami Jardine, PT	Leann Jewell, PT, MSPT
John Koller, PTA	George Kolettis, MD
Pierre Luyckx, PT	Robert K. McIntyre, EdD
Christina Pareigis, MD	Reg Richard, PT, MS
Adam Swain, PT, OCS, ATC	Dan Tinkey, ATC
Mark Veenstra, MD	Robert Ward, DO
Carrie Yarger, PT	

Adjunct Professors of Physical Therapy

Bonnie Dent, PT, MSPT	Lisa Goolsby, MBA
Stephen C. Hart, BBA	Candice Hollingsead, PhD
Greet Luyckx, PT	John Matthews, PhD
David Musnik, MD	Michael O'Hearn, PT, MHS
Ryan Orrison, PT, MSPT	Shelly Perry, MSW
Erl Pettman, MCSP, MCPA, COMP	Todd Rose, PT, MSPT
Chana Smith, PT, MA	Chuck Snyder, MPH
George Soper, PT, PhD	Ranko Stefanovic, PhD
Tracy Tackett, MD	Susan Zork, MA

Adjunct Clinical Instructors of Physical Therapy

Lisa Babcock, PT, CCCE	Tzvi Barak, PT, PhD, OCS, CCCE
David Barcnas, PT, CCCE	Deana Bowen, PT, CCCE
Karen Brandon, PT, CCCE	Barbara Breads, PT, CCCE
Sarah Bristol, PT, CCCE	Lisa Cantu, PT, CCCE
Darcy Carlstedt, PT, CCCE	Andrew Ceranek, PT, CCCE
Michelle Cherne, PT, CCCE	Elizabeth Ciancio, PT, CCCE
Diane Coffey, PT, CCCE	Susan Cotterman, PT, CCCE
Donald Dohلمان, PT, CCCE	Suzanne Drummond, CCCE
Jeff Emde, PT, CCCE	Joleen Ferguson, PT, CCCE
Ann Marie Fitzgerald, PT, CCCE	Gwen Fitzpatrick, SLP, CCCE
Sandy Foster, PT, CCCE	Karen Fournier, PT, CCCE
Denise Friedli, PT, CCCE	David Fultz, PT, CCCE
Sean Gallivan, PT, CCCE	Gina Gang, PT, CCCE
David Garcia, PT, CCCE	Jane Gates, PT, CCCE
Judith Goik, PT, CCCE	Karen Griffiths, PT, CCCE
Tracy Hardie, PT, CCCE	Chuck Harrison, PT, CCCE
Paul Hendricks, PT, CCCE	Cheryl Hill, PT, CCCE
Leslie Hoffman, PT, CCCE	Linda Isbell, PT, CCCE
Nirupama (Sonu) Jacob, PT, CCCE	
Elizabeth Jakobsen, PT, CCCE	Leann Jewell, PTA, CCCE
Lisa Jongkind, PT, CCCE	Amy Kerr, PT, CCCE
Marnie Kotwick, PT, CCCE	Cyndy Krafft, PT, CCCE
Len Lancy, PT, CCCE	Paul Levenson, PT, CCCE
Robyn Lewis, PT, CCCE	Jojet Lontoc, PT, CCCE
Kathy Luce, MPT, CCCE	Christine Luebstorf, PT, CCCE
Jocelyn Marquez, PT, CCCE	Juli Martin, PT, CCCE
Paul Mavrakos, PT, CCCE	Siu May, PT, CCCE
Francis McDonald, PT, CCCE	Lori McKendray, PT, CCCE
Marcy McKinley, PT, CCCE	Melony Meeks, PT, CCCE
Carol Miller, PT, CCCE	Pamela Millington, PT, CCCE
Dennis Mittleider, PT, CCCE	Lora Moore, PT, CCCE
Jon Nettie, PT, CCCE	Hanna Newell, PT, CCCE
Cathy Nivling, PT, CCCE	Michele Ohlmann, PT, CCCE

Margaret O'Shaughnessy, PT, CCCE	Paul Parpart, PT, CCCE
Linda Pemberton, PT, CCCE	Chris Peshek, PT, OCS, CCCE
Paula Peterson, PT, CCCE	Dave Pinkerton, PT, CCCE
Karen Reyhl, PT, CCCE	Teri Ricketts, OT, CCCE
Belinda Ricks, PT, Rehab Manager	
Lena Riemersma, PT, CCCE	Debra Rodgers-Olson, PT, CCCE
Jill Rosenberg, PT, CCCE	Sandra Rostirolla, PT, CCCE
Hedi Rudloff, PT, CCCE	Dawn Ryan, PTA, CCCE
Jennifer Saunders, PT, CCCE	Tom Saye, PT, CCCE
Alex Sciaky, PT, CCCE	John Springer, PT, CCCE
Michele Stampa, OT, CCCE	Mary Ann Stanley, PT, CCCE
Janet Sterk-Van Wieren, PT, CCCE	
Miles Stevenson, PT, CCCE	Phil Stoddard, PT, CCCE
Lisa Stogner, PT, CCCE	Cheryl Strong, PT, CCCE
Melanie Struzzi, PT, CCCE	Lynn Tapscott, PT, CCCE
Jay Thompson, PT, CCCE	Bill Thompson, PT, CCCE
Carol Tokishi, PT, CCCE	Jennifer Turner, PT, CCCE
Cynthia Turner, PT, CCCE	Kathleen Vasquez, PT, CCCE
Todd Verity, PT, CCCE	Richard Vicory, PT, CCCE
Jon Vos, PT, CCCE	Lisa Warrilow, PT, CCCE
Althea Watson, PT, CCCE	Brian Whalen, OTR, CCCE
Joan Wilcox, PT, CCCE	Rick Wisz, Jr, PT, CCCE
Colleen Wolford, PT, CCCE	Wendy Woods, PT, CCCE
Carrie Yarger, PT, CCCE	Lily Young, PT, CCCE

Curricula Coordinators

Pre-Professional Curricula

Chiropractic	Lee E. Olson, PT, DC
Cytotechnology	Marcia A. Kilsby
Dental Assistant	James L. Hayward
Dental Hygiene	James L. Hayward
Dentistry	James L. Hayward
Dietetics	Winston J. Craig
Health Information Management	Marcia A. Kilsby
Law	Brent Geraty
Medicine & Osteopathy	Bill Chobotar, H. Thomas Goodwin
	Marcia A. Kilsby, D. David Nowack
Occupational Therapy	Bill Chobotar
Optometry	James L. Hayward
Pharmacy	D. David Nowack
Physical Therapy	Dixie Scott
Physician Assistant	Bill Chobotar, H. Thomas Goodwin
	D. David Nowack
Public History	Gary G. Land
Respiratory Care	Bill Chobotar
Veterinary Medicine	Katherine Koudele

COLLEGE OF TECHNOLOGY

Emeriti

Glenn E. Johnson, MEngSc	Associate Professor of Engineering Technology, Emeritus
Harold H. Lang, PhD	Professor of Engineering, Emeritus
Harry C. Lloyd, MA	Professor of Aeronautical Technology, Emeritus
Robert R. Ludeman, PhD	Professor of Engineering Technology, Emeritus
Laun L. Reinholtz, PhD	Professor of Technology Education, Emeritus

Llewellyn D. Seibold, Professor of Architecture	1989, 1994	Robert C. Schwab, Professor of Management	1976, 1980, 1993
BS, University of Nebraska; MArch, University of Oregon; Licensed Architect, State of Kansas		BA, Atlantic Union College; MBA, Andrews University; PhD, University of Oregon	
Martin D. Smith, Assistant Professor of Architecture,	2003	Charles H. Tidwell, Jr., Professor of English	1996
Assistant Director		Director of Affiliations and Extensions	
BArch, Andrews University; Licensed Architect, State of Michigan		BA, Atlantic Union College; MA, Andrews University; PhD, University of Calgary	
Andrew C. von Maur, Assistant Professor of Architecture	2003	(Holds joint appointment in the College of Arts and Sciences)	
BArch, Andrews University; MArch, University of Notre Dame		Jacquelyn Warwick, Professor of Marketing	1998
Kristin S. von Maur, Assistant Professor of Architecture	2003	BA, University of Puget Sound; MBA, PhD, Texas A&M University	
BArch, Andrews University; MArch, University of Notre Dame			

SCHOOL OF BUSINESS

Emeritus

Robert E. Firth, PhD Professor of Management, Emeritus

Figures at the right margin indicate (1) beginning date of employment and (2) date of appointment to the School of Business.

Regular Faculty

David M. Beckworth, Assistant Professor of Economics	2004
BBA, Southern Adventist University; MBA, Georgia State University; PhD, University of Georgia	
Samuel Kim-Liang Chuah, Professor of Economics	1998
BS, MA, University of the Philippines; PhD, Washington State University	
Leonard K. Gashugi, Associate Professor of	1979
Economics and Finance	
BA, MA, Fordham University; MA, Andrews University; PhD, Boston University	
Sherri Geddes, Instructor of Accounting	2004
BBA, MBA, University of Iowa, CPA	
Annetta M. Gibson, Professor of Accounting	1992
BA, Walla Walla College; MBA, Andrews University; PhD, Washington State University; CPA	
Betty L. S. Gibson, Assistant Professor of Computer	1999
Science and Information Systems	
BSc, The University of the West Indies; MS, Andrews University	
José R. Goris, Professor of Management	2000
BA, Antillean Adventist University; MA, Loma Linda University; MBA, Inter American University of Puerto Rico; PhD, University of North Texas	
William C. Greenley, Assistant Professor of Computer	1994
Information Systems	
BS, Columbia Union College; MSA, Central Michigan University; DBA, Nova Southeastern University	
Alan J. Kirkpatrick, Assistant Professor of Finance	2005
BA, University of South Florida; MBA, Georgia State University; DBA, University of Tennessee	
Ben A. Maguad, Associate Professor of Management	1999
AB, University of Santo Tomas-Manila; MA, Thammasat University-Bangkok; MBA, Andrews University; PhD, University of South Australia-Hong Kong Ext.	
Armand Poblete, Instructor of Information Systems	2005
BS, University of Eastern Africa; MS, Andrews University	

Joint Appointments

Steve Sowder, Assistant Professor of Library Science 1998
 BS, Southern Adventist University; MS University of North Texas
 (Holds joint appointment in the College of Arts and Sciences)

Adjunct Professors

Mark E. J. de Rond, PhD	Management
Mario Ochoa, LL.D	Management
Harold R. Phillips, PhD	Business Administration
Delynn J. Shepard, PhD	Economics and Finance
Lauren K. Strach, PhD	Marketing

Visiting Professor

Slimen J. Saliba, PhD Marketing

SCHOOL OF EDUCATION

Emeriti

George H. Akers, EdD	Professor of Curriculum and Instruction, Emeritus
Edith C. Davis, MA	Assistant Professor of Education, Emerita
Mercedes H. Dyer, PhD	Professor of Educational Psychology and Counseling, Emerita
Wilfred G. A. Futcher, PhD	Professor of Research & Statistical Methodology, Emeritus
Donna J. Habenicht, EdD	Professor of Counseling Psychology, Emerita
Thesba N. Johnston, EdD	Professor of Counseling Psychology, Emerita
Marion J. Merchant, PhD	Professor of Educational Psychology, Emerita
Roy C. Naden, EdD	Professor of Religious Education, Emeritus
Edward A. Streeter, EdD	Professor of Educational Administration & Supervision, Emeritus
Jerome D. Thayer, PhD	Professor of Research and Statistical Methodology, Emeritus
John B. Youngberg, EdD	Professor of Religious Education, Emeritus
Millie U. Youngberg, EdD	Professor of Teacher Education, Emerita

Figures at the right margin indicate (1) beginning date of employment and (2) date of appointment to the School of Education.

Regular Faculty

Michelle K. Bacchiocchi, Assistant Professor of Teacher Education BS, MMT, MAT, Andrews University	2006	Jimmy Kijai, Professor of Research and Statistical Methodology BA, Spicer Memorial College; MEd, PhD, University of South Carolina	1990
Rudolph D. Bailey, Professor of Educational Psychology BA, Columbia Union College; MA, University of London; PhD, Andrews University	2001	Frederick A. Kosinski, Jr., Professor of Educational and Counseling Psychology BA, Union College; MA, San Diego State University; PhD, Purdue University	1983
Charline J. Barnes, Professor of Curriculum and Instruction BA, Syracuse University; MA, George Washington University; EdD, Virginia Polytechnic Institute and State University	2005	Robson Marinho, Associate Professor of Leadership and Higher Education Administration BA, MA, Latin-American Adventist Theological Seminary; BA, Andrews University; PhD, Indiana University	2006
Erich W. Baumgartner, Professor of Leadership and Intercultural Communication Diplôme d'Évangéliste Licencié, Séminaire Adventiste du Salève (Collonges, France); MDiv, Andrews University; MA, PhD, Fuller Theological Seminary	1994	John V. G. Matthews, Professor of Educational Administration and Religious Education BA, Columbia Union College; MA, PhD, Andrews University (Holds joint appointment in the SDA Theological Seminary)	1999
Larry D. Burton, Professor of Teacher Education BS, Andrews University; MEd, Southwestern Adventist College; PhD, Andrews University	1995	Raymond J. Ostrander, Associate Professor of Teacher Education BA, California State College, Bakersfield; MS, University of Tennessee, Knoxville; PhD, University of Nebraska, Lincoln	1992
Nancy J. Nixon Carbonell, Associate Professor of Counseling Psychology BA, Pacific Union College; MA, PhD, Andrews University	1991	Barbara A. Reid, Associate Professor of Teacher Education BS, Andrews University; MA, PhD, University of Maryland	2006
Ron D. Coffen, Associate Professor of Counseling Psychology BS, Andrews University; MA, PhD, University of Maryland	2003	Ralph U. Schroeder, Assistant Professor of School Psychology BA, Schulzentrum Marienhöhe, Darmstadt, Germany; MA, PhD, Andrews University	2006
Duane M. Covrig, Professor of Leadership and Educational Administration BA, Weimar College; MA, Loma Linda University; PhD, University of California, Riverside	2005	Dennis Waite, Assistant Professor of Counseling Psychology BA, Andrews University; MA, EdD, Western Michigan University	1998
R. Lee Davidson, Associate Professor of Teaching and Learning BS, Southern Missionary College MEd, University of Tennessee; EdD, Auburn University	2002		
Shirley A. Freed, Professor of Leadership and Qualitative Research BA, Andrews University; MA, Loma Linda University; PhD, Andrews University	1991		
Lyndon G. Furst, Professor of Educational Administration and Supervision BA, MA, Andrews University; EdD, University of the Pacific	1974, 1981, 1992		
Elvin S. Gabriel, Associate Professor of Educational and Counseling Psychology BS, Atlantic Union College; MA, Andrews University; EdS, Loma Linda University; EdD, The George Washington University	1997		
Gary D. Gifford, Associate Professor of Leadership and Educational Administration BA, Pacific Union College; BD, Andrews University; EdS, EdD, Loma Linda University	2004		
Sylvia Gonzalez, Assistant Professor of Leadership and Educational Administration BSA, Indiana Wesleyan University; MBA, PhD, Andrews University	2003		
Tevni E. Grajales Guerra, Professor of Research and Statistical Methodology BA, Columbia Adventist University; MA, Loma Linda University; DSEd, Latina University	2006		
James R. Jeffery, Associate Professor of Educational Administration BA, Columbia Union College; MA, Andrews University; PhD, University of Alberta	1999		

Education

Barbara A. Reid	Director of Teacher Education Director of Student Teaching and Field Experience
-----------------	--

Adjunct Professors

Vernon Andrews, EdD	Educational Administration
Hinsdale Bernard, PhD	Leadership
Larry Blackmer, MA	Teacher Education
Hilary L. Bowman, PhD	Educational Administration
William Bruinsma, PsyD	Educational & Counseling Psychology
Matthew K. Burns, PhD	Leadership
Beverly Cobb, PhD	Leadership
Pam Cress, PhD	Leadership
Ray Davis, EdD	Educational Administration
Jennifer Dove, PhD	Leadership
Clarence Dunbebin, PhD	Educational Administration
Marilyn R. Eggers, PhD	Leadership
James Epperson, EdD	Educational Administration
David A. Faehner, PhD	Educational Administration
Troy Fitzgerald, PhD	Leadership
Cheryl Fleming, PhD	Leadership
Vinjar Fonnebo, MD, PhD	Leadership
Linda Fuchs, MA	Teacher Education
A. Barry Gane, PhD	Leadership
Eduardo Gonzalez, EdD	Educational Administration
Karen R. Graham, PhD	Leadership
William Green, PhD	Leadership
Mickey Hay, PhD	Leadership
David L. Heise, PhD	Leadership
Rita Henriquez-Green, PhD	Leadership
Elsie Jackson, PhD	Leadership

Loretta Johns, PhD	Leadership
Joyce E. Johnson, PhD	Leadership
Paul Kaak, PhD	Leadership
Lolethia Kibble, PhD	Leadership
Kenneth Kirkham, MA	Teacher Education
Marianne E. Kirner, PhD	Leadership
Raquel Korniejczuk, PhD	Curriculum & Instruction
Gerald Kovalski, MA	Teacher Education
Naomi Ludman, PhD	Leadership
Peg MacDonald, PhD	Leadership
Dale J. Mancini, PhD	Leadership
Patrick Manu, PhD	Educational Administration
James Martz, MA	Teacher Education
Warren E. Minder, EdD	Educational Administration
Jean A. Papandrea, PhD	Leadership
Michael Pearson, PhD	Leadership
David Penner, PhD	Leadership
Jacqueline M. Quinn-Tan, PsyD	Educational & Counseling Psychology
Gary Randolph, EdS	Educational Administration
Angela T. Razon, PsyD	Educational & Counseling Psychology
Duane Roush, MA	Teacher Education
Sue Smith, PhD	Leadership
Karen Stockton-Chilson, PhD	Leadership
Garry Suds, MA	Teacher Education
James A. Tucker, PhD	Leadership
Joan Ulloth, PhD	Leadership
Don Weatherall, PhD	Educational Administration
Edward Woods, EdS	Teacher Education

Figures at the right margin indicate (1) beginning date of employment and (2) date of appointment to the Theological Seminary.

Regular Faculty

John T. Baldwin, Professor of Theology	1987
BA, Walla Walla College; MA, MDiv, Andrews University; PhD, University of Chicago	
Bruce L. Bauer, Professor of World Mission	1989-97, 2000
BA, MA, Andrews University; MAMiss, DMiss, Fuller Theological Seminary	
O. M. "Skip" Bell, Professor of Christian Ministry	2000
Director, Doctor of Ministry Program	
BA, Union College; MDiv, Andrews University; DMin, Fuller Theological Seminary	
Merlin D. Burt, Assistant Professor of Church History	2004
Director, Center for Adventist Research (CAR)	
BA, Southwestern Adventist College; MDiv, PhD, Andrews University	
Fernando L. Canale, Professor of Theology and Philosophy	1985
Licenciado en Teología, Profesor de Filosofía y Pedagogía, River Plate University; Licenciado en Filosofía, Catholic University of Santa Fe; MDiv equivalency, PhD, Andrews University	
P. Richard Choi, Associate Professor of New Testament	1991
BA, Pacific Union College; MDiv, Andrews University; PhD, Fuller Theological Seminary	
P. Gerard Damsteegt, Associate Professor of Church History	1988
Certificate of Aeronautical Engineering, School of Aeronautics, The Hague; BA, Columbia Union College; MDiv, Andrews University; Certificate, Centre Universitaire d'Études Oecuméniques; MPH, Loma Linda University; Drs Theol, Dr Theol, Free University of Amsterdam; RD	
Jo Ann M. Davidson, Associate Professor of Theology	1992
BA, MA, Andrews University; PhD, Trinity Evangelical Divinity School	
Richard M. Davidson, Professor of Old Testament Exegesis	1979
BA, Loma Linda University; MDiv, PhD, Andrews University	
Cheryl D. Doss, Assistant Professor of World Mission	2000
BS, MA, Andrews University; PhD, Trinity Evangelical Divinity School	
Gorden R. Doss, Associate Professor of World Mission	1998
BA, MDiv, DMin, Andrews University; PhD, Trinity Evangelical Divinity School	
Jacques B. Doukhan, Professor of Hebrew and Old Testament Exegesis; Director, Institute of Jewish-Christian Studies	1984
Licence en Théologie, Séminaire Adventiste du Salève; Licence en Hébreu, Maîtrise en Hébreu, Dr es Let Hebraïques, University of Strasbourg; ThD, Andrews University; Maîtrise en Egyptologie, University of Montpellier	
Denis Fortin, Professor of Theology; Dean	1994
BA, Canadian Union College; MDiv, Andrews University; PhD, Université Laval	
Constance E. C. Gane, Assistant Professor of Archaeology and Old Testament; Acting Curator, Horn Archaeological Museum	2003
BS, Pacific Union College; MA, University of California, Berkley	
Roy E. Gane, Professor of Hebrew Bible and Ancient Near Eastern Languages; Director; MTh, PhD-ThD Programs	1994
BA, BMus, Pacific Union College; MA, PhD, University of California, Berkeley	

SDA THEOLOGICAL SEMINARY

Emeriti

Russell C. Burrill, DMin	Professor of Evangelism and Church Growth, Emeritus
Raoul Dederen, Dr.es-Sc. Mor.	Professor of Theology, Emeritus
Walter B. T. Douglas, PhD	Professor of Church History and History of Religion, Emeritus
Roger L. Dudley, EdD	Professor of Church Ministry, Emeritus
Atilio R. Dupertuis, ThD	Professor of Theology, Emeritus
C. Raymond Holmes, DMin	Professor of Preaching and Worship, Emeritus
Robert M. Johnston, PhD	Professor of New Testament and Christian Origins, Emeritus
George R. Knight, EdD	Professor of Church History, Emeritus
Hans K. LaRondelle, ThD	Professor of Theology, Emeritus
W. Larry Richards, PhD	Professor of New Testament Exegesis, Emeritus
Leona G. Running, PhD	Professor of Biblical Languages, Emerita
Russell L. Staples, PhD	Professor of World Mission, Emeritus
Steven P. Vitrano, PhD	Professor of Preaching, Worship, & Evangelism, Emeritus
Peter Van Bemmelen, PhD	Professor of Theology, Emeritus
Nancy J. Vyhmeister, PhD	Professor of Mission, Emerita
Werner K. Vyhmeister, PhD	Dean and Professor of Mission, Emeritus

- Emilio Garcia-Marenko, Professor of Family Ministry 1997
AA, BTh, Central American Adventist University
MA, EdD, Andrews University
- Martin Hanna, Associate Professor of Historical Theology 2004
BA, Northern Caribbean University;
MA, PhD, Andrews University
- Donald C. James, Assistant Professor of Small Group 1995
Evangelism
BA, Pacific Union College;
MDiv, DMin, Andrews University
- R. Clifford Jones, Professor of Christian Ministry; 1995
Associate Dean
BA, Fitchburg State College; MA, Andrews University;
DMin, New York Theological Seminary;
PhD, Western Michigan University
- S. Joseph Kidder, Associate Professor of Christian 2000
Ministry
BA, BS, Walla Walla College;
MDiv, DMin, Andrews University
- Miroslav M. Kiš, Professor of Ethics 1983
Diplôme d'Évangéliste Licencié, Séminaire Adventiste du
Salève; MDiv, Andrews University; PhD, McGill University
- Wagner Kuhn, Associate Professor of World Mission 2005
BTh, Latin American Seventh-day Adventist Theological
Seminary; MA, Andrews University;
PhD, Fuller Theological Seminary
- Rudolf Maier, Professor of Mission 1988
BA, Pacific Union College; MA, The University of Chicago;
MDiv, Andrews University; PhD, The American University
- Artemio Allan Martin II, Associate Professor of 2006
Discipleship and Family Life
BA, Southern Adventist University;
MA (Th), MA (Psych), PhD, Fuller Theological Seminary
- John V. G. Matthews, Professor of Educational 1999
Administration and Religious Education
BA, Columbia Union College; MA, PhD, Andrews University
(Holds joint appointment in the School of Education)
- Lester P. Merklin, Jr., Associate Professor of 2005
World Mission
BA, Walla Walla College; MDiv, Andrews University;
DMin, Trinity Evangelical Divinity School
- Jerry A. Moon, Associate Professor of Church History 1994
BA, Union College; MA, Western Michigan University;
MDiv, PhD, Andrews University
- Jiri Moskala, Professor of Old Testament Exegesis 1999
and Theology
BA, MTh, ThD, Protestant Theological Faculty of Charles
University, Czech Republic; PhD, Andrews University
- Kenneth D. Mulzac, Associate Professor of 2006
Christian Ministry
BA, Columbia Union College;
MDiv, PhD, Andrews University
- James J. North, Jr., Professor of Pastoral Care and 1988
Chaplaincy; Seminary Chaplain
BA, Atlantic Union College; MDiv, DMin, Andrews University
- Ricardo Norton, Associate Professor of Church Growth 1996
BTh, Montemorelos University; MDiv, Andrews University;
DMin, Fuller Theological Seminary
- Trevor O'Reggio, Assistant Professor of Church History; 2001
Director, MA: Religion
BA, Walla Walla College; MDiv, Andrews University;
MA, PhD, University of Chicago;
DMin, Gordon-Conwell Theological Seminary
- John Reeve, Assistant Professor of Church History 2004
BA, Pacific Union College; MA, MDiv, Andrews University
- Teresa Reeve, Assistant Professor of New Testament 2002
Contexts
BA, Pacific Union College; MA, MDiv, Andrews University
- Eduard E. Schmidt, Assistant Professor of Personal 1995
Evangelism
BA, River Plate University; MDiv, Andrews University;
DMin, Fuller Theological Seminary
- Kenneth B. Stout, Professor of Preaching 1990
BA, Columbia Union College;
MDiv, DMin, Andrews University;
PhD, Southern Baptist Theological Seminary
- H. Peter Swanson, Assistant Professor of Pastoral Care 1988
Theol Dipl, Helderberg College;
MA, PhD, Andrews University
- O. Jane Thayer, Associate Professor of Religious Education 1996
BA, Union College; MA, University of Northern Colorado;
PhD, Trinity Evangelical Divinity School
- Ronald H. Whitehead, Assistant Professor of 1996
Youth Ministry
Director, Center for Youth Evangelism
BA, Southern Adventist University; MA, Andrews University
- Walton A. Williams, Associate Professor of 2000
Christian Ministry; Director, InMinistry Center
BA, Southern Adventist University;
MDiv, Andrews University; DMin, Denver Seminary
- Randall W. Younker, Professor of Old Testament and 1986
Biblical Archaeology; Director, Institute of Archaeology
BA, MA, Pacific Union College;
MA, PhD, University of Arizona

Joint Appointment

- John V. G. Matthews, Professor of Educational 1999
Administration and Religious Education
BA, Columbia Union College; MA, PhD, Andrews University
(Holds joint appointment in the School of Education)

Adjunct Professors

- Finbar Benjamin, DMin Spiritual Formation
Newton Cleghorne, DMin Youth Evangelism
Jon Dybdahl, PhD Spiritual Formation
Winston Ferris, MA Religious Education & Spiritual Formation
James Fisher, PhD Old Testament
Ron Flowers, DMin Family Ministry
Jim Gibson, PhD Science and Religion
Richard Hanson, MPH Stewardship
Gary L. Hopkins, MD, MPH, PhD Drug Addiction
Elaine Kennedy, PhD Science and Religion
Douglas R. Kilcher, DMin Church Growth
Bill Kilgore, PhD Preaching
Delcy Kuhlman, MDiv Spiritual Formation
Larry L. Lichtenwalter, PhD Church Leadership
Lyle L. Litzenberger, BA Church Finance
Ben C. Maxson, DMin Stewardship
Norman Miles, PhD African American Studies
Dwight K. Nelson, DMin Preaching
Jon Paulien, PhD New Testament
Randy Roberts, PhD Preaching
Ariel Roth, PhD Science and Religion
Ronald C. Smith, PhD Evangelism and Church Growth
Zdravko Stefanovic, PhD Old Testament
Richard Tibbits, DMin Clinical Pastoral Education
Clyde Webster, PhD Science and Religion
Jerald Whitehouse, PhD Islamic Studies
Steve Yeagley, MDiv Youth Evangelism

**2007–08 FACULTY FROM
AFFILIATED SCHOOLS**
(as of March 22, 2007)

Undergraduate

Caribbean Union College—Port-of-Spain, Trinidad

Lennox Allicock, MS Instructor in Mathematics
 Phyllis Andrews, MAT, MBA Associate Professor of Business Education
 Franklyn Baldeo, MA Associate Professor of Education
 Clinton Benjamin, MBA Assistant Professor of Business
 Clyde Best, MA Assistant Professor of Behavioral Sciences
 Anthony Brumble, MSc Associate Professor of Electronics/Drafting
 Angelle Bullard-Roberts, MSc Instructor of Biology
 Keith Chin Aleong, MA, PhD Assistant Professor of Communication
 Cynthia Cudjoe, MSc Instructor in Computer Science
 Ronald Daniel, MDiv Associate Professor of Theology
 Damaris DeMatas, BA Instructor of Music
 Carlton Drepaull, MA Associate Professor of English
 T. Leslie Ferdinand, EdD Professor of Education and Sociology
 Noel Francis, MBA Associate Professor of Accounting
 Fazadudin Hosein, PhD Associate Professor of Theology
 Bernice James, MA Assistant Professor of English
 Jerome Joseph, MS, PhD Associate Professor of Biological Sciences
 Stephen Joseph, MA, PhD Assistant Professor of History
 Olive Lewis, BA Instructor in English and Home Economics
 Fitzroy Maitland, EdD Associate Professor of Religion
 Janice Maitland, PhD Associate Professor of Behavioral Science
 Roy McGarrell, PhD Professor of Theology and Religious Education
 Shirley McGarrell, PhD Professor of English
 George Mecheo, MCM, MA Assistant Professor of Computer Science
 Errol Mitchell, MA Associate Professor of Religion
 Jennifer Paul, MPhil Assistant Professor of Chemistry
 Clifton Pryce, MA Assistant Professor of Education
 Diadrey-Anne Sealy, BS, MS Instructor in Home Economics
 Ruth Semper-John, MA Assistant Professor of English
 Carl Spencer, MA Instructor in Religion
 Hillman St. Brice, PhD Associate Professor of Behavioral Sciences
 Elvetha Telemaque, MA Assistant Professor of Education
 Hamil Tobias, PhD Assistant Professor of Education and Behavioral Sciences
 Cynthia Ward, MAT, MA Associate Professor of Business Education
 Roselyn Ward, MA Professor of Music
 James Yansen, MDiv Assistant Professor of Theology

Adjunct Professors

Wulstan Charles, MA Religious Education
 Eugene Daniel, EdD Religious Education
 Earl Gooding, PhD Sociology
 Everette Howell, MA Religion
 Lois Phillips, PhD Education
 Brian Wong, PhD Biology

Newbold College—Bracknell, Berkshire, England

Radisa Antic, PhD Senior Lecturer in Biblical Studies and Church History
 John Baildam, PhD Director of Academic Affairs and Principal Lecturer
 Peter Balderstone, MA Lecturer of English
 Jan Barna, MA Assistant Lecturer in Systematic Theology
 Valerie Bernard, MSc Head of Department of Behavioral Sciences and Lecturer in Behavioral Sciences
 Stephen Currow, DMin Senior Lecturer in Pastoral Studies
 Lucia Hall, MSA Lecturer in Christian Counseling
 Henrik Jorgensen, MA Assistant Lecturer in Religion
 Marinko Markek, MA Head of Department of Business Studies, Lecturer in Law and Economics
 Aulikki Nahkola, DPhil Principal Lecturer in Old Testament
 Michael Pearson, DPhil Vice Principal, Principal Lecturer in Philosophy
 David Penner, PhD Principal, Principal Lecturer
 Gunnar Pedersen, ThD Head of Department of Theological Studies, Principal Lecturer in Systematic Theology
 Gifford Rhamie, MA Lecturer in Pastoral Studies
 Sandra Rigby-Barrett, PhD Head of Department of Humanities, Senior Lecturer in Music
 Rodney Rosenquist, PhD Lecturer in English
 Kay Traille, MA Lecturer in History
 David Trim, PhD Lecturer in History
 Laurence Turner, PhD Principal Lecturer in Old Testament
 Jean-Claude Verrecchia, Dr es sciences religieuses Principal Lecturer in New Testament

Adjunct Professors

Barbara Abrahamian, MA Behavioral Sciences
 Ray Allen, MA English and Communication
 Lidija Godina, MA Behavioral Sciences
 Lorraine Gordon, MSc Behavioral Sciences
 Erica Hole, MED/TESOL English as a Foreign Language
 Raafat Kamal, MA Religion
 Clemency Mitchell, MB ChB Health Education
 Isobel Moraes, MSc Maths, Physics and Statistics
 Robert Pearce, MA Behavioral Sciences
 Kish Poddar, MSc Environmental Sciences
 Peter Riddell, PhD Christian-Muslim Studies
 LaReo Riviere, MA Behavioral Sciences
 Danijela Servic, MA Behavioral Sciences
 Paul Tompkins, MA Religion
 Mary Trim, PhD Humanities

Graduate—Education

Spicer Memorial College—Pune, India

Nanibala Immanuel Paul, MA, MPhil Assistant Professor of Education
 Patrick Manu, PhD Associate Professor of Education
 Chair of MA Education
 S. Rajendra Prasad, MSc, MED Associate Professor of Education
 Dora Babu Tadepalli, PhD Assistant Professor of Education

Adjunct Professors

Chidozie Ibeneme, PhD Business Management
 Michael Isiwele, PhD Business Management

Graduate—Religion**Babcock University—Lagos State, Nigeria**

Adekunle A. Alalade, DMin	Professor of Theology and Church Administration
Silvanus I. Anuligo, DMin	Professor of Theology and Biblical Languages
J. A. Kayode Makinde, PhD	Associate Professor of Religion, History and Political Science
Moses O. Taiwo, PhD	Assistant Professor of New Testament (on study leave)

Adjunct Professors

Silvanus Chioma, EdD	Religious Education
Chiemela N. Ikonne, PhD	Education
Joseph A. Ola, DMin	Christian Ministry
Brempong Owusu-Antwi, PhD	Old Testament

Spicer Memorial College—Pune, India

Chanchal Gayan, DMin	Associate Professor of Mission
Roy Jemison Injety, DMin	Associate Professor of Missions, Chair of MA
Mohanraj Wilson Israel, DMin	Associate Professor of Religion
Boxter Kharbteng, PhD	Associate Professor of Theology
Sharath Babu Nakka, DMin	Associate Professor of Mission

Adjunct Professors

Lalchansanga Colney, DPhTh	Associate Professor of Christian Ministry
T. Pothen Kurian, PhD	Associate Professor of Theology

Zaokski Theological Seminary—Zaokski, Russian Federation

Eugene Zaitsev, PhD	Assistant Professor of Theology
Oleg Zhigankov, PhD	Assistant Professor of Historical Theology

Adjunct Professors

Artur Stele, PhD	Old Testament Studies
Galina Stele, DMin	Practical Theology

Appendix

Andrews University Accreditations, Approvals and Memberships

Accreditations

Bachelor's degrees—granted 1939

Master's degrees—granted 1968

Doctoral degrees—granted 1979

North Central Association of Colleges and Schools
30 North LaSalle Street, Suite 2400
Chicago, IL 60602-2504

All university programs

Accrediting Association of Seventh-day Adventist Schools,
Colleges, and Universities, Incorporated (Central Office)
Education Department
General Conference of Seventh-day Adventists
12501 Old Columbia Pike
Silver Spring, MD 20904

Aeronautical Technology

Federal Aviation Administration
800 Independence Ave SW
Washington, DC 20591

Clinical and Laboratory Sciences Department

National Accrediting Agency for Clinical Laboratory Sciences (NAACLS)
8410 West Bryn Mawr Avenue, Suite 670
Chicago, IL 60631-3415

Chemistry Department

American Chemical Society
1155 Sixteenth Street NW
Washington, DC 20036

Didactic Program in Dietetics, Preprofessional Practice Program:

Nutrition Department

Commission on Accreditation for Dietetics Education of the American
Dietetic Association
216 West Jackson Boulevard, Suite 800
Chicago, IL 60606-6995

Degrees of Master of Arts in Pastoral Ministry, Master of Divinity, Master of Theology, Doctor of Ministry, Doctor of Philosophy, and Doctor of Theology: SDA Theological Seminary

Association of Theological Schools in the U.S. & Canada
10 Summit Park Drive
Pittsburgh, PA 15275-1103

Physical Therapy program: Department of Physical Therapy

Commission on Accreditation in Physical Therapy Education (CAPTE)
1111 N Fairfax Street
Alexandria, VA 22314

Counseling programs:

Department of Educational Counseling and Psychology

Council for Accreditation of Counseling and Related Educational
Programs (CACREP)
5999 Stevenson Avenue
Alexandria, VA 22304

Teacher Education programs:

Department of Teaching, Learning, and Curriculum

State of Michigan Department of Education
P. O. Box 30008
Lansing, MI 48909

Graduate/undergraduate programs: Nursing Department

State of Michigan Board of Nursing CIS/Office of Health Services Ottawa Towers North 611 W Ottawa, 4 th Floor Lansing, MI 48933	National League for Nursing Accreditation Commission 61 Broadway, 33 rd Floor New York, NY 10006
---	--

Graduate/undergraduate degrees: Music Department

National Association of Schools of Music
11250 Roger Bacon Drive, Suite 21
Reston, VA 20190

Teacher training and school services programs:

Department of Teaching, Learning, and Curriculum

National Council for the Accreditation of Teacher Education
2010 Massachusetts Avenue NW, Suite 500
Washington, DC 20036-1023

Social Work program: Department of Social Work

Council on Social Work Education
1600 Duke Street, Suite 300
Alexandria, VA 22314-3421

Division of Architecture

National Architectural Accrediting Board (NAAB)
1735 New York Avenue NW
Washington, DC 20006

Approval

All university programs

American Association of University Women

Portland MBA Extension Program

Office of Degree Authorization
1500 Valley River Dr, Suite 100, Eugene, OR 97401

Memberships

In addition, Andrews University holds membership in the following:

American Association of Colleges for Teacher Education
American Association of Collegiate Registrars and Admissions Officers
American Mathematical Society
American Schools of Oriental Research
American Theological Library Association
Association of Collegiate Schools of Architecture
Association to Advance Collegiate Schools of Business (AACSB International)
Council of Graduate Schools in the United States
Mathematical Association of America
Michigan Academy of Science, Arts, and Letters
National Association of Foreign Student Affairs
National Collegiate Honors Council
Upper Midwest Honors Council

National Honor Societies

(University-wide affiliation)

National Honor Society of Phi Kappa Phi (Interdisciplinary)

Honor Societies

(Departmental/School affiliations)

Alpha Mu Gamma—Modern Languages
Beta, Beta, Beta Biological Society—Biology
Chi Sigma Iota—Counseling Psychology (inactive)
Delta Mu Delta—Business
Kappa Omicron Nu—Family Studies and Nutrition
Lambda Pi Eta—Communication
Omicron Delta Epsilon—Economics (inactive)
Phi Alpha—Social Work
Phi Alpha Theta—History
Phi Delta Kappa—Education: International (inactive)
Pi Kappa Lambda—Music (inactive)
Pi Lambda Theta—Education
Pi Mu Epsilon—Mathematics
Psi Chi—Psychology
Sigma Pi Sigma—Physics
Sigma Tau Delta—English
Sigma Theta Tau—Nursing
Tau Sigma Delta—Architecture
Theta Alpha Kappa—Religious Studies and Theology

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Institute of Church Ministry.....	14

Institute of Hispanic Ministry.....	14
Institute of Jewish-Christian Studies.....	14
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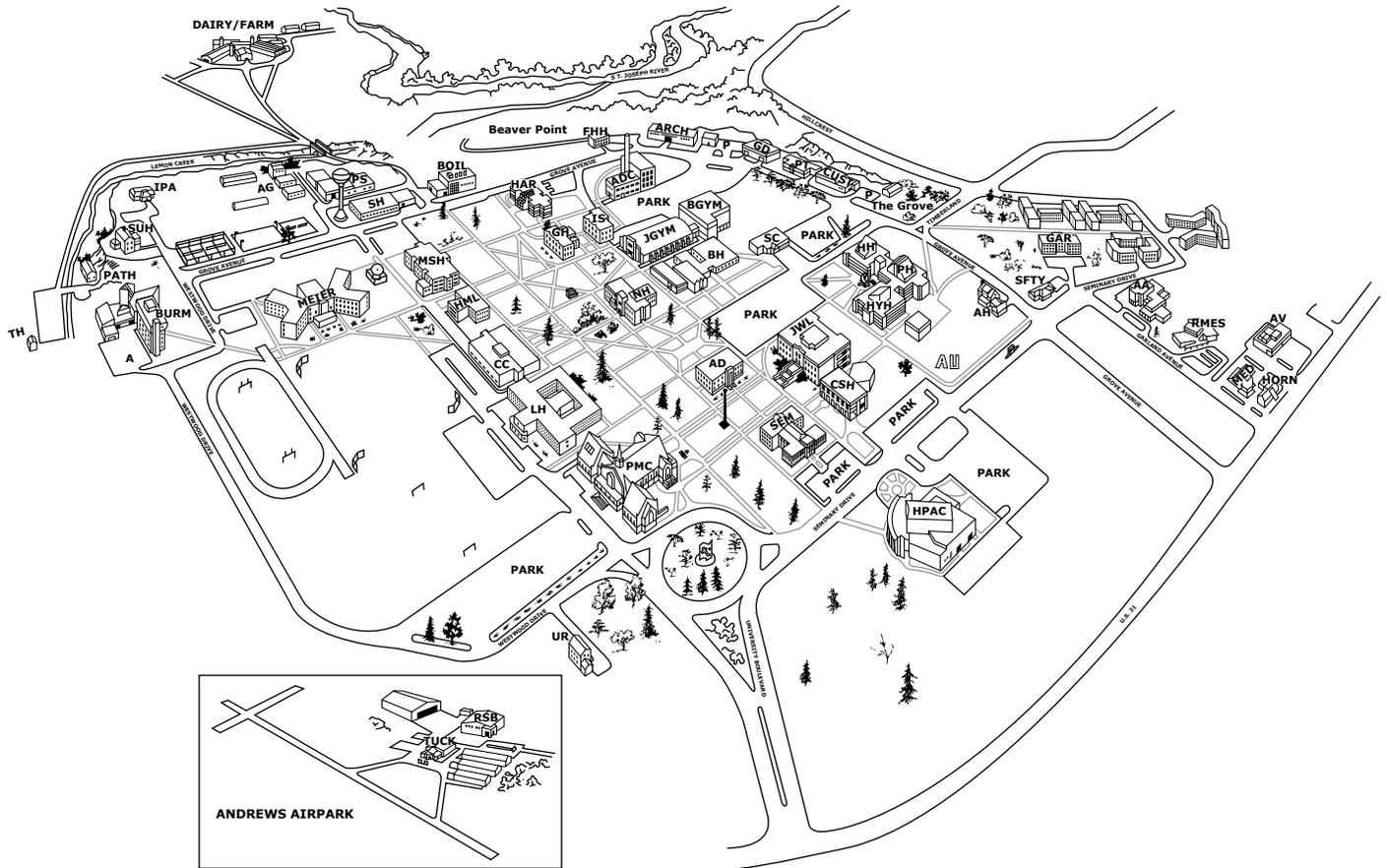
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Welcome to Andrews University



AA	Andrews Academy	GAR	Garland Apt G	NH	Nethery Hall
AD	Administration Building	GD	Grounds Department	PATH	Pathfinder Building
ADC	Art and Design Center	GH	Griggs Hall	PH	Price Hall
AG	Agriculture Building	HAR	Harrigan Hall	PMC	Pioneer Memorial Church
AH	Alumni House	HH	Halenz Hall	PS	Plant Service
ARCH	Architecture	HML	Hamel Hall (Music Building)	PT	Physical Therapy Building
AV	Apple Valley Market	HORN	Horn Archaeological Institute & Museum	RMES	Ruth Murdoch Elementary School
BGYM	Beaty Gym & Pool	HPAC	Howard Performing Arts Center	RSB	Seamount Building (Airpark)
BH	Bell Hall	HYH	Haughey Hall	SC	Service Center (Bookstore, PO, Hair Salons)
BOIL	Boiler Plant/Power House	IPA	Institute for Prevention of Addictions	SEM	Seminary Hall
BURM	Burman Hall (University Towers)	IS	Information Services	SFTY	Public Safety Department
CC	Campus Center	JGYM	Johnson Gym	SH	Smith Hall
CSH	Chan Shun Hall	JWL	James White library	SUH	Sutherland House
CUST	Custodial Services	LH	Lamson Hall	TH	Tubing Hill
DAIRY	Dairy	MED	Medical Center	TUCK	Tucker Building (Airpark)
FARM	Farm	MEIER	Meier Hall	UR	University Relations (Hospitality Center)
FHH	Forsyth Honors House	MSH	Marsh Hall		

PARK Parking passes are required. Please pick up your free visitor parking pass at the Public Safety Department.

TRAVEL INFORMATION

Arriving By Car

From the North

- Take I-196 (south) to I-94 (west) to Exit 30
- Take US 31 S about 11 miles to Exit 15
- Turn left at the stop sign on Old 31—go 0.8 mile to University sign
- Turn left 0.2 miles to Andrews University

From the East (Detroit)

- Take I-94 (west) to Exit 30
- Take US 31 south about 11 miles to Exit 15
- Turn left at the stop sign on Old 31—go 0.8 mile to University sign
- Turn left 0.2 miles to Andrews University

From the East (Ohio & PA) and West (Illinois)

- Take the Indiana Toll Road (I-80/90) to Exit 72
- Take US 31 N 17 miles to Berrien Springs, Exit 15A
- Turn right at the stop sign on Old 31—go about 0.5 miles to University sign
- Turn left 0.2 miles to Andrews

From the South

- Take US 31 N to Berrien Springs, Exit 15A
- Turn right at the stop sign on Old 31—go about 0.5 miles to University sign
- Turn left 0.2 miles to Andrews University

Transportation Facilities

Airlines

Michiana Regional Transportation Center
4477 Progress Drive
South Bend, Indiana 46628-5594
(574) 233-2185
www.sbnair.com

Allegiant Air (1-800-432-3810)
(Las Vegas, Nevada and Orlando, Florida connections)

Continental Connection (1-800-523-FARE)
(Cleveland, Ohio connection)

Delta Connection (1-800-221-1212)
(Cincinnati, Ohio and Atlanta, Georgia connections)

Northwest/KLM Airlines (1-800-225-2525)
(Detroit, Michigan and Minneapolis/St. Paul, Minnesota connections)

United Express (1-800-241-6522)
(O'Hare Airport, Chicago connection)

Trains

Amtrak
Niles, Michigan
South Bend, Indiana

South Shore Line
Michiana Regional Transportation Center (airport)
to Chicago (downtown)
1-800-356-2079

Buses

Benton Harbor, Michigan
(Greyhound, Indiana Motor)

Michiana Regional Transportation Center (airport)
(Greyhound)
(574) 287-6541

Airport Connections
Coach USA United Limo—O'Hare and Midway
To/From South Bend and Benton Harbor
1-800-833-5555